CHAPTER I

INTRODUCTION

1.1 The Background of The Study

Language is a way to communicate with some people, language is also a tool to express the idea or wishes. English is one of the international languages, it is very important for us although we live in Indonesia. This is mean that English is the language communication used by all humans in the world. It can be seen especially in the context of English language teaching as a foreign language taught in Indonesia, started from elementary school up to university, they study English.

English is one of the subject which is difficult for students to learn. They must know and understand tenses and genres, have to memorize many vocabularies and try to speak English. Most of them don't pay attention when their teacher explains about language. It happens because they have implanted in their mindset that English is very difficult. It is the main problem for English teachers. They must have ideas to change the students' mindset. In studying English, there are four skills have to master. They are speaking, reading, writing, and listening. This research, the writer focuses on reading skill.

Teaching reading is not just about make students have a good communication. It is about making students understand what the text tells about. The understanding that result is call reading skill. Reading is not a skill which is every people like. Some people do not like reading. Reading passage seems to be difficult about the condition. The condition here refers to the Reading skill.

Reading is an ability to read the text well and get information. It definitely will improve people's knowledge because the more they read, the more they get knowledge. Reading also has positive effect on the students' vocabulary knowledge, on their spelling or their writing. To read the text well, the students have to understand on what they read because reading is not only reading but the reader must read by following the rule. It also states that reading is incredibly active occupation. To do it successfully, the readers have to understand what words mean, see the pictures, words are painting, understand the arguments and work out if the readers agree with them. This statement shows without understanding the word; students can know what the meaning of the text based on the explanation above, the writer gives to the students a text to measure the students' ability in reading a text.

Descriptive text is a kind of genres that students should be mastered. A kind of the text which says what the person or a thing is like or to describe and reveal a particular person, place, or thing.

Based on writer experience when doing the observation at SMP Swasta Imelda Medan, the writer made test in classroom about their ability in reading descriptive text. The result of the test showed that all the students got low score. The students faced many problems dealing in reading text.

Those problems are students showed by their lackness in reading a text. It is usually indicated through the following indicators: 1) the students had low-confidence in English reading and are lazy to read a text; 2) the students did not interest in reading; 3) they got boring; 4) they have little vocabulary so they are not able read main idea, sporting details, reference, well vocabullary,and good

inference . The students are less like the material because they are not interested on the material that would be presented. This situation was proven by the student's score of reading. Most of the students got the score below the Minimal Completeness Criteria (KKM) of SMP Swasta RK Bintang Samosir Palipi. The KKM of writing applied for seven until nine grade by school is 70. To support the statement above there is a table of score of the students as follows.

Table 1.1

The list of Students' Specification of Reading Test at SMP Swasta RK Bintang Samosir Palipi

No	Students' Initial Name	Total score
1	SH	45
2	HS	55
3	JM	50
4	BS	65
5	DS	50
6	YS	40
7	SRS	70
8	MS	80
9	AS	65
10	ILS	50
11	ENS	35
12	MKS	55
13	GM	50
14	RH	45
15	KS	45

TOTAL	**800**
MEAN	**53,3**

$$Mean\ of\ the\ Test = \frac{\text{Sum of Deviation}}{\text{Total number of the students}}$$

$$My = \frac{\sum \text{d}}{\text{Ny}}$$

$My = \frac{800}{15} = 53{,}3$

In English learning especially in SMP Swasta RK Bintang Samosir Palipi, the students still have problem to read a text. Usually, most of the students still consider that English is difficult lesson, especially in reading text. Many students do not understand to read a text and to pronounce a word or sentence in a good way. Although the teacher reads a text clearly, but the students still can not read well. Teaching reading in English is very useful for students. Beside developing their reading, the teacher can also make the students to be interested in reading. It is depended to the technique which teacher do. Teaching reading is not only make the students have a good pronunciation but the most important thing is how the teacher teaches the students to understand the meaning of the text and get the information from what the writer delivered in the text. A professional English teacher must be able to understand the characteristic of the students.

Based on the problem above, the teacher should overcome what the method should they use. In this case, the researcher chooses of Directed Reading Thingking Activity (DRTA). It is a good method because it can help students to read the text well.

Considering the problem above, it needs to use a teaching method which help students to read a reading passage. In this case, writer proposes Directed

Reading Thingking Activity (DRTA) in reading a text in the class. The writer chooses this method because Directed Reading Thingking Activity (DRTA) is good strategy can help the students to solve their problem in reading text.

To sum up the writer interest is to know how the Directed Reading Thingking Activity (DRTA) can be applied in teaching descriptive text in classroom, and how effective Directed Reading Thingking Activity (DRTA) will improve the students' descriptive text. The title of this research is **"The Effect Of Directed Reading Thinking Activity (DRTA) Technique On Teaching Reading Comprehension Text At The Eighth Grade Of SMP Swasta RK Bintang Samosir Palipi 2021/2022."**

1.2 The Problem of the Study

Based on the background of the study, the problem of the study is formulated as follows as: "Does the use Directive Reading Thingking Activity (DRTA) Technique Affect in the Student's Achievement on Reading Text at SMP Swasta RK Bintang Samosir Palipi?"

1.3 The Objectives of the Study

The objective of the study is to know whether using Directed Reading Thingking Activity (DRTA) Technique is effective to affect students' ability to read text at the eighth grade of SMP Swasta RK Bintang Samosir Palipior not.

1.4 The Scope of the Study

There are many genres that students have to be mastered such as descriptive, exposition, procedure, anecdote, discussion, narrative and others. But the writer just focus on descriptive text. Larson (1984:118), a descriptive text is a text which says what a person or a thing is like. There are some particular

stuctures of descriptive text such as : 1) Generic stucture, 2) Social function, 3) Language features . This study focus on the generic stucture. According to Purwati and Marta (2005), generic stucture of descriptive text has two parts such as identifications and description. Identification is the identifies the phenomenon to be described, while description is to describe parts, qualities, and characteristics of a person, place or thing to be described.

1.5 The Significances of the Study

Hopefully, the findings of the research were expected to be beneficial result the following points :

1. Theoretically

The result of the research is expected to be able to encourage the next researcher to conduct further research.

