

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. English Reading Comprehension of Procedure Text to Junior High School Student**

##### **1. Definition of Reading Comprehension**

Reading is the ability to extract the meaning from textual content to gain information effectively (Grabe, 2002). At all educational levels, reading is one of the most fundamental media for gaining and developing knowledge. Reading ability is essential for academic achievement. Reading is the introduction of written or printed symbols that serve as reminders of the meanings that the reader has acquired through experience (Okika, 2021). Reading comprehension abilities are essential for students to succeed in the learning process. The majority of students learn new information through reading. Students also pick up knowledge through reading in their daily lives outside of the formal teaching and learning environment. Therefore,

improving students' knowledge and experience requires them to be able to comprehend reading texts (Rizal, 2017).

Understanding and comprehension share a similar meaning. Its capacity to understand a text's meaning as well as the author's intent Background knowledge about the subject covered in the text affects readers' capacity to comprehend the author's point of view. Comprehension, "is a technique that aims to test or increase one's ability to understand a language, whether it be spoken or written." (Hornby, 1995). Students' reading activities require comprehension, but it's also important to assess each student's aptitude in the classroom.

"In general, reading comprehension results from a four-way interaction between readers, text, task, and structured activity." (Carrel, 1988). The accessibility of high-quality knowledge and strategic schema to novel problem-solving circumstances is crucial to the success of this engagement. Additionally, Engaging with written language while simultaneously building and determining meaning is the act

of reading comprehension. There are three components to comprehension: the reader doing the comprehension, the material that has to be understood, and the actions.

Simply said, understanding is the process of reading comprehension. Prior to, during, and after reading a particular work of literature, it is a purposeful, active, interactive process. Without comprehension, reading is more than eye tracking and sounding out symbols on a page. Although there are various reasons why people read, comprehension is always one of those factors. Because reading doesn't give the reader any information without reading comprehension, reading is crucial.

## **2. Teaching Reading in Junior High School**

Teaching is a way of passing on knowledge. The goal of reading instruction is to do more than just teach reading. One of the aims of reading is to have a good understanding of the text. English is taught as a compulsory subject for students, according to the K13 curriculum of SMP N 26 Seluma. Listening, speaking, reading, and writing is the four language

skills covered. There are various skills that students must acquire in order to read well. (Hasanah, 2016) stated there were five aspects of reading comprehension, there are; identifying main idea, identifying supporting specific information, identifying reference, making inference, and understanding difficult vocabulary. These skills are outlined in the standard of competence and fundamental competence sections. The table below shows the content of the standard of competence and fundamental competence for junior high school students, specifically 2<sup>nd</sup> semester of ninth grade students in SMP N 26 Seluma.

**Tabel 2.1 Standard of Competence and Basic Competence of Reading Skill for 2<sup>nd</sup> Semester of Ninth Grade Students in Junior High School**

Standard of Competence	Basic Competence
5. Understand the meaning of written functional texts and simple short essays in the form of procedures and reports to interact in the context of everyday life	5.1 Read aloud functional texts and simple short essays in the form of procedures and reports with acceptable pronunciation, stress and intonation 5.2 Respond to the meaning contained in simple short functional written texts accurately, fluently and

	<p>acceptable to interact in the context of everyday life</p> <p>5.3 Respond to the meaning and rhetorical steps in simple short essays accurately, fluently and acceptable to interact in the context of daily life in the form of procedure and report texts</p>
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From the table of standard of competence and basic competence, it can be seen that there are several texts that students must learn in second semester at ninth grade. Such texts include procedure, report and narrative texts which are classified as short essays. Therefore, the writer only focuses on a text, and it is about procedure text. The writer chooses procedure text because procedure text is an interesting text to be comprehended.

### **3. Procedure Text**

#### **a. Definition of Procedure Text**

Procedure text is a text that explains something works or how to use an instruction or operation manual. For example, how to use the telephone, how to use the computer, and how to ride a car. Then, instructions on how to do a particular activity, for example recipes, rules of games, science

experiments, and the last dealing with human behavior, example how to live happily, how to be a good online students, and how to sleep well and so on.

