

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about review of related literature which contain of reading skill, Directed Reading Thinking Activity, previous study, summary and hypothesis.

2.1. Reading Skill.

Reading is productive skill in English language so that reading has important role. It is support from Beatrices Mikulecky and Linda Jefries, *More Reading Power*, 2nd Ed., (New York: Pearson Education,2004), p.6. states many reason reading has important role the first is reading can help reader to find new language in the text, then reader can help new vocabulary so that make confidence to written English language. In other reading the student can get new knowledge from the text. If we want to new knowledge, we going to read.

Then, when we read on the text so interactive process between we as reader and text. We read the text to find explicit meaning so that we try answer question to measure our comprehension. Reading has consequently in general component. There are automatic recognition skills, vocabulary and structural knowledge, formal discourse, content/world background knowledge, syntentic and evaluation skills, last meta cognitive knowledge and skills monitoring (grabe.1991,P . 379).

In short, reading has benefit for reader to find new language, make written more confidence because before the reader has new knowledge from the book. Beside reading process have been interaction between reader and text.

2.1.1. The Purpose of Reading.

Reading has many benefit for reader. Many people read a book to get new knowledge, then they can comprehend a tesx so that they can answer the question. The purpose from reading is improve their ability, solve language problem, get new idea from any object. It is support by Doff (1997:170) said that want to find out information, match opinion, check or clarify information. It is purpose on reading as reader.

Beside that Grellet (1996:4) divide purpose non-academic of reading in two criteria. The first reading for pleasure and the second is reading for information. The reading for pleasure has other name is private reading. According to Strong (1995:41) give comment the reason people purpose of reading they want enjoy with the various feeling and they should find read what they want. After they find text what they want read, since it they can feel aesthetic pleasure. Support that statement from Rosenblatt (1983) state since reader met their soul which has been provide reader. It is name aesthetic pleasure.

Reading for information on the text. Moreover they find the meaning on the text, check comprehend with answer the question. It activity reading for information. According Grellet (1996: 4) said that the people read a book to find out something and information what they get after read. In other opinion to get information, we can conclude from Williams (1996:124) states the most important in learning English is reading for information, which is the student can answer the question, confirm their inference from they read book.

2.1.2. Type of Reading Technique.

One of researcher already overviewed reading technique is Grellet (1990) states there are several reading technique. There are Sensitizing technique, speed reading technique, skimming and scanning technique.

a. Sensitizing Technique.

Sensitizing technique is less familiar than other reading technique such as skimming and scanning. The definition of sensitizing technique is reading technique that develop unfamiliar word and complex or apparently sentence in the paragraph (Grellet 1990: 14). To support this technique using inference, understanding within sentence relations and linking sentence and ideas.

Inference is finding an information from the key word from passage. Then understanding within sentence and ideas is find similarity from word. We can find similarity to make easily reader such as tour guide = tourism expert, economic = marketing, and tourism = travelling expert. Further, within sentence relation can take example is Mila buys a ticket to Thailand so the question is “ what does the subject do?”, we can the answer is buys.

b. Speed Reading Technique.

A lot of writers defined reading as the getting of meaning which the writer means from his or her writing. Flesh (1955) defined reading as getting the meaning from a certain structure to letters. Goodman (1970), Nuttal (1982) and Jacobowitz (1988) agreed as it is an interaction operation. The present researchers agreed with Goodman’s definition as reading is an interaction operation that the reader forms expectations about the content he is reading as after that to choose the most practical signs that help to get the meaning.

c. Skimming and Scanning.

1. Skimming

Nuttall (1996: 49) has defined skimming as: glancing rapidly through a text to determine its gist, for example in order to decide whether a research paper is relevant to our own work ...or to keep ourselves superficially informed about matter that are not of great importance to us. Grellet (1996: 4) and Urquhart and Weir (1998: 102) are also of the opinion that skimming is the reading for gist. Rayner and Pollatsek (1989: 447) have given considerable importance on skimming. According to them, too many books with a purpose to achieving too much information confront people. Skimming helps them by saving their times, but people who are “unable to skim material would find [that] they spend their entire day reading.” Nuttall (op. cit.) explains that it enables “the readers to select texts, or parts of texts, that are worth spending time on.” Grellet (1996: 19) thinks that it is “a more thorough activity” because it “requires an overall view of the text and implies a definite reading competence.”