2. Practically

For the Students, to give information to the students to improve theirknowledge on reading text and to increase students understanding in class actively and for the teacher to provide recommendation to increase their teaching in students' reading text and teacher can apply the model to improve their professionalism and improve quality of teaching and learning process in the school and for the researcher the result of this research as a comparative study and for the other researchers this research can be used as a reference.

1.6 Hypothesis of the Study

The hypothesis set the recent study is as tentative anwer of the research problem. It comprises alternate hypothesis (Ha) and null hypothesis (Ho). Alternate (Ha) as the hypothesis that states the relationship between experimental

treatment that the researcher expects to emerge. In this case thce alternative hypothesis as read follows:

H_a : There is a significantly effect of using Directive Reading Thingking Activity (DRTA) Techniqueon students achievement in Teaching Reading Text.

H_o : There is no effect of using Directive Reading Thingking Activity (DRTA)Techniqueon students achievement in Teaching Reading Text.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a reasearch, theories are needed as the basic concepts for further action. The terms taken are about to make clear explanation concern with what this study will deliver about.

2.2 The Four Language Skill

Language is a system of symbols that permit people to communicate or interact. These symbols can include vocal and written forms, gestures, and body language.There are four skills in teaching and learning English: listening, speaking, reading, and writing. Those skills are related to each other and cannot be independent; therefore, learners need to master all of the four skills. This is supported by Uma and Ponnambala (2001) who state that mastering language skills will determine the students' communicative competence in the target language. The four skills of language learning are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. These skills are Listening, Speaking, Reading, and Writing. In the context of first-language acquisition, the four skills are most often acquired in the order of listening first, then speaking, then possibly reading and writing. For this reason, these capabilities are often called LSRW skills.

People generally learn these four skills in the following order:

1. **Listening:** When people are learning a new language they first hear it spoken.

2. **Speaking:** Eventually, they try to repeat what they hear.

3. **Reading:** Later, they see the spoken language depicted symbolically in print.

4. **Writing:** Finally, they reproduce these symbols on paper.

And in this research the writer focus on Reading language skill. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. Although the reasons for reading may vary, the primary purpose of reading is to understand the text. Reading is a thinking process.

2.3 The Nature of Reading

Reading is very important, it is central to the learning process, to understand and getting general information from the text, getting specific information from a text, or for pleasure or for interest. Reading is not only source of information, but also an active process which consists of recognation and comprehention skill. Reading is one of language skills is thought to be important is teaching learning process . but many student think that reading is just an activity of saying wprds correctly from the written words.According to Harmer (2007: 99) reading is useful for language acquisition. Provided that students more or less understand what they read, the more they, the better they get at it. There is a process in which readers try to get more information from what is encoded by the author in the text in order to construct meaning from the text they read. Then, it can be understood that there is an interaction between a reader and a text in that reading process.

Based on the definition above which have been discussed, all of them offer useful insights into reading intructions and skill in the reading depends on the efficient interaction between linguistic knowledge and knowledge of the world.

Where the readers will encreasingly have broad insights and get more information based on the reading that is read. And from the text they understand, the reader directly interacts with the text that is read. For example when someone reads a text they bring to task a formidable of informations and ideas.

Mickulecky and Jeffries (2004) say that reading is very important since it can enhance students general language skill in english, assisting students to think in English, enlarging students English vocabulary, improving their writing, and it can be a good way to obtain about new ideas, facts and experiences.

According to the writer reading has been viewed as something that can help students to enrich or to improve their insight especially in English language. Where the students can find a variety of new ideasand thouhgts that make their insights and knowledge increasing. The writer also said that reading can increase students vocabulary in English, with that students will be easier to improve their quality in English. For example, when learning English the teacher emphasizes students to search for more vocabulary that they don't know the meaning from the tex, so that they will understand more about a text that has been given by the teacher before.

2.3.1 Components of Reading

Motivation refers to a child's eagerness and willingness to read. The National Literacy and Numeracy Strategy, *Literacy and Numeracy for Learning and Life* (2011), states that positive attitude and motivation are vital for progression in literacy and numeracy. It also states that "all learners should benefit from the opportunity to experience the joy and excitement of getting 'lost' in a book (in both paper based and digital formats)". Teachers can promote

excitement and motivation to read by providing students with interesting and rich texts, Text choice is used when you ask a multiple choice question and present the possible answers to your respondent. Here's an example of a simple text choice question. You can make your question into a quiz question, multiple choice or market it mandatory.Choice of text, choice of text meaningful for teacher. A good teacher able to choose a good text that suitable for their students. .Authentic purposes for reading, authentic reading includes reading that is meaningful, relevant, and useful to the reader. Supporting readers with a print-rich environment. Providing choice within a variety of forms and genres. Opportunities to explore, interact and experiment with text. In the end of class usually the teacher will make a short discussion class. This chance able to increase the students ability in reading text.

Motivated readers require a safe, supportive classroom environment, one in which both the physical aspects and the culture encourages opportunities to use and combine printed, spoken, visual and digital texts. Students benefit from such an environment that allows them to feel confident in taking risks, in sharing texts, in responding openly to texts and in working collaboratively with each other. Levels of motivation and engagement have been found to predict achievement (Baker & Wig field, 1999) and as such are key factors in determining children's academic success. They are critical to ensuring children develop both the skill and the will to engage in literacy activities. According to Beers 2003, "…social and emotional confidence almost always improves as cognitive competence improves" (2003 pg.260).

From the explanation Children's learning process does not only depend on aspects of intelligence or cognitive ability, but also influenced by other aspects such as emotional aspects and emotional confidence. The emotional and social aspects have a big influence on children's behavior towards himself, others and the environment. In the social emotional aspects of early childhood can developed through emotional social learning. Where social and emotional will increase when a child's cognitive improves. Where cognitive is the construction of thought processes, including remembering, problem solving, and decision making, from childhood to adolescence to adulthood. Social emotional learning is a process develop the skills, attitudes, and values needed to acquire social and emotional confidence as children's capital in interacting with themselves, others and their environment. Emotional social learning can function as a starting and base in planting educational characters for early childhood.

