

CHAPTER II

LITERATURE REVIEW

This chapter discusses several theories that are relevant to this research. This chapter describes in detail reviews on reading comprehension, Directed Reading Thinking Activity (DRTA), and recount text material.

A. READING COMPREHENSION

1. Definitions of Reading

Reading is an important activity for everyone. Celce and Murcia (2001) cited as cited in Sudarmawan (2013), stated that reading is the most crucial ability for second language learners in an academic setting. It is because reading skills are the main asset in the learning process. In other words, reading is the only way to obtain information and increase knowledge. Reading is a receptive skill that necessitates acquiring different abilities (Harmer, 2001). Readers need to activate their background knowledge and the comprehension process and use the various receptive skills defined by their reading goals.

According to Lei, Barlett, and Gorney (2010), reading is the process of interpreting a text to obtain information and knowledge from the text they read. Reading is acquiring knowledge or education through written media such as newspapers, magazines, novels, and textbooks (Djamal et al, 2006). With reading, the reader will actively read various texts when they can interpret the meaning and purpose of the contents so that they can convey information from the results of understanding the text.

Reading is a cognitive activity that requires organized activities undertaken by instructors and students to achieve satisfactory reading comprehension. According to Purba and Lubis (2019), reading is a cognitive process because general cognitive processes involve learning to read. If the cognitive process becomes dysfunctional, it results in a reading disability. It is evident that reading is the most crucial language skill at all levels of EFL students, starting from elementary school to university, and that it comprises recognition and comprehension abilities. Furthermore, Royal (2018) stated that reading is the ability to conclude the meaning in printed texts and

interpret them correctly. In other words, reading is the process that the reader communicates and constructs the purpose of the author's comments in the written text.

In conclusion, learning to read is an important language skill because reading is the activity that encourages the reader to engage with the writings to build crucial and deal with the fundamental thoughts, facts, and data presented in the papers. On the other hand, the student needs to grasp the information in the reading material after reading the text.

2. Definitions of Reading Comprehension

Andriani (2016) argues that comprehension is the central core of reading. Comprehension is defined as the capacity to comprehend certain information. The students must understand the text they read to grasp the meaning of the material. Students cannot obtain the information or message without fully interpreting the text. According to Grabe and Stoller (2013), reading comprehension is the capacity to comprehend and interpret the meaning of a text. In other words, reading comprehension is the process of building and understanding meaning, information, or the message from a specific type of text.

Reading comprehension is one of the essential factors for English language learners. Bashir & Mattoo (2012) argue that reading comprehension is crucial for professional development, personal development, and academic achievement. It means that reading comprehension positively impacts student development because it is not only for educational needs but also for individual needs.

According to Utomo (2019), reading comprehension is a process that requires thinking and memory recall to locate and comprehend the information given. Reading comprehension is also concerned with locating and comprehending the information included in reading texts. Reading comprehension aims to capture significant aspects to remember, affecting thinking capacity and creating satisfaction from understanding the offered content. Furthermore, Oakley (2011), reading comprehension is the expected outcome of reading and is described as the ability to combine prior knowledge with reading texts. Reading comprehension is

a crucial part of lifelong learning. It is a collaborative effort between the reader and the text.

In conclusion, reading comprehension is a complex process that requires the development of decoding abilities to understand various types of texts and the capacity to summarize texts. Reading comprehension also plays an essential role not only in education but also in personal development.

3. Purposes of Reading Comprehension

The purpose of reading comprehension is to understand all the information in the reading text to develop the intellectual property of the reader. The reader needs to have a goal in their mind while reading. Reading will be a meaningless pastime if they become lost inside a text.

According to Grabe and Stoller (2011), there are certain basic goals that can be achieved in the reading activity.

a. Reading for searching the information.

Ordinary reading skills are gathering information in the reading. The reader browses the text to find important facts without thinking deeply about its content. The reader scans the text for specific information or terms when reading to search.

b. Reading to learn from the text.

Reading to learn is common in academic and professional environments where one needs to understand various information from a text. It necessitates the capacity to recall the main ideas in detail, detect and construct rhetorical frames that arrange the text's report, and relate it to the readers' past knowledge. Reading to learn is frequently done slower than general reading comprehension to connect text content with prior knowledge.

c. Reading for the purpose of integrate information, writing and critique text.