About the purpose of skimming Williams (1996: 96-97) seems to be very explicit. In addition, according to Urquhart and Weir (p. 213) the purposes of skimming are to establish a general sense of the text quickly establish a ‘macro propositional’ structure as an outline summary, decide the relevance of texts to established needs. Various reading schemes recommend skimming as a starting process because by starting with skimming the reader will have a framework to accommodate the whole text because it is a quick process of reading.

2. Scanning.

It is a surface level process of reading, and mainly 'reader-driven'. In scanning there is a rapid inspection of a text with occasional closer inspection. Pugh (1978: 53) states that scanning is to find a 'match' between what the reader seeks and what the text supplies. In scanning, very little information is processed for long term retention or even for immediate action. According to Nuttall (op. cit.), scanning is "glancing rapidly through a text either to search for a specific piece of information (e.g. a name, a date) or to get an initial impression of whether the text is suitable for given purpose", and Grellet (op. cit.) supports it. Williams (1996: 107) states that scanning is "reading for particular points of information." It is a selective reading, and its purpose is to achieve very specific 'reading goals'. The main feature of scanning, according to Urquhart et. al. (1998: 103), is that "any part of the text which does not contain the preselected symbol(s) is dismissed." Scanning involves looking for specific words/phrases, figures, names or dates of a particular event, the capital of a country etc. Jordon (1980) has mentioned a variety of texts suitable for scanning€ indexes, dictionaries, maps, advertisements, reference materials etc.

2.1.3. Reading Comprehension.

The following describes definition of reading and the importance of teaching reading comprehension and the teaching reading comprehension. It is important to be known in order to understand about comprehending in reading. It will describe as follows:

2.1.3.1.The Definition of Reading Comprehension.

Reading is one of skill which it is something need interpreter and understood. It is correlation with writer and reader. According to Kimberly (Kimberly's Literacy Blog, *html* (May,2015) states is process of information on text do reader to find meaning include understand words, recognize, and printed text. Beside, writer send message their idea on mind such as their feeling, ideas, fact, also argument so that in reading understand with word and grammar on text.

The similarity from Grabe (William Grabe and Fredricka L. Stoller, entitle "*Reading for Academic Purposes: Guidelines for the ESL/EFL Teacher, Teaching English as A Second or Foreign Language, 3rd Ed*". Marianne Celce-Murcia (Boston: Heinle & Heinle, 2001), p.188.) explain that reading comprehension is one of interaction between reader who get information from the text and the reader expectation on text already. As stated positively by Snow (2002) reading comprehension is the relationship between the reader and the text. It means that the reader and the reading material are an important.

Therefore the comprehension on reading is complex in strategic cognitive processes and automatic that reader be able create a mental representation on text (Van den Broek & Espin, 2012). Verbal symbol is a manner on the reading. In line if the student want a master a reading comprehension they should improve their reading skill by skimming, faster reading, reading using lines, faster reading (harmer, 1998).

Actually, reading comprehension is ability understand the meaning in idea completely and chronically. However reading comprehension need more time to understand on text. Other hand, if the reading skill need more time and long activity so the solution is teacher can using appropriate technique for their student so that the activity in class more interesting and enjoy for student.

2.1.3.2. Reading Comprehension Aspects

Reading comprehension has some aspects which should be mastered to make a good reading comprehension, according to Suparman (2012) states that there are several aspects of reading comprehension skill that should be mastered by reader to comprehend the text: Main idea, Specific information, reference, inference, and vocabulary. These aspects are explained below:

1. Main Idea.

Finding the main idea of paragraph is one of the most important reading comprehension skills. In some paragraphs, the main idea is not explicitly stated in one sentence. Instead, it is left to the reader to infer or reason out. In other words, the main idea is the most important idea that the author develops throughout the paragraph.