2.3.2 Reading Comprehention

Reading comprehention is defined as the process by which a person derives meaning from print. It is complex, dynamic process which requires active engagement with the text and conscious effort on the part of the reader to gain meaning from what is read. Reading with comprehention will recognize the purpose and the important point of the besides understanding the surface meaning of the text.

Christine Nuttal (1982:37) says that reading speed is worhless unless the reader has understood what he has read, so comprehention must also be measured. It is usual to do as objectively as possible, using multiple choice or true or false questions. The score can be accepted the rough and ready guide 70 percent is

about right. 100 percent accuracy is not necessary, but for the better reader, it will be expected. Its means the reader has an interest in what she/he was reading and has questions she/he want to answer.

According to the writer, the research process also changes as her/his purpose changes. Comprehention doesn't happen at one point, rather is it is the process that take place over time. This means that someone will have the speed of reading it because he/she already understands what they has read. Where this is a necessity that is owned by a reader. That way he will be more proficient in the speed of reading comprehension. And here also the reader must be able to get answers to the questions he wants answered based on the reading he reads.In conclusion, reading comprehention is an interaction between thought and language to get the meaning of the text.

2.3.3 Reading Comprehention Assessment

According by Deanne K. Milan (1988:2) assessment the way when we want to approach a reading assessment, they are determining the main idea and purpose, comprehending main idea, disthinguising between main ideas and sporting details, making inferences, drawing conclusion, distinguishing between fact and opinion and the last is understanding vocabulary. They are five way to approach reading assessment.

1. Identify Specifict Information of the text

Specifict information involves understanding what information you are looking for and then reading the relevant part carefully to get a full and datailed

understanding. Somtimes, reading for specifict information also involves reading to see if informatin is contained in a text. The writer gave five questions of specific information. Every question was given four score in the test of specification.

2. Identify Main Idea

According to Beatrice, S & Mikulecky (1996:96) states that main idea is the author's idea about the topic. The main idea maybe clearly stated as a sentence. The main idea is usually reinforced by a series of other points or details which support the promise of the main idea. These are called suppoting ideas and may also be stated or implied. The writer gave five questions of main idea. Every question was given four score in the text of specification.

3. Identify Generic Stucture

Generic stucture of Descriptive Text has two parts such as identifications and description. Identifications it is about the identifies the phenomenon to be discribed or to identifies the item, person or place describe. Where description is to describe parts, qualities, and characteristics of a person, place or thing to be described.

4. Refers Word

Refers word is to direct to a source for help or information, to submit (a matter in despute) to an authority for arbitration, decision or examination, do direct the attention of. The writer gave five question on refers word. Every question was given four score in the text of specification.

5. Making Inference

Kathleen (2011:31) states that an inference is an educational guess or prediction about something unknown based on available facts and information. Based on the definition above, the researcher concludes that inference is an important skill for understanding text, as authors often imply themes and ideas, without stating them outright. Making an inference involves using what you know to make a guess about what you don't know, or reading between the lines. Readers who make inference use the clues in the text along with their own experiences to help them figure out what is not directly said, making the text personal and memorable. Helping the students make texts memorable will help then gain more personal pleasure from reading , read the text more critically and remember and apply what they have read. The writer gave five questions on making inference. Every question was given four score in the test of specification.

2.3.4 The Models of Reading Comprehention

According toUrquhart and Weir (1998) often read about general models of reading(not to be confused with the text model and situation model concepts for comprehension processes that were discussed earlier). General models of reading serve useful purposes, most commonly by providing a metaphorical interpretation of the many processes involved in reading comprehension.

Other models are more specific in nature, trying to account for, and interpret, the results of much research. In this section, we comment briefly on general metaphorical models and then discuss a few of the models of reading that are grounded in more specific research syntheses. And I think the levels of

comprehension refer to degree in which a reader can be categorized as good as poor readers.

Based on the above explanation, the point of the above explanation is that we often read about various types of models that general reading can provide us with information and involve us in the many processes involved in understanding reading. it means that in this study the reader is not only involved in understanding the reading, but must be able to provide information from what has been read. a reader must also involve himself in various readings and not just one reading so that the reader will get more sources to be able to specify the results of these readings. But everything is there gradually. Besides explaining, he also interpreted. And the best reading level is the extent to which students are able to understand information from the text he/she has read.

1. Bottom-upmodels

Suggest that all the reading follows a mechanical pattern in which the reader creates a piece –by-piece mental translation of the information in the text, with the little interference from the reader own background knowledge in the extreme view, the reader processes each world letter-by-letter, each sentence word-byword and each text view is not entirely accurate. At the same time, there are aspect of this view (e.g lower-level processes such as word recognition abilities and syntactic parsing) reflected in the overview of the reading processes presented in this chapter.

Based on the explanation above I think in the Bottom-up models typically consist of lower-level reading process. Students start with fundamental

basic of letter and sound recognition, which in turn allows from morpheme recognition followed by word recognition, building up to the identification of sentence.

2. Top-down models

Assume that reading is primarily directed by reader goals and expectations. Top-down models characterize the reader as someone who has a set of expectations about the text information and samples enough information from the text to confirm or reject these expectation. To accomplish this sampling efficiently, the reader directs the eyes to the most likely places in the text to finduseful information. The mechanism by which a reader would generate expectations is not clear, but these expectations might be created by a general monitoring mechanism. And this models,

Based on the explanation above I think the idea that comprehension resides in the reader. The reader use background knowledge makes prediction, and search the text confirm or rejects the prediction that are made.

3. Interactive models of reading

The models again as a general metaphorical explanation. The simple idea behind this view is that one can take useful ideas from a Bottom-up perspective and combine them with key ideas from a top-down view. So, word recognition needs to be fast and efficient but background knowledge is a major contributor to text understanding, as in inferencing and predicting what will come next in the text.

Based on the explanation above it means this models that are accepted as the most comprehensive description the reading process are interactive model. This third type combines elements of both bottom-up and top-bottom models assuming “that a pattern is synthesized based on information provide simultaneously from several knowledge source”.