According to (Pardiyono, 2007), “Direction about the steps that must do to make the work can finish well can packed in a procedure text”. While, (Iwuk, 2007) says, “Procedure text is a text that contain about information that can help us to do something or to make something”. (Knapp and Watkins, 2005) stated that procedure text aims to tell people about the steps to be done or how something is done. Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or step. It explains how people perform different processes in a sequence of steps. It uses how to operate or use a product or tools, to make something new step by step completely.

Based on the explanation above, the writer concludes that procedure text is a kind of text that used to explain the way or process to do something through sequence of events or



process. Besides that, procedure text explains something works or how to use something.

## **b. Generic Structure of Procedure Text**

### **1. Aim/Goal**

Basically, procedure text is a kind of text that has a purpose to help everyone to do a task or more some things. In communication context, everyone often have to explain about how to do a works in squints steps that must be done can be packed in a procedure text. According to (Setyawan, 2008), “The aim/goal of procedure text usually stated clearly as the title of the text, or sometimes in introduction sentence form”. While, (Maharani, 2007) says, “Aim contains the purpose of activity or title”. Next, (Pardiyono, 2007) says, “Aim/goal is the aim of written text. Aim/goal of procedure text actually use as title. Therefore, aim/goal put in the top of the text”.

Based on the explanation above, the researcher concludes that aim/goal means the topic or the purpose of

the text, and actually it put on top of the text as the title of the text. The aim/goal of procedure text usually stated clearly as the title of the text, or sometimes in introduction sentence form.

## 2. Material/ingredienst

Procedure text is a kind of text that has purpose to help everyone do a task or make something. Therefore, material is an important element in procedure text. Materials means prepare tools to used. According to (Setyawan, 2008), “For this part explains the materials or tools that needed”. Then, (Iwuk, 2007) says, “Material is information about the substance that needed”.

Based on the explanation above, the writer concludes that material means anything out of something is or may be made. It also can say as essential or important belonging to the world. Besides that, material is an important element in procedure text.

## 3. Steps/Methods



Steps/methods mean a stage in progress. It also can say as an action or move or towards accomplishing an aim. A flat surface, or one flat surface in a series, example on a stair or stepladder, on which to place the feet or foot in moving up or down. According to (Iwuk, 2007), “Method is the steps that must do. The step is written orderly. To make the reader easier to identify the sequence of events, steps in method are written use bullet”. Then, (Pardiyono, 2007) says, “Closing (optional) contains a conclusion or statements about the other advice to be done. Based on the explanation above, the writer concludes that method means the ways how to make or to do something by the steps. The steps write ordinary. To easier the reader to identify the steps, the steps in method write use bullet or form.

Based on the all explanations above, the writer concludes that students’ reading comprehension of procedure text means the ability to process text, understand its meaning, and to integrate it with what the

reader already knows about text that used to explain the way or process to do something through sequence of events or process. Besides that, procedure text explains something works or how to use something.

The indicators of reading procedure text is capturing meaning contextually related to social function, text structure, and linguistic elements of oral procedure text.

#### **4. Directed Reading Thinking Activity**

##### **1. Definition of DRTA Strategy**

The DRTA activity helps students understand how each text section might help them determine the next part.

The text has been divided into smaller portions so that the students can focus on the process of responding to higher-order queries (Al Odwan, 2016). Students can gain a lot from using prior knowledge and prediction in order to define reading objectives and use their personal experiences as a foundation for text comprehension. In 1969, Russell Stauffer founded the DRTA. It makes use of predictions and historical data. (Stauffer, 1976) claims that the DRTA

is fundamentally different from the DRA (Directed Reading Approach) used in foundational courses and is intended to aid students in developing their ability to read critically and reflectively.

In an effort to help readers, They learn these skills from DRTA, including how to recognize their reading objectives, extract, comprehend, and assimilate information, evaluate reading materials in the context of those objectives, suspend judgment, and base decisions on that information. He based his theories on the assumption that reading is a cognitive activity that requires the reader to rebuild the author's ideas using personal experience. The creation of hypotheses is where it starts, based on the reader's desires and doubts. As the reader reads, their development of new hypotheses and their acquisition of new information continues. The reader's desires and doubts are then satisfied, and there construction comes to an end. Students are guided through the steps of sampling textual content, making predictions based on prior knowledge and textual information, resampling text, and

checking or revising predictions in light of new information using the directed reading thinking activity (DRTA) approach. In recent years, as researchers and educators have looked for novel strategies to improve reading comprehension, this paradigm has received increased attention. This approach is frequently recommended as a top educational activity for developing comprehension and critical thinking.