2. Specific Information.

We as reader can find out specific information or develop the topic sentence using cause effect, facts, example, giving reasons and comparison. Every paragraph has contains facts, example specific that guided us to understanding of the main idea.

3. Reference.

According to Reimer (2009) reference is result of relationship that get from what speakers use expressions to talk about and expression. They are using reference to prevent unnecessary repetition of phrases and word. It means that, when reader using it can be signals to find out meaning on the text.

4. Inference.

According to Graesser, Wiemer Hastings, & Wiemer Hastings said that inference is the interaction between information on the text and the reader's knowledge will be output. To make conclusion based on the text, it is include on comprehension strategies.

5. Vocabulary

Vocabulary is the stock of word used by the people or even person.

States that According to Harmer (2004: 153) the most aspect of successful reading is determine the meaning of vocabulary items from the context.

So, vocabulary is basic on aspect reading comprehension who everyone will produce and develop for reading comprehension.

Based on explanation above, we can conclude five aspects on reading comprehension. These are main idea, specific information, reference, inference, and vocabulary.

2.1.3.3.Type of Reading Comprehension.

The reader said that having a good comprehension when the reader has mastered all levels of reading comprehension. Every reader's has the different type related to reader's purpose in reading comprehension and the types of reading comprehension. To achieve the student's achievement, the teacher has to know the type of reading comprehension. According to Burns, Roe, & Ross (1984: 177) reading comprehension is divided into four levels namely: literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension.

Literal comprehension is the real comprehension can surface meaning. On the level comprehension, teacher ask the students to find explicit information and idea on the text. So, literal comprehension directly on the text.

Interpretative comprehension includes reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. At this level, the readers go beyond what is said and read. The

readers must be able to read critically and analyze what has been read.

Interpretative comprehension includes the thinking process such as drawing conclusions, making generalization, and predicting outcomes.

Evaluating written material can comparing the ideas and take a conclusion such as appropriateness, accuracy, and timeliness. To make students critical, teacher gives stimulate about questioning, suspending judgement on the material and searching about facts. Then, reader can evaluate person from styles and tone, the author's purpose, competence, and point of view.

Creative comprehension goes beyond the materials presented by the author. It requires the readers to think as they read and also use their imagination. It is concerned with the production of new ideas, the development of new insights, fresh approaches, and original construct. When a reader reads creatively, he creates a new idea, solution to problem, and a new way of looking at something from the ideas of the text.

In this research, the researcher only use three levels from four levels of comprehension. They are literal, interpretive, and critical comprehension. Here, the researcher chooses them because they have some indicators required for the students. Those indicators consist of identifying the author's purpose, guessing synonym and antonym, identifying title, communicative purpose, and main idea on the text. When implementation in the class, the researcher focus on critical comprehension because using directed reading thinking activity must be predict based on question and student using critical comprehension.

2.1.3.4. Assessing Reading Comprehension.

To do this, assessment is used. Richards & Schmidt (2002) define assessment as a systematic approach to collecting information and making inferences about the ability of a student or the success of a teaching course. Furthermore, Brown (2004) classifies assessment into some categories, among of them are informal and formal assessment. Informal assessment is incidental and unplanned. It occurs during the whole process of teaching-learning activities in the class. However, teachers cannot make fixed judgement about a students' competence based on the result of this informal assessment. Meanwhile, formal assessment is exercises or procedures specifically designed to assess students' achievement at the end process of teaching-learning activities. One way to perform formal assessment is by conducting tests. Brown (2004) lists a number of possible tasks for assessing perceptive, selective, interactive, and extensive reading.

The following tasks help assess students' interactive reading performance, that is a process of negotiating meaning in which the reader brings to the text a set of schemata for understanding it and intake is the product of that interaction. These tasks can help teachers conduct informal and formal assessment of students' reading ability. They involve (1) cloze tasks, (2) impromptu reading plus comprehension questions, (3) short answer tasks, (4) editing tasks, (5) scanning, (6) ordering tasks, and (7) information transfer. However, this study did not employ all these types of assessment during the action implementation. To examine improvements in students' reading comprehension, below are the assessment that this study employed.