2.3.5 Reading Process

Anderson at.al (2003:2005) reading is very complex process. It requires a high level of muscular coordination, sustained effort and concertration. But reading is more than just visual task. According to Anderson at.al (2003:70) understanding the process of reading has been the focus of much research over the past 125 years. The modes can be divined in to three categories: bottom-up process, top-down process and interactive process.

1. Bottom-up Process

Bottom-up process is typically consist of lower-level reading process.Students start with fundamental basic of letter and sound recognition, which in turn allow from morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences and longer text.

Based on the explanation aboveThe point is that students read from the most ordinary stage. By starting to recognize the letters and intonations that are then passed through like a vocabulary and then the structure of language or grammar and then a longer sentence.

2. Top-down Process

Top-down process, on the other hand begin the idea that comprehension resides in the reader. The reader use background knowledge makes prediction, and search the text confirms or rejects the prediction that are made

Based on the explanation aboveThe point is students are required to understand the text that students read. And then make your own conclusions with your own words and start developing them into a paragraph.

3. Interactive Process of reading

The process that are accepted as the most comprehensive description the reading process are interactive process. This third type combines elements of both bottom-up and top-bottom models assuming "that a pattern is synthesized based on information provide simultaneously from several knowledge source" (Anderson at.al 2003)

Based on the explanation above it means that this section combines the bottom-up and top-down reading process. Assuming that information sentences are taken simultaneously from several sources of knowledge. Yes indeed in this section it's a little more complicated than the other parts, but this is the most important.

2.4 Genre

According to Swales (1990:58) definition of genre as a class communicative events, the members of which share some set of communicative

purposes which are recognized by the expert members of the parent discourse community' shows that he, too, views the notion of genre from a similar perspective to that expressed by Bieber.

In large scale corpus-based study of twenty three genres and just under one million words, Biber (1988:88) draws as a distinction between genre and text type which has important implication for the language learning classroom. According to Biber (1998:90) the term genre categorizes text on the basis of external criteria, while text types represent groupings of texts which are similar in linguistic form, irrespective of genre.

Anne Freadman (1994:107) defines genre text into four. First, genre is an organising concept for our cultural practices; second, any field of genres constitues a network of contrast according to a variety of parameters; third, genre is place occasion , function , behavior and interactional structures; fourth, cultural competence involves knowing the appropriateness principle for any genre, knowing the kind of margin you have with, being able to vary it, knowing how to shift from one to another and how many factors would be involved in many such shift.

Based on experts' explanation above, the researcher concludes that genre are abstract, which means a short statement that summarizes the main points of a reading text. And it becomes a socially recognized ways of using language, become a set of communicate goals which are recognized by different parts of the text and become a place of opportunity, function, behavior and and interactional structures of text. So based on the genre's text the reader is able to place the text based on the genre's text so that it is easy to understand.

Genre is a kind of text that has a function and consists of some text. Each text has its own function and generic structure. Here is the table that describes the functions and generic structures of each text (Pardiyono,2007:123).

Table 1.2 Genre Based Learning

No.	Name	Function	Generic Structure
1.	Descriptive	To give description about an object (human or non-human)	1. Identification 2. Description
2.	Recount	To inform or retell the events or experiences that happended in the past	1. Orientation 2. Event 3. Reorientation
3.	Narrative	Telling stories or past event to amuse or entertain the reader	1. Orientation 2. Complication 3. Resolution
4.	Procedure	To tell the steps of doing something	1. Goal 2. Materials 3. Steps
5.	Explanation	Explaining how something works or why some phenomenon happens.	Topic + General Statement Sequence of explanation

6.	Discussion	To present opinion or arguments about an issue or phenomena.	1. General statement 2. Arguments for 3. Arguments against 4. Recommendation
7.	Analytical Exposition	To argue that something is the case to concern	1. Thesis 2. Arguments
8.	Hortatory Exposition	To argue that something should be or ought to be	Thesis 1. Arguments 2. Recommendation
9.	News Item	To inform readers, listeners, or viewers about events of the day that are considered newsworthy or important	1. Headline/Title 2. Summary of events 3. Background Events 4. Source
10.	Report	To give information about natural or non-natural or things in the world	1. Title 2. General statement 3. Description
11.	Anecdote	To share funny stories ridiculoous event by retelling them to the readers	1. Title 2. Abstract

			3. Orientation 4. Crisis 5. Reaction 6. Coda
12.	Spoof	To retell an event with humorous twist at the end of the story	1. Orientation 2. Events 3. Twist
13.	Review	To critique of evaluate an art work or event for a public audience	1. Title 2. Identification 3. Summary + Evaluation 4. Author and Publisher

In generel, the genres of the text that are needed to be mastered in reading are narative text, procedure text and descriptive text. And in this study, the researcher limits the genre only in reading Descriptive text.

2.4.1 Descriptive

Descriptive text is a kind of genre tetx that contains describing about people, place or thing. According to Matthews (1997:94) descriptive tetx is a way to explain about events in or states of the world. Schwegler (2010:351) adds that descriptive text is a used to expose the details about place people, qualities,

emotions, moods, etc. So, descriptive text is a text that describe the details of event or something.

Based on the explanation from the writer, descriptive is a description or explanation of everything be it human, animal, plant or inanimate objects with properties attached to it such as size, type, color, etc., so that the reader can find out about what something is like the picture that we convey even though he has never seen it. So a person who receives information from the description can use his imagination to describe the object into its own version but still in the corridor of information that has been given. it is the result of observation or observation, therefore information used to describe objects, objects or places must be clear, adjusting the data and facts contained in the object. The aim is to provide a complete explanation to the reader so that he can understand what is being read, as well as in physical form or abstract form such as attitude, taste and so forth.

2.4.2 The Generic Stucture of Descriptive Text

Generic structure is the general structure which contains in the descriptivetext. There are two generic structures of descriptive texte text, those are:

1) Identification is taken in the first paragraph or it will become the main idea of the text.
2) Description is to describe parts, qualities, and characteristics of a person, place or thing to be described.

The following page is the example of Decriptive text.

Example of Descriptive text

My name is Putri. I have a close friend named Indah. We study in the same school, but in deffrent classes. We get close because our houses are not a long way. She often picks me up to go to school.