Reading for integrating information is necessary to judge the relative importance of complementary, supportive, or contradictory information from multiple sources. It requires a thorough evaluation of the facts read to decide what information to assimilate and how to integrate it to achieve the reader's goals.

d. Reading for general understanding

In general, reading is the most fundamental goal. Reading for broad comprehension necessitates knowing the link between the material supplied and all the subject's knowledge. It requires an awareness of the connections between themes, sentences, paragraphs, and the main idea.

Based on the explanation above, it can be concluded that the purpose of reading is to focus the reader's attention and keep his attention on the text to grasp its meaning well quickly. Furthermore, readers must have a reason for reading in their strategy to be flexible in their thinking.

4. Aspects of Reading Comprehension

The students are expected to understand the material by recognizing the sentence or gaining strong comprehension when reading. To determine students' reading comprehension, teachers need an aspect of reading. According to Mikulecky & Jeffriess (1996) in Dwi et al. (2018), there are some aspects of reading comprehension:

a. Main idea

The main idea is the core of the paragraph. It implied that people's grasp of what they read might be measured by how clearly and precisely they stated the main idea.

b. Supporting detail

Supporting detail is a fact that clarifies specific detail of the topic sentences or central idea. Moore (2003) defines detail as "the cornerstone and important bits of information that comprise a paragraph." A text's information might be overly generic or too particular at times. The following pattern:

“According to the second paragraph, who were fighting for the conversation in the class?”, “All of the following are true except...”

c. Summarizing with evidence (reference)

According to King and Stanley (2009), reference is several repetitions of the same word phrase. Students might benefit from references by utilizing different terms to clarify the text.

d. Vocabulary

Mikulecky and Jeffries (2007), stated that "Understanding the word you read is essential for good reading comprehension". The more terms you identify and grasp in a text, the greater your understanding will be. In addition, Brown (2010) claims that the more a reader knows about the meaning of terms, the simpler it is for him to grasp a text. It is essential to believe that expanding one's vocabulary can improve one's reading comprehension.

e. Inference

The inference is an assumption or conclusion taken from the passage's logic. The fluent readers are someone who makes conclusions when reading. Reading involves more than just obtaining information from the text in this viewing.

In addition, Nuttal (1982) stated that there were five aspects of reading comprehension that students should understand when reading a text: determining the main idea, locating references, making inferences, detailing the information, and understanding vocabulary.

a. Main idea

The main idea is a statement that conveys the author's point of view on the topic. Finding the main idea in the paragraph or longer section of text is the most crucial reading ability to learn, along with ideas like making an inference, determining the author's aim, and understanding vocabulary in context.

b. Locating references

References are the words or phrases to which a pronoun refers. When recognizing the reference, students must comprehend the pronoun in the employed term, such as pronouns used to show persons, places, or situations.

c. Making inferences

In making an inference, the students must understand the text to reach the conclusion they have read. To summarize, the students need information from the background knowledge to conclude the text. Questions are often stated in one of the following:

"From the passage, we can conclude that...".

d. Understanding vocabulary

The students need to use their vocabulary knowledge when conducting reading activities involving an English text, such as looking up the meaning in a dictionary or inferring the intention from the text's grammatical structure context.

e. Detail information

Detailed information or question is the last type of information or question usually found in reading tests. The question is designed to assess the student's comprehension of the content directly provided in the text. Students can utilize a scanning strategy to understand and answer questions from the text, and they can take notes or underline the keywords in the questions.

Based on the theories above, it can be concluded that the five aspects of reading comprehension become one of the keys that readers must master to understand the contents of the text they are reading. In reading learning, there are usually those focused on only a few aspects even if the concentrated components are different, the reader must still be able to master all aspects of reading.

5. Genres of Reading text

According to Harmer (2007), a genre is a form of literary arrangement and layout that includes items such as advertising, a magazine article, etc. It means the genre will be in each different reading text. Students need a genre to identify a reading text, and they may also be able to forecast some of the content and language used in it.

In addition, the term 'genre' refers to specific text kinds rather than conventional literary forms (Derewianka, (1995) Arimbawa, (2012)). In other words, the genre of the text is determined in part by the culture employed because various cultures attain their goals through language in different ways. According to Butt et al. (2001), Derewianka (1991), and Feez & Joyce (1998), stated that there are eight primary educational genres such as description, information report, procedure, recount, explanation, story genre, response genre, and exposition. The following table summarizes the basic genres and sub-genres recognized as crucial to an educational context.