1) Spontaneous Reading Plus Comprehension Questions

This kind of tests gets test-takers to read a passage and answer a set of questions. The question items cover the comprehension of features such as main ideas, expressions/idioms/phrases in context, inference, grammatical features, details, unstated details, supporting ideas, and vocabulary in context.

2) Short-Answer Tasks

In this type of task, a reading passage is presented and test-takers read questions that must be answered in a sentence or two. This type of task requires consistent specifications for acceptable student responses.

3) Ordering Tasks

In ordering tasks, as the name implies, students receive little strip of paper, each with a sentence on it, and then construct them into a story. These tasks can serve as an assessment of overall global understanding of a story and of the cohesive devices signaling the order of events and ideas. Those four types of tasks can be given either in the form of multiple-choice questions or open-ended questions. Especially for open-ended questions, Richardson *et al.* (2001) state that it is important that the assessment is done systematically in order that all students are assessed on the same basis. In so doing, criteria are required to set to evaluate students' reading performance, especially for the open-ended questions. Since students' understanding upon the text is not only a matter of communicating it to themselves but also to have them.

2.1.4. Teaching Reading Technique.

a. Reading aloud.

One of strategy for communication with the reader and make interested audience using reading aloud. Reading comprehension united with reading aloud. So, teacher can discover the meaning of phrases instead word by word. Then, can help reader building larger semantic units than graphic clue and happen continuous.

The procedure of reading aloud strategy are first, Be prepared to define new words, this does not have to be a formal definition, paraphrases, gestures, and pictures can be used. Second, give the title and author. Third, read with feeling and variety. Fourth, Make sure the listeners can comfortably see the reader. Then maintain eye contact. Next, stop at interesting places. Seventh, Pay attention to whether your audience is paying attention and understanding. Last, encourage student participation, e.g., predicting what will happen next, supplying words.

b. SQ3R (Survey, Question, Read, Recite, And Review).

One of the most popular ones is SQ3R technique. SQ3R is Survey, Question, Read, Recite, and Review. It is a one of technique to sharpen the reading skills. Angela S. Young (2007: 128) states that: “The SQ3R reading technique is a technique that helps you when you are read a chapter in your book.

SQ3R can help to make reader purposeful and effective, so that students can manage their time for read. It is support from Erica J. Smith (2009: 56) also states that: “The SQ3R technique is the best way to read anything.

c. **Silent Reading.**

According to Yoon, (2002) states to promote a reading when teacher given simultaneously supporting student achievement can using silent reading. silent reading usually has meaningfully of phrase. It is the purpose of silent reading. It is secure meaning. The silent reading records show that recognize whole phrases rapidly

2.1.5. The Principle of Teaching Reading.

There are many ways to teach about reading comprehension and many factors that use reading comprehension. Before teaching reading strategy learn about student use to get content read a text by selection. In the learning process, the teacher should be know about the principle of teaching reading. This is can be guide the teacher to improve their student's skill.

There are ten principle for teaching reading comprehension from Professor Maureen McLaughlin (2012) as follow:

1. Comprehension is the active construction of meaning as the reader makes connections between prior knowledge and the text
2. Most of what we know about comprehension comes from studying good readers.

it is conclude that the reader has monitor their progress, problem-solve and "fix up" when they aren't understanding, discover new information on their own, then have clear goals, think about their thinking, what they are reading, ask themselves questions as they read, read widely in a variety of texts, and have a repertoire of strategies.

3. It's all about good teaching.

This is talks about teacher's belief on teaching reading comprehension.

There are constantly use assessment evidence to fine-tune instruction, orchestrate print-rich, concept-rich environments; have in-depth knowledge of reading, writing, speaking, and listening, differentiate instruction using a variety of techniques and groupings, provide lots of opportunities for students to read, write, and discuss; draw on insights gained from good readers and understand that students learn best in authentic situations.