Both groups and individuals may use DRTA because it is easily adaptable to any selection and any level of difficulty. Stauffer claims that adopting DRTA with groups has several significant benefits for both students and teachers.

First, it enhances comprehension by giving considerable weight to predictions, hypotheses, and conclusions made by students that are based on and grow from prior information. By fostering a wide exchange of existing knowledge and experience as students and teachers work toward a shared understanding, DRTA also fosters a

positive learning environment. The end result of utilizing the DRTA is engaged, active students, deep, nuanced discussions, and students who take responsibility for their own learning.

Therefore, making predictions is very important because according to Nutall, it shows that someone has a good understanding of the subject under discussion. It stimulates their sense and helps in understanding sentences. It recalls any prior knowledge and experience the reader may have about the subject of the text. Readers are better equipped to understand if you predict. Although general guesses can be made, teachers advise students to make predictions about specific parts of the text and then study the relevant parts to confirm or change their expectations. Before reading the next segment, students speak aloud their reflections on the prediction..

## **2. Procedure of DRTA Strategy**

The procedure of learning reading comprehension using DRTA provides an opportunity for the students to

improve their critical thinking skills. According to (Readence & Tierney, 2005) the DRTA strategy involves three steps. They are explained further as follows:

*a. Predicting*

At this stage, students reflect on their opinions about the text by predicting answers to questions given by the teacher. Through this activity, students can determine their predictions easily. In this stage, the teacher plays a role in activating students' background knowledge to make predictions and asking them to defend predictions. Students may write individual predictions, write with a partner or contribute to an oral discussion creating a list of the class' predictions. Then ask the students why they think so.

*b. Reading*

In this stage, the teacher directs students to read a segment of the story silently or aloud, individually or in groups, to verify their predictions. Students are asked to support their predictions by mentioning



information that matches the contents of the text. Using the predictions in mind, the students read the first section of the text in order to prove or disprove their prediction. There are neither rights nor wrong predictions. Those predictions made are judged to be more or less accurate than others. The students have less accurate predictions to make their predictions accurate.

*c. Proving the Predictions*

In this step, students engage in a discussion about what they have read. It is at this stage that the students will confirm, reject, or refine their predictions and justify their ideas by finding statements in the text and reading them orally to the teacher. In this stage, the teacher serves to refine and deepen the reading and thinking process.

Based on the explanation above, it can be concluded that DRTA is strategies that emphasize students' abilities in predicting text content. This strategy trains

students to think as good readers do—through cycles of predicting, reading, and proving/disproving their prediction continues until the text is actually read continues until the text is completely read. The implementation of this strategic process is considered can develop students' reading comprehension skills as well as their higher-order thinking skill.

### **3. Advantages and Disadvanges of DRTA Strategy**

In implementing DRTA in teaching learning process, there are several advantages and disadvantages that can be found by teachers and students. This is supported by (Crawford, 2005), that DRTA has advantages as follows: a.

DRTA gives the students ability to be active and thoughtful readers.

- b. DRTA gives the students ability to monitor their understanding of the text as they're reading.
- c. DRTA gives the students ability to strengthen reading and critical thinking skills.

From the previous explanation, it can be concluded

that DRTA has a positive influence on the development of students' reading comprehension and their thinking abilities. The problems of students can help by this research method in reading skill. The teacher can help on students to improve their reading comprehension when they learn English language. So the application of this strategy in teaching and learning activities is highly recommended.

Besides having many advantages, DRTA strategy certainly have disadvantages. According to (Readence & Tierney, 2005) the disadvantages of DRTA in teaching reading comprehension are:

- a. Only useful if students have read or heard the text being used
- b. Classroom management may become a problem.
- c. This method useful also depends on the situation of the class.