<i>Social Purpose</i>	<i>Genre</i>	<i>Sub-Types</i>	<i>Example</i>
'To provide information about a particular person, place or thing'	Description	Objective Description	'My Family'
		Literary Description	'The Old Banyan Tree'
'To provide information about a class of things'	Information Report	Descriptive Report	'The Rainforest'
		Taxonomic Report	
		—Class/subclass	'Different Types of Planes'
		—Part/whole	'The Parts of a Clock'
'To tell someone how to do something'	Procedure	Compare/contrast Report	'Bats and Birds'
		Historical Report	'Dinosaurs'
		Instructions	'Making Nasi Goreng'
		Experiment	'Changing Solids to Liquids'
'To tell what happened'	Recount	Directions	'How to Get to Main St'
		Regulations	'Our Class Rules'
		Personal Recount	'My Holiday in Macau'
		Factual Recount	'Thief Steals Car'
'To explain how or why a phenomenon takes place'	Explanation	Biographical Recount	'The Life of Gandhi'
		Autobiographical Recount	'My Childhood'
		Historical Recount	'The Qin Dynasty'
		Sequential Explanation	'Life Cycle of a Frog'
		Causal Explanation	'Why Hot Air Rises'
		Factorial Explanation	'The Causes of Erosion'
		Consequential Explanation	'The Effects of Poverty'
'To explore the human condition through storying'	Story Genres	Exploration	'Why Dinosaurs Became Extinct'
		Narrative	'The Disappearing Dogs'
		Moral Tale or Fable	'The Fox and the Crow'
'To respond to a literary text or artistic work'	Response Genres	Anecdote	'When I Went to the Dentist ...'
		Personal Response	'My Favourite TV Show'
		Review	'Novel of the Year'
		Interpretation	'Crouching Tiger as a Metaphor...'
'To mount an argument'	Exposition	Critical Response	'Is Rap Really Subversive?'
		Persuasion	'War is immoral'
		Discussion/Debate	'The Pros and Cons of Living Alone'

Figure 2.1 Basic educational genres and sub-genres.

(Sources: Beverly Derewianka, 2017)

There are some types of genres in English, such as descriptive, narrative, and exposition (Biber, 1988 cited in Hyland, 2004). Anderson and Andreson (2003) stated that there are two major text categories: literary texts and factual. Literary texts include three main types: narrative, poetic, and dramatic. In contrast, factual texts include eight main types: explanation, discussion, exposition, information report, recount, description, procedure, and recount text divided into factual texts.

Based on the explanation above, it is concluded that the genre of reading text has many types. Every type of text has a different purpose and function. Those genres are usually the one that often appears in learning English. Therefore, students are expected to be able to master it.

6. Teaching Reading in EFL Context

As quoted in Nelson & Yohanes (2019), the goal of teaching English reading in Indonesia is to improve comprehension abilities. Hartini (2018), stated that the aim of teaching reading comprehension is to help students understand an English text. It means that teaching reading will help EFL students improve their reading abilities to read English texts successfully and efficiently. The readers should have a specific aim before interacting with the material to read successfully and efficiently.

Brown (2007) stated that teaching is part of guiding and facilitating learning to enable and determine students' learning conditions. Slameto (2010), cited in Yuliani (2020), defines teaching as the direction of learning. Teaching is an activity between the instructor and the students in which the instructor can provide information and assist the students through the teaching and learning processes to connect them.

There are specific guidelines for teaching reading, according to Harmer (2007). The first guideline is that the teacher must motivate students to read often since students will read more if they are motivated and have a better reading knowledge. The second guideline is that students should be engaged with the content of the reading material and encouraged to love reading. Furthermore, the instructor should ensure that the students get as much enjoyment out of the reading activity as possible during the classes.

The next guideline is to encourage students to explore their thoughts regarding the text's message. Students must understand how to read the text to gain new information and knowledge. Further, students should understand the content of the text to express their feelings and responses to the topic of the text. The fourth guideline is to make predictions before reading. For example, students might guess the content of a textbook by looking at its cover, which can give them an interest in choosing which book to read.