Indah is smart, diligent and friendly. She often gets the frist rank in our school. I think almost all people in our school know her. However, she is not arrogant. I often ask about lessons which i don't fully understand.

Indah has a mall body. She is thinner, but teller than me. She has dark complexian and straight hair. Her face is oval with round eyes and thick eyebrows. Although she is thin, she is healthy. And one of he favorite lessons is English exercise. She can run speak about English language.

Generic Structure	Contents
Identification	This section will identifies the phenomeon or the item, person, or place to be dicribed. My name is Putri. I have a close friend named Indah. We study in the same school, but in deffrent classes. We get close because our houses are not a long way. She often picks me up to go to school.

Description	In this section will discribe parts, qualities, and characteristics of a person, place or thing to be decribed. Indah is smart, diligent and friendly. She often gets the frist rank in our school. I think almost all people in our school know her. However, she is not arrogant. I often ask about lessons which i don't fully understand. Indah has a mall body. She is thinner, but teller than me. She has dark complexian and straight hair. Her face is oval with round eyes and thick eyebrows. Although she is thin, she is healthy. And one of he favorite lessons is English exercise. She can run speak about English language.

2.5 Teaching

Teaching is the process of attending to peoples' needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the

given. In teaching language the are some way how to develop our teaching when we teach student they are :

1. Teaching approach

Teaching approach is a particular way of thingking. In this case, a teaching approach is a set of beliefs and assumption about language teaching and language learning. Our teaching techniques and teaching strategy will depend on the teaching approach we take.

2. Teaching method

Teaching method is a systematic plan for the presentation of language, which is based in the approach that we have chosen.

3. Teaching strategy

Teaching strategy is a plan intended to achieve a purpose, it is more general than a technique. A teaching strategy is aimed to help learning take place. It can involve the different ways to organizing the classroom and planing a lesson.

4. Teaching technique

Teahing technique is a detailed list of rules or a guideline for any (teaching) activity. It is based on the description of the steps, or a set of do's and don'ts, and is often associated with the method or strategy. Technique is the way a person in order to implement a method.

I think basically, teaching is important part to help students in mastering knowledge culture and attitude. so teaching will be sucessfull when the students get the meaningful lesson. and based on explanation above that technique is including the way someone implements a method. Where this method is the way a

teacher makes students succeed in achieving the learning goals that exist in the lesson or the assessment itself.

There are some teaching technique in reading, such as skimming technique, reading Aloud technique, scanning technique, pre-questioning technique, jigsaw technique, content-based summarizing technique, directed reading thinking activity (DRTA).And from all those teaching techniques, DRTA is the more effective technique to increasing students reading comprehention in teaching reading description text.

2.6 Directed Reading Thingking Activity (DRTA) Technique

2.6.1 Description of Directed Reading Thingking Activity (DRTA)

Directed Reading Thingking Activity (DRTA) is a comprehention strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The DRTA technique encourages students to be active and thoughtful readers, enhancing their comprehention.

Tieney at al (1995) states that DRTA is a stategy that can be used to build independent readers and learners. According to Stauffer (197:7), DRTA does not provide activities that engage students in reading a certain text critically. Therefore, DRTA is develop to promote active reading comprehention and engage students to think critically to understand a text. In DRTA student's are guided through the process of making predictions, silent reading, and confirming or refuting their predictions. Through those process, students are exepected to be active, critical and thoughtful readers. Besides, DRTA technique also involves students in using higher critical thingking skills. This skill includes making connection between related elements of the text, confirming the predictions and

creating logical conclution. Since reading involves student's to understand and construct their own interpretation to a text. Directed Reading Thingking Activity (DRTA) will be an appropriate technique to be used in teaching reading comprehention.

The purpose why we used Directed Reading Thingking Activity (DRTA) in teaching reading comprehention. 1) it encourages students to be active and thougtful readers, 2) It activates student's prior knowledge, 3) It teaches students to monitor their understanding of the text as they'reading, 4) It helps strengthen reading and critical thingking skills

2.7 Steps on Conducting Directed Reading Thingking Activity

Russell Stauffer (1969) gives table which explain the steps of Directed Reading Thingking Activity (DRTA) in teaching reading.

Table 1.3 The table of Directed Reading Thingking Activity (DRTA)

1. Choose a text	This strategy works well with both fiction and expository texts.
2. Activate student's prior knowledge	have student's read the title of the text, or tell them the topic of the text. Ask the student's to brainstorm a list of ideas that come to mind when they think about the title or topic. Write those ideas on the board. When using this strategy with a piece of fiction, you might have student's brainstrom a list of

	ideas that they associate with an overriding theme the story, the story"s setting, or the author of the story (if the author is someone with whom your student's are familiar). Student's will be making predictions about what they will read about in the text, so it is important that you active their prior knowledge on a tipic that will allow them to make predictions about what might be included in the text.
3. Have student make predictions about what they will read about in the text	used all avaible clues, including the index, table of contents pictures, charts, and table in the text. Ask student's to explain how they came up with their predictions. (Do not accept "I don't know" answers).
4. Have student's read a section of the text	Either have student's volunteers read aloud, or have student's read silently to themeselves. If student's are reading to themeselves, be sure to indicate where student's should predetermine stopping points. They should be points in the text that lend themeselves to making predictions. In expository text, good

	stopping point are often right after student's have read a new heading or subheading in the text.
5. Ask student to confirm or revise prior predictions, and make a new predictions.	Student's should be encouraged to explain what in the text is causing them confirm and/or revise prior predictions, and what is causing them to make the new predictions they are making.
6. Continue steps 4 and 5 until students have finished reading	
7. When student's have finished reading, ask questions that promote thingking and discussion.	Sample questions: • What is the main point the author is making in this story/article? What support your answer? • Do you agree with the author's ideas in the character's actions? Expalain why or why not. • What is the mood of this piece and how does the author develop it?

	• What would you tell some one about this story if the person did not have time to read it? • Is this like somthing else you have time to read it?