Those disadvantages require teachers to guide students and also give motivation to them. The teacher asks students to think independently and can address with a drill or exercise strategy by reading a text whole then find the difficult words. Words those are difficult for students to

underline. Then teacher guides them to explain what the meaning of the words and phrase. This strategy can make conducive situations in the classroom so that students do not get bored. Because learning environment is the main factor in achieving learning objectives.

### **B. Previous Study**

Several studies have looked into the effects of directed reading-thinking activity (DRTA) method on students and discovered that teaching students this activity is crucial for enhancing reading comprehension. This section reviews several related studies from various researchers, including:

(Mulyani, 2022) conducted a research entitled "*The Implementation of Directed Reading Thinking Activity (DRTA) Strategy in Teaching Reading Descriptive Text Using Discovery Learnig*". This study used descriptive qualitative research techniques and had tested at SMP Pasundan 3 Cimahi, with seventh graders. The results demonstrated that the discovery learning through the DRTA technique was successfully used to teach the reading of descriptive texts.

The next study was conduct by (Rahman, 2022) entitled

*“Students Reading Comprehension Strategy: Directed Reading Thinking Activity (DRTA)”*. This study employed a pre-experimental design with an experimental class. The participants in this study were first-year MTs As'adiyah Putra 2 Sengkang students in the 2020–2021 academic year. The results of the data analysis showed a significant difference between the students' pre-test and post-test scores. The outcome of the statistical analysis revealed that the post-test score was higher than the pre-test. The analysis' findings led the researcher to the conclusion that using the directed reading thought activity technique helps students comprehend recount texts.

The third research was conducted by (Nerim, 2020) entitled *“Scrutinizing Directed Reading Thinking Activity (DRTA) Strategy on Student’s Reading Comprehension”*. This study included 60 second-grade students from SMPN 1 Jonggat. The results of the study showed that when it came to teaching reading, the DRTA method was more effective than the conventional learning strategy. It was determined that pupils in the experimental class had a mean score (78.80) higher than those in the control group (73.73). The 2-tailed score (0.032) was also less

than the significance level 0.05. Therefore, the theory was approved. It suggests that the directed reading thinking (DRTA) method has a considerable impact on students' reading comprehension.

Another study is conducted by (Nadhira, 2020) entitled “*Enhancing Student Reading Skill through Strategy of Directed Reading Thinking Activity (DRTA)*”. The study involved 21 fifth-graders from Enrekang 41 Elementary School in Enrekang. The study's conclusions showed that the first cycle of the Directed Reading Thinking Activity (DRTA) falls into the lower category (K), but that once the second cycle action is put into place, student performance increases and meets the planned signals. According to the researcher's findings, Class V SD 41 Enrekang, Enrekang Regency pupils' reading comprehension skills have increased as a result of the strategy of Directed Reading Thinking Activity (DRTA).

Based on the data, the researcher concludes that in order to increase students' reading skills, teacher should use a variety of tactics or strategies to engage students in learning, and the research should be focused on using DRTA strategy to teach



texts. Previous research above proved that DRTA strategy is effective to increase students' reading comprehension ability. To support and prove the results of the previous studies above, the researcher used the DRTA strategy to improve reading comprehension, to see how significant the use of the DRTA strategy was in improving students' reading comprehension. The location chosen by the researcher was in SMPN 26 Seluma and the research would be carried out using a quasi-experimental research.

### **C. Hypothesis of the Research**

The hypothesis offers a hypothetical solution to the issues raised by the study, which is theoretically thought to be at the highest level of truth. It is necessary to verify and offer the researcher's tentative truth. The sorts of hypotheses used in this study include the following: The zero hypothesis holds that the research item has no significant influence at all ( $H_0$ ). The research object has any significant influence, according to the alternative hypothesis ( $H_a$ ), which is also known as the

negative hypothesis. An alternative name for it is the positive hypothesis. The standards for hypothesis testing are as follows:

1.  $H_a$ : There is a significant effect of DRTA strategy on students' reading comprehension of procedure texts at ninth grade of SMPN 26 Seluma in the academic year 2022/2023.

$H_0$ : There is no significant effect of DRTA strategy on students' reading comprehension of procedure texts at ninth grade of SMPN 26 Seluma in the academic year of 2022/2023.