The fifth guideline is that teachers select suitable reading assignments for their students, such as acceptable activities before, during, and after reading. Additionally, to produce the proper type of questions depending on the students' level and the topic of the texts. The last guideline is that a skilled teacher can

combine the reading text into an engaging lesson by providing a text full of sentences, words, and ideas to bring the text to life.

In addition, Alyousef (2005), cited in Safira (2021), argued that the procedures in teaching reading have three phases: pre-reading, while-reading, and post-reading. The first step is pre-reading. This step assists students in preparing for the material by connecting it to daily life. The second step is while-reading. This step intends to assist students in increasing their text-handling abilities by expanding their linguistic and schema knowledge. The third step is post-reading, which includes several activities that use diverse exercises to improve learning comprehension.

In conclusion, a good teacher is a teacher who can improve EFL students' reading comprehension by paying attention to all the guidelines for teaching reading. In addition, motivating EFL students to read as much as possible might make it simpler for them to interact with the topic of reading and comprehend what they are reading. Teaching reading comprehension can be successful if EFL students grasp the material.

7. Strategies in Teaching Reading in EFL Context

In reading strategies, the teacher may use a different strategy from the other teacher when teaching reading. It depends on EFL students' requirements or the learning objectives they wish to decide which what should use teaching strategies in the classroom to involve suitable design and preparation (Orlich et al., 2010). Strategy in teaching reading can helps EFL students become good readers and understand the meaning of the text they read.

A good reader is someone who reads with a goal, whether it is for knowledge or enjoyment. To be a successful readers EFL students will be involved in complex thought processes as they read. There are four reading strategies in academic settings and other environments. The teachers can teach EFL students to help their difficulties in understanding reading texts and long sentences, lack of background knowledge, and difficulty employing reading strategy and concentration (Fajar, 2009). These strategies are based on Vacca (1999):

a. Scaffolding

Scaffolding is a strategy of learning in which students receive assistance in the early stages of learning, lowering attendance and giving them opportunities (Gasong (2007) Sarjan (2017)). In other words, scaffolding is the strategy of assisting students in resolving specific difficulties above their developmental potential with the help of teachers or other more skilled persons. In the scaffolding strategy, the teachers help to provide those capable of developing learning capacity, mastering more content knowledge, and solving more complex issues.

b. Thinking Aloud

Thinking aloud is a learning strategy that can develop thinking skills, student activity, and problem-solving abilities. This strategy aims to help students recall the most crucial information in the text presented. According to Davey (1983), thinking aloud have five steps. First, choose paragraphs with difficult, unclear, contradictory, or unusual words and phrases to read. Second, when reading aloud, let students read silently, listening to how the problem was handled. Third, allow students and their friends to practice thinking aloud by reading and discussing well-written essays. Fourth, students practice individually and utilize checklists to ensure that all students engage in verification procedures. The last is to give transfers, integrate practice with other courses, and periodically illustrate how, why, and when to think aloud.

c. Reciprocal Teaching

Reciprocal teaching is a teaching strategy in which students and teachers share the role by enabling both sides to lead the discussion regarding a specific text. Palinscar & Brown (1984) stated that reciprocal teaching is a strategy for assisted reading comprehension. It allows students to build practical reading abilities such as predicting, asking questions, clarifying, summarizing, and responding to what they read. In other words, reciprocal teaching is the most effective strategy for teaching students to recognize important concepts in a book while also discussing vocabulary, developing problems and ideas, and

summarizing material. It can be used in various content areas, suitable for textbooks, poetry, prose, fiction, and non-fiction texts.

d. Question and Answer Relationship (QAR)

QAR is one reading learning strategy that aims to improve students' abilities in understanding the content of reading by training students to connect the relationship between initial knowledge about the text before reading with new knowledge after reading the text in answer to the question. Therefore, when answering questions, the teachers need to assist students in grasping possible sources of knowledge.

Based on the explanation above, it can be concluded that four strategies such as scaffolding, thinking aloud, reciprocal, and QAR are usually used to teach EFL students when learning reading comprehension because that strategy helps EFL students understand the reading text well.

B. DRTA STRATEGY

1. Definitions of DRTA Strategy

According to Ann and Friedman (2011), DRTA is a comprehension strategy that helps students through the process of asking questions about a text, making predictions, and then reading to validate or contradict those predictions. In other words, the DRTA strategy encourages the student to predict and prove when reading the text and engaging the student with the material. The DRTA is a strategy that emphasizes students' engagement in anticipating predictions and confirming their predictions while reading the text (Rahim, 2007). Learning to read using the DRTA strategy necessitates students to predict reading, read the text, and adjust it to its predictions, so it requires students to be more involved in the process.