2.8 Advantages of Directed Reading Thingking Activity (DRTA)

1. DRTA gives the student's ability to determine purposes for reading
2. DRTA gives the student's ability to extract, comprehend, and assmilate information
3. DRTAgives the student's ability to examine reading material based upon purposes for reading
4. DRTA gives the student's ability to suspend judgements
5. DRTA gives the student's ability to make decision based upon information gleaned from reading.

2.9 Disadvantages of Directed Reading Thingking Activity (DRTA)

1. Only useful if students have read or heard the text being used
2. Classroom management may become a problem
3. This technique useful also depends on the situation in the class.

2.10 The Previous Research

The researcher took some previous studies as inspiration and consideration for conducting the study. There are some studies about teaching learning using learning media in teaching reading comprehension which have been conducted so far and have been becoming the inspiration. The first study is entitle "*Improving*

Reading Comprehension Using Jigsaw (A Classroom Action Research of the eighth grade studentsofMTs N Tinawas Nogosari in Academic Year 2012/2013"), written by Dwi Purwanti from the English Department of Tarbiyah and Language Faculty of State Islamic Institute of Surakarta. In this research, the writer conducted a classroom action research in two cycles. The students‟ mean score in the pre test, post 1, and post test 2. The students‟ mean score in the pre test was 59.55. It increased to 70.68 in the post test 1 and became 83.41 in the post test 2. Therefore, it can be concluded that jigsaw can improve the students‟ reading comprehension.

The second research entitle "*The Effectiveness of Team Game Tournament to Teach Students' Reading Comprehension at The Eighth Grade of MTs Muhammadiyah Tempurrejoin The Academic Year 2014/2015*", written by Aan Lestari from Islamic education and teacher training faculty of state Islamic institute of Surakarta. In this research, the writer method was experimental study. The writers‟ result of the research shows that there is a significant difference in reading recount text achievement between students who are taught by using team game tournament and those are taught using direct method. It can be seen from the independent t-test is 4,039, t table for n= 65 in level of significant α = 0,05 is 1,997. Because t>ttable (4,039>1,997) for level significant of 0, 05, H0 is rejected. While the result of the paired sample t-test shows that t= 13.144 is higher than t table = 2.034 or 13.144>2.034. It means that the team game tournament is more effective to teach students‟ reading recount text. It can be applied as technique in teaching reading recount text of junior high school students

especially for the eighth students of MTs Muhammadiyah Tempurrejo because the students can understand more about the text and catch the message.

From the previous studies above, it can be seen that those researcher have similarities in this research. Both of them are classroom action research and experimental research focused on teaching reading comprehension. The difference of this research is the first that related with the use of Directed Reading Thinking Activity (DRTA) technique. It showed that there was an improvement in reading comprehension by using Directed Reading Thinking Activity (DRTA) technique and the design is Classroom Action Research. While in the second related with the previous study on recount text, meanwhile this research focus on descriptive text.

2.11 Conceptual framework

Reading is one of language skills is thought to be important is teaching learning process. But many students think that reading is just an activity of saying words correctly from the written words. Reading is not only source of information, but also an active process which consists of recognition and comprehension skill.

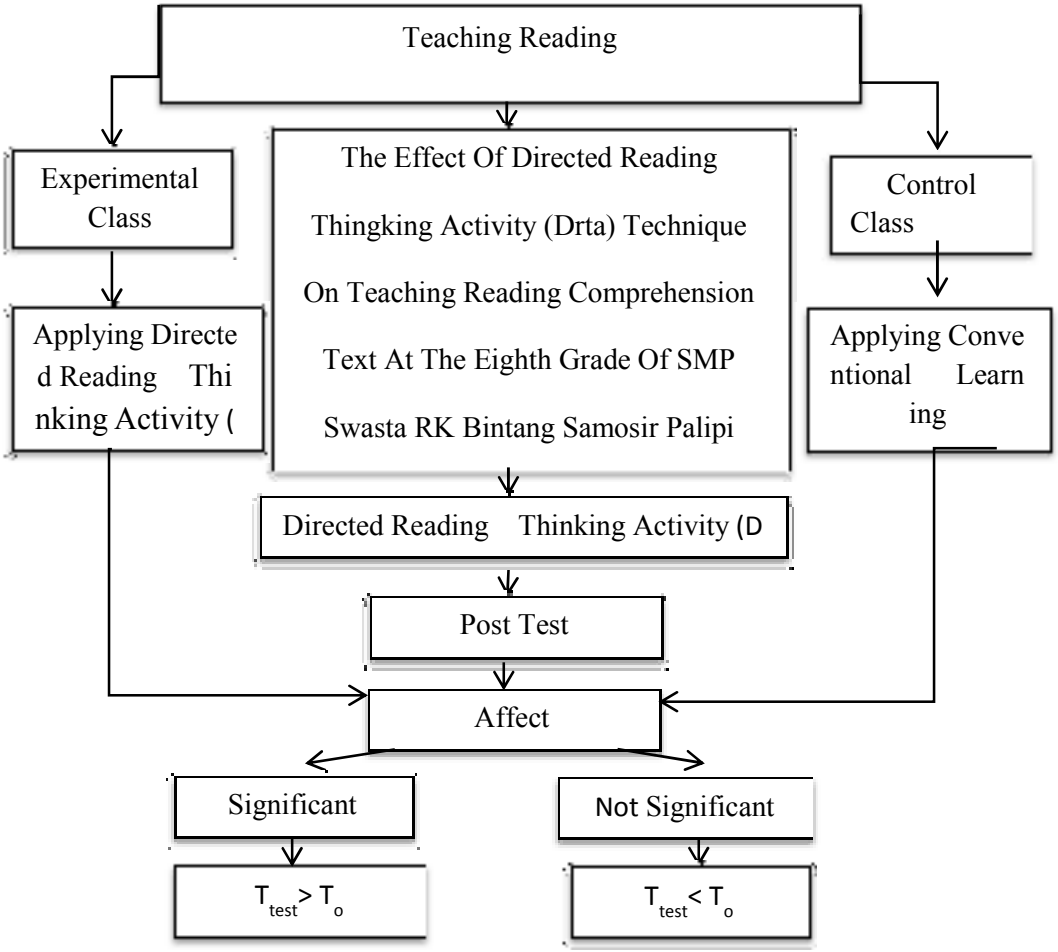
Reading comprehension is the mental process by which readers take the words encoded by a writer and use them to construct n interpretation of what they think the writer intended to convey. It can really helps students easily in getting information from reading comprehension. I order to help the students easy to comprehend the texts or let the students achieve better understanding in reading in reading a text, it is necessary to find an effective method I teaching comprehension.