4. Motivation is a key factor. This meaning that the teacher ask student to making compelling texts available, instilling intrinsic motivation, and creating the right environment.
5. Explicitly teaching a variety of reading comprehension strategies builds students' reasoning power. The activity for builds students' reasoning power is monitoring (Does this make sense?), self-questioning, summarizing, and evaluating, previewing, making connections, visualizing and knowing how words work.
6. Vocabulary development is essential.
the vocabulary needed reader for developing precision in word use, extending vocabulary development to other subject areas, getting students actively involved in the process, building students' interest in learning and using new words, and studying how words work.

7. Students should read a variety of types and levels of text.

These for guide the teacher for independent reading to make easier text.

8. Students should use multiple modes to represent their thinking.
9. Constantly check for understanding.

The teacher has duty to observe student about use other assessments, they read and discuss, use insights gained to follow up and fine-tune instruction, and look at their informal written responses.

10. Push students to comprehend at deeper levels.

Students need to go beyond passively accepting a text's message and read between and beyond the lines, thinking about the author's purpose and the underlying message of the text.

2.2. Directed Reading Thinking Activity

2.2.1. The Definition of Directed Reading Thinking Activity (DRTA).

The Directed Reading Thinking Activity (DRTA) has found for Prior knowledge and prediction is utilized developed in 1969 by Russell Stauffer. The DRTA is intended to develop students' ability to read critically and reflectively and is fundamentally different from the DRA used in basis. According to (Stauffer, 1969; 1975) has definition about DRTA attempts to equip readers with the ability to determine purposes for reading; the ability to extract, comprehend, and assimilate information; the ability to examine reading materials based upon purposes for reading; the ability to suspend judgments; and, the ability to make decisions based upon information gleaned from reading.

In addition, Stauffer (1969; 1975) said that his notions upon the belief that reading is a thinking process involving the reader in using his or her own experiences to reconstruct the author's ideas. This begins with the generation of hypotheses based upon the reader's doubts and desires.

Whereas the definition of directed reading thinking activity itself is comprehension strategy that guides the students to make prediction about the text while they are reading and then reading to confirm their prediction. Teacher can guides the students through their prediction process until they are able to do it their own by asking them to make prediction and then reading to confirm their ideas. In addition According to Stauffer (1980) Directed Reading-Thinking Activity (DRTA) is a problem solving discussion strategy designed to support comprehension. Wallace (1995) also adds that the DR-TA is a teaching method that helps students improves comprehension. It is supported from Blachowicz and Ogle (2008) believed that DRTA is one of the strongest ways which can help teachers engage students actively in the pieces of literature they are reading. Al Odwan (2012) mentioned other advantage "the directed reading thinking activity is a much stronger model for building independent readers and learners"(p.141).

2.2.2. The Purpose of Directed Reading Thinking Activity (DRTA).

Directed Reading Thinking Activity has been developed by Russell Stauffer (1969), it is has purposed determined by the students. DRTA helps students develop skills in reading and thinking. According Almasi (2003) stated that the goal for using the directed reading thinking activity is to foster students' independence when reading. it means that using Directed Reading Thinking Activity can make student independent on reading.

In other hand DR-TA has several purposes. According to Tierney, Readence and Dishner in El-Koumy (2006), DR-TA is a strategy to build independent readers because the readers are equipped with the abilities to set reading purposes, examining reading material based on these reading purposes, and making decisions based on the information from the text.

By applying Directed Reading-Thinking Activity (DR-TA) the students will be easy to solve their problems that faced when they are reading. This strategy also can stimulate students' thinking and makes them listen to the opinions of other. Here are the purposes of Directed Reading-Thinking Activity:

1. To encourage readers to be more aware of the strategy they use to interpret the text.
2. To help students understand the reading process
3. To develop prediction skill
4. To stimulate thinking and develop hypotheses about text which aid interpretation and comprehension.
5. To increase understanding of the purposes and effects of the structures and features of particular text.