The are four levels of reading comprehension. The are literal, interpretative, critical and creative comprehension. Literal comprehension is the ability to understand what the writer states by taking the idea and facts that are directly stated on the printed page. Interpretative comprehension is the ability to understand what the writer states by taking the idea and facts that are not directly stated on the printed page. Critical comprehension is the reader asses the good sense of what he or bias. Creative comprehension is the ability of the reader to take information or ideas from what has been read and develop new ideas from them.

Technique is a detailed list of rules or a guideline for any (teaching) activity. And the considering the problem, the writer purpose the Scanning Technique. A scanning technique is to help students to find the conclusion is quickly with read quickly. They don't need read it all, because they are just need to find the idea of the idea in every paragraph.

Based on explanation above, reading is one of the language skills that every student must have in terms of teaching and learning. And not just students,there are still many people out there who don't really care about this. Even though reading is important in terms of finding information and most importantly in daily life. Many people only read without understanding what they read. Don't even understand a little of the reading. Therefore, with the scanning technique, students are expected to be more interested in reading. Because with this technique students can more easily find conclusions than before.

Table 1.4 Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research design of this study will apply by using experimental quantitative research. This research divided into two different group namely Experimental group and Control group.

This study deals with affect of The Directed Reading Thingking Activity (DRTA) to improve students' ability in descriptive text. Accordingly, the reseracher have conducted an experimental quantitative research. The researcher use experimental research because in this research the researcher going to find out the effect of The Directed Reading Thingking Activity (DRTA) to improve studets' ability in descriptive text. The researcher also used the quantitative because there are two ways of research. First the researcher choose experimental class and control class. The experimental class, the student is given The Directed Reading Thingking Activity (DRTA) to improve their ability in descriptivereading text, meanwhile the control class did not use Circuit Learning Model. The design can see as the following.

Table 1.5Research Design

Class	Pre-test	Teratment	Post-test
Experimental (VIII-A)	✓	Directed Reading Thingking Activity (DRTA)	✓
Control (VIII-B)	✓	Using Conventional treatment	✓

3.2 Population and Sample

The subject of this study will be the eight grade of SMP SWASTA RK BINTANG SAMOSIR PALIPI.

3.2.1 The Population

The population of this research will be the eight grade of SMP Swasta Rk Bintang Samosir Palipiwhich is located at Kecamatan Palipi, Kabupaten Samosir. There are nineclasses. Each class has 15 students. The researcher choose this population because based on the researcher experience while doing observation it was found that most of the students have minimum skill in Reading English especially in Reading comprehention when the researcher ask to Read in front of the class. So this research was conducted for this population to know does the effect Reading Comprehension of Directed Reading Thingking Activity (DRTA) for student Reading comprehention in students'.

3.2.2 The Sample

The sample of this research will be the eight grade students 8A become experimental group and 8B become control group of SMP SWASTA RK BINTANG SAMOSIR PALIPI. The students will be taken as the sample are 30 students from the total number of population, and then they are divided into two groups : the experimental group and control group.

3.3 The Instruments of Collecting Data

The instrument of this research was a test of descriptive text. The test was multiple choice test that consisted of 20 items. The test was answer the question on a form of descriptive text after the teacher explains how to read a descriptive text by appliying the Directed Reading Thingking Activity (DRTA).

3.4 Scoring Rubric in Assessing Writing

In scoring the written test, the cumulative score was ranging 0-100. To score the students' performance in reading a descriptive text, somecriteria were used.

$$\mathbf{S = \frac{R}{N} \times 100}$$

Where: S = Score

R = The correct answer

N = Number of questions

3.5 The Technique of Collecting Data

The procedure is used to solve the problems. The procedure in collecting data in this case in test, kind of test is descriptive text. The test is used to compare the students' reading descriptive result pre-test and second post-test. The research procedure has aim to get material that is needed in the research. The procedures of the research clarified as follows:

3.5.1 Pre-test

Pre-test was given to know each of the students' ability in the experimental and control class before doing the treatment. The same pre-test was given in experimental and control group. They would given 20 questions and after finishing they would collect it to other.

3.5.2 Treatment

The treatment was the second procedure which is conducted after the pre-test. Treatment was given to both the experimental and control class by using the same materials but different teaching strategy. The treatment was used for control class to support the experimental class. Experimental class was taught by The Directed Reading Thingking Activity (DRTA) while control class will be taught by conventional model. There are two meetings in this research. Both

groups were given pre-test in the first meeting. After that, the treatment and the post-test of descriptive text were given in the second meeting. The teacher taught the experimental group and control group by the following procedures.

Table 1.6 Teaching Procedure for the Experimental and Control Group

1. Experimental group: Circuit Learning Model

No 1.	**Experimental**	**Control group**
	First meeting Opening phase 1. Teachers great the student to open the class 2. Teachers give students motivation and instuction before pre-test Main activity 3. Teachers give pre-test to students and ask them to answer the questions around 45 minutes 4. Teachers collects students'	First meeting Opening phase 1. Theacher great students to open the class 2. Teachers give students motivation and instuction before pre-test Main activity 3. Teachers give pre-test to students and ask them to answer the questions around 45 minutes 4. Teachers collects students'

	answer sheet Closing activity 5. Teacher give conclusion about lesson 6. Teacher vloses the class	answer sheet Closing activity 5. Teacher give conclusion about lesson 6. Teacher vloses the class
No **2**	**Experimental Group**	**Control Group**
	Second meeting Opening class 1. Theachers greats students to open the class 2. Check the students' attendance 3. Explaining the learning purpose 4. Brainstorming students' knowledge related to the topic Main activities	Second meeting Opening phase 1. Theachers greats students to open the class 2. Check the students' attendance 3. Explaining the learning purpose 4. Brainstorming students' knowledge related to the topic Main activities

	5. Teacher tells the students' the steps of Directed Reading Thingking Activity 6. Teachers shows the video how to read text using Directed Reading Thingking Activity 7. Teacher ask the students' to sit in pair and devide each pair onto one's and two's 8. Teachers gives model how to conduct the first step "dramatic voice" 9. Teachers givers ask students to practice the first step one's read the text with dramatically voice and two's should listen what one's read while using gestures 10. Teacher gives model how to conduct step using	5. Teacher give a text to the students 6. Teacher ask them to read the text 7. Teacher ask students to read the text aloud in front of the class and choose some students' to read aloud text in tern 8. Teacher ask the students to find out the difficult words and look the meaning up in the dictionary as well as asking them to traslate the text 9. Teacher ask the students' to show their comprehension by answering the question baswd on the text

	"gestures" 11. Teacher ask students to practice the second step, one's read while using their hands to demonstrate what they have been read (using gestures) and two's keep mirroring. They take trun when teacher says "switch" 12. Teacher gives model how to conduct the third step "teach your neighbor or questions and answer	
	Closing activities 13. Teacher reviews the lesson of that day by asking some questions to the students 14. Teacher ask students difficultly feeling of today's lesson 15. Closing the lesson	Closing activities 10. Teacher concludes the material 11. Teacher closes the class
	Third meeting	Third meeting

	Opening phase 1. Teacher greets students' to open the class 2. Teacher motivate students 3. Teacher ask the lesson before Main activities 4. Teacher givers a text and copy print to students which still consist of subheading or main items 5. Teacher helps students to write question characteriscs based on the item 6. Teacher ask student to read the text and answer their question 7. After answer the question, teacher ask students to answer one by one	Opening phase 1. Teacher greets students' to open the class 2. Teacher motivate students Main activities 3. Teacher give a text to the students 4. Teacher ask the to read the text 5. Teacher ask students to read the text aloud in front of the class and choose some students to read aloud the text in turn 6. Teacher ask the students to find out the difficult words and look the meaning up in the dictionary as well as asking them to traslate the text

		7. Teacher ask the students' to show their comprehension by answering the question baswd on the text
	Closing activities 8. Teacher concludes about the material 9. Teacher closes the class	Closing activities 8. Teacher concludes about the material 9. Teacher givers students motivation and instruction before pre-test
	Fourth meeting Opening phase 1. Teacher greets students to open the class 2. Teacher gives students motivation and instruction before pre-test	Fourth meeting Opening phase 1. Teacher greets students to open the class 2. Teacher gives students motivation and instruction before pre-test
	Main activities 3. Teacher gives post-test students and ask them to answer the	Main activities 3. Teacher gives post-test students and ask them to answer the questions around

	questions around 45 minutes 4. Teacher collects students' answer sheet Cloosing activities 5. Teacher gives conclusion about thes lesson 6. Teacher closses the class	45 minutes 4. Teacher collects students' answer sheet Cloosing activities 5. Teacher gives conclusion about thes lesson 6. Teacher closses the class

3.5.3 Post-test

Post test was given to the students after giving the treatment by using Directed Reading Thingking Activity (DRTA) in the experimental group and by using conventional way in the control group. The test items in the post test were same as those in the pre-test would find out the mean score of experimental group and control group.

3.6 The Validity and Reliability of the Test

There are two important characteristic that every measuring instrument should process. They are validity and reliability. Validity and reliability are qualities that are essential to the effectiveness of any data gathering procedure.

3.6.1 The Validity of the Test

Arikunto (2010:168) state the validity is a measurement with shows the level of the instruments validity. An instrument can be said valid if it can measure what is supposed to be

measured. There are four types of validity, namely, content validity, construct validity, concurrent validity and predictif validity . this research will be conducted with content validity. Content validity considers whether a test will the necessary and appropriate content to measure what is supposed to. So in this case the validity of the test is to know whether the test really measures the students' reading skill or not.

Table 1.7 Test Specification

Content				Test items	Kind of test	Skor
GENERIC STRUCTURE		Identifications	Perso/ Animal	5	Multiple Choice	25
			Things / Place	5	Multiple Choice	25
		Descriptions	Characteristics	5	Multiple Choice	25
			Qualities	5	Multiple Choice	25
		Total		**20**		**100**

3.6.2 The Reliability of the Test

Arikunto (2010;221) states that reliability is the qualify of concistency that instrument or procedure demonstrates over a period of time. If the test is administrated to the same candidates on different occasions, then to the exam that it procedures differing result, it is not realiable. The test in this study use reading form.

Reliability is another characteristic of a well constructed achievement. The reliability of the test is calculated by using Kurder Richardson (KR-21) (Arikunto 2006:187). The formula as follow:

$$\mathbf{KR21 = \left(\frac{k}{K-1}\right)\ (1-\ \frac{M(k-M)}{k.SD}\right)}$$

Where:

KR21 : Reliability of the test

K : Number of the test

M : Mean of the test

S^2 : The square of standard deviation of the score

The value of coefficient correlation will be categorized criteria by Arikunto (2010:187)

Where:

0.0-0.20 : the reliability is very low

0.21-0.40 : the reliability is low

0.41-0.60 : the reliability is fair

0.61-0.80 : the reliability is high

0.81-above : the reliability is very high.

3.7 Technique of Analyzing the Data

The technique of analyzing the data will be done as the following

1. Calculating the data from the scoring the pre-test and post test of experimental and control group
2. Tabulating the score of the students in pre-test and post test of experimental and control group.
3. Comparing the mean of the two groups

4. Testing hypothesis by using the formula of T-test
5. Concluding the research finding

To know the effect of the result from this research, the test will calculated by using test formula as follows that development Arikunto:

$$t = \frac{\text{Mx} - \text{My}}{\sqrt{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

Mx : The mean score of experimental class

My : The mean of control class

dx^2 : The standart deviation of experimental class

dy^2 : The standart deviation of control class

Nx : The total number samples of experimental class

Ny : The total number samples of control class.