2.2.3. The Procedure of Directed Reading Thinking Activity (DRTA).

According to the Stauffer, R. G. (1969) the procedures of how to use the Directed Reading-Thinking Activity (DR-TA) strategy as follows:

1. Choose a text

2. Activate students' prior knowledge

First, ask the students to read the title of the text or tell them the topic of the text. Ask the students to brainstorm a list of ideas that come to mind when they think about the title or topic. Write their ideas on the board.

Teacher might have students brainstorm a list of ideas that they associate with an overriding theme of the story, the story setting, or the author of the story. Students will make prediction about what they will read about in the text. So, it is important that you activate their prior knowledge on a topic that will allow them to make predictions about what might be included in the text.

3. Have the students make predictions about what they will read about in the text

Use all available clues, including the index, table of contents pictures, chart and tables in the text. Teacher asked such as “what do you think the story will about?”.

4. Have students read a section of a text

Ask the volunteers' students to read aloud or have the students read silently to themselves. If the students are reading by themselves, make sure to indicate where students should stop reading.

5. Ask the students to confirm or revise prior prediction, and make new predictions

After reading a section text, ask students to explain what in the text is causing them to confirm or revise prior prediction and what is causing them to make the new prediction they are making.

6. Continue steps 4 and 5 until the students have finished reading

7. When the students have finished ask question that promote thinking and discussion

Sample question:

- 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 or the character's action?

Explain why or why not!

- What is the mood of this piece and how does the author develop it?
- What would you tell someone about this story/article if the person did not have time to read it?
- Is this like something else you have read? Explain.

2.3. Previous Study.

Many researcher has been research about Directed Reading Thinking Activity. The first previous study conducted by Ravi Salavarty Aswinda (2016) entitle “*Effectiveness of Teaching Reading Comprehension Using SQ3R to the Tenth Grade Student at SMK Kartanegara Kediri in Academic Year 2015/2016*”. Their study report about investigated learning strategies SQ3R in reading comprehension applied at Vocational Student of SMK Kartanegara Kediri. The finding showed that there are significant positive effectively using SQ3R and strategy is the most frequent strategy used by student, the English teachers also can use teaching strategies that are appropriate with those strategies. He using case study and use quantitative approach. There are two ways to collect data; observation and interview. The result from this study mean score of pre- test that is 66 and the result of post- test that is 77. It seen if this study successful because there are increase in pre-test and post-test.

The research above has difference and similarity with research’s research. The differences taken from place and instrument to collect data. Before this study using SQ3R strategy but researcher using Directed Reading Thinking Activity. In addition similarity is focus population at vocational high school especially female student, using quantitative research, and twelve grade student.

The second previous study entitle “*The Effect of the Directed Reading Thinking Activity through Cooperative Learning on English Secondary Stage Students’ Reading Comprehension in Jordan*” by Talal Abd Al- Hameed Al Odwan (2012). In this study describe about effect of the Directed Reading

Thinking Activity through using cooperative learning on English secondary stage students' reading comprehension in Jordan. There are 42 students in two sections in one school. There are one experimental group and control group which consist 22 students in experimental group and the control group encompassed 20 students. The result is significant difference at ($\alpha= 0.05$) in reading comprehension in favor of the experimental group among English secondary stage students in Jordan due to the instructional strategy.

Different and similarity in research's research above. The differences take from place, population and sample. The research's research take place in Jordan but researcher in vocational high school in Indonesia then focus on female student. The similarity of researcher research that study focus on reading and using directed reading thinking activity.

The next research conduct from *Abdel Salam Abdel Khalek El-Koumy (2006)* entitle "*The Effects of the Directed Reading-Thinking Activity on EFL Students' Referential and Inferential Comprehension*". This study using experimental and control group and data analysis using ANOVA. The research take a subject just male student consist 72 student.

The research above has difference than similarity with research's research. The differences taken from place, population and sample, and instrument to collect data. Before this study focus on male student but researcher focus on female student. In addition similarity is this strategy using directed reading think activity and focus on reading comprehension.

Another study, Novianti Arianti (2013) in her research's title "*teaching narrative text inference by using Directed Reading Thinking Activity*". This study involved grade XI IPA 1, numbering thirty four students. The result of a study shows that the Directed Reading Thinking Activity can increase students' ability in teaching narrative text inference to Grade XI students of SMA Negeri 5 Pontianak in Academic Year 2012/2013. On that research, researcher using single group that is experimental group. So, researcher suggest for further research to develop further research two group is control group and experimental group.

The study above has difference and similarity with the researcher. The difference are on the place, genre, she used population and sample on tenth grade. The similarities are having the same technique (Directed Reading Thinking Activity). On our researcher, researcher want to repair that researcher be quasi experimental with two group is experimental group and control group.

The fifth, the research by Santi Erlina (2011). The title is *Improving Reading Comprehension through Directed Reading Thinking Activity*. This study sought to investigate the effect of Directed Reading Thinking Activity can improve reading comprehension. The data were taken from observation, field notes, questionnaire, and achievement test. The subject is second semester English Department students of Islamic State College of Palangka Raya. The research findings showed that affirmative development of the students' reading comprehension was rendered from the increase of language proficiency in relation to expository writer's organization then recognized through sequential activities of the DRTA.

The study above has difference and similarity with the researcher. The difference are on the method take a subject, place, population and sample. The different is previous research using qualitative research, population and same she take a second semester at English department and researcher take a sample on vocational high school twelve grade. The similarities are having technique (Directed Reading Thinking Activity). Researcher want to try using quantitative research.

Those studies, showed that reading skill can improve using directed reading thinking activity. Mostly previous studies applied in senior high school at tenth grade. But, there is no researcher did not research using Directed Reading Thinking Activity in Vocational High School level. To make different from previous studies, the researcher applies Directed Reading Thinking Activity in EFL students, especially reading skill to measure the effect Directed Reading Thinking Activity for female student. So, the researcher duct, the use of Directed Reading Thinking Activity for student's reading comprehension on SMK Nu Gresik at twelve grade.

2.4. Summary.

Reading is productive skill in English language so that reading has important role. It is support from Beatrices Mikulecky and Linda Jefries, *More Reading Power*, 2nd Ed., (New York:Pearson Education,2004), p.6. states many reason reading has important role the first is reading can help reader to find new language in the text, then reader can help new vocabulary so that make confidence to written English language. In other reading the student can get new knowledge from the text. If we want to new knowledge, we going to read.

Grellet (1996:4) divide purpose non-academic of reading in two criteria. The first reading for pleasure and the second is reading for information. The reading for pleasure has other name is private reading. According to Strong (1995:41) give comment the reason people purpose of reading they want enjoy with the various feeling and they should find read what they want. There are Sensitizing technique, speed reading technique, skimming and scanning technique.

The Directed Reading Thinking Activity (DRTA) has found for Prior knowledge and prediction is utilized developed in 1969 by Russell Stauffer. The DRTA is intended to develop students' ability to read critically and reflectively and is fundamentally different from the DRA used in basis. The DRTA attempts to equip readers with the ability to determine purposes for reading; the ability to extract, comprehend, and assimilate information; the ability to examine reading materials based upon purposes for reading; the ability to suspend judgments; and, the ability to make decisions based upon information gleaned from reading (Stauffer, 1969; 1975).

DR-TA has several purposes. According to Tierney, Readence and Dishner in El-Koumy (2006), DR-TA is a strategy to build independent readers because the readers are equipped with the abilities to set reading purposes, examining reading material based on these reading purposes, and making decisions based on the information from the text.

According to the Stauffer, R. G. (1969) the procedures of how to use the Directed Reading-Thinking Activity (DR-TA) strategy is choose a text, activate students' prior knowledge, continue steps 4 and 5 until the students have finished reading, when the students have finished ask question that promote thinking and discussion.

2.5. Hypothesis.

Dealing with underlying theories, the hypothesis of this research is: by giving Directed Reading Thinking Activity technique, the student's reading mastery can be improved or better.