Furthermore, Anjani, Jismulatif, and Masyhur (2014), who cite William (2009), stated that the DRTA is a strategy that supports reading comprehension activities by predicting, clarifying, and evaluating. The DRTA is a strategy that can increase students' reading comprehension by making clear predictions and validating readers' predictions as they read Elfira, Marhum, and Mashuri (2015), citing Opitz and Lindung (2009). It indicates that DRTA pushes readers to engage their thoughts

when reading a text. DRTA strategy would be beneficial for the readers to help them comprehend the information in the text by predicting.

DRTA is known as a reading comprehension strategy where students are prioritized to predict the reading text that will be read. According to Novendiana, Tasnim, and Wijapura (2016), DRTA is a strategy that allows students in an active to predict while reading a book. In addition, Megawati (2019) stated that the DRTA is the strategy that asks students to predict and think about reading comprehension. In other word, DRTA strategy divided into three stages are predicting before reading, reading during reading, and confirming after reading. In the predicting stage, questions are presented about concerning what students read. During the reading stage, students are required to read the text silently and guess what they read. While, in the confirming after reading stage, students confirm, prove, or even contradict their predictions (Agustiani, 2016 cited in Megawati, 2019).

In conclusion, DRTA is a strategy that will lead the students to develop their questions based on what they read, making predictions about the plot, and then continuing to read to validate the accuracy of their predictions. Students can answer questions about the material since they have increased their reading comprehension through DRTA.

2. Purposes of DRTA Strategy

According to Sari (2017), the DRTA strategy assists readers in understanding, assimilating information, making predictions to investigate reading content based on the aim, and making judgments based on information received from reading material. The key point of the DRTA Strategy is the process of problem-solving activities using prior knowledge to understand the reading text. In addition, Nerim (2020) stated that DRTA strategy is one of the active learning strategies utilized in the teaching of reading, this strategy assists students in becoming active readers.

The DRTA strategy aims to help students learn and read critically and reflectively (Odwan, 2012). In other words, the goal of the DRTA strategy is to provide readers with the information and skills necessary to understand the motives for reading, forecast how to assess reading materials in light of those motivations, and create views based on what they have learned from reading (Marhaban et al.

2022). It means the DRTA strategy allows readers to determine their reading goals better.

In conclusion, the purpose of using Directed Reading Thinking Activity is: to encourage readers to be more aware of the appropriate strategies for them to use in understanding the text, to facilitate students in the reading process, to develop skills in making predictions, to encourage students to listen to other people's opinions so that can modify their views according to their understanding, to increase curiosity about the kinds of texts to be read. In brief, employing the DRTA makes it easier for readers to understand the whole part of a story.

3. Procedures of DRTA Strategy

The general procedure that must be carried out when understanding the text using the DRTA strategy includes the following steps: thinking activities directed at the reader being guided to understand the information in the text. It is designed to move readers to think critically by asking questions that must be answered using their predictions, which later be tested again to match the prediction results with the content of the text read. Aini (2019), stated that the DRTA can be adapted to any option and level of difficulty, and it may be utilized in both group and individual settings. According to Carter, quoted by Umayah (2016), there are various steps to the DRTA strategy. The following is:

- a. The teacher will ask students to make predictions by looking at the genre or topic, author's name, title and cover image. The teacher can write the students' predictions on the blackboard.
- b. The teacher asks students to read until the first stopping point.
- c. The teacher reviews the predictions and asks which ones have come true so far. The teacher instructs them to read aloud passages from the text that corroborate or contradict their predictions.
- d. The teacher requests further predictions from the students and presses for specific predictions. Before continuing the reading, the teacher asks the students to commit themselves to a prediction.
- e. After reading the text, the teacher reviews it with the students and asks them what information led to the best prediction.

Thus, Stauffer (1998) argues that the DRTA strategy comprises three steps: prediction, guided silent reading, and proving. In the prediction step, the instructor prepares the students for reading and assists them in thinking about what they will read before beginning. Students learn to predict what they will read. Prediction is concerned with any assumption regarding the content of the reading text.

Erliana (2011) also stated three steps for using DRTA in the classroom. The first step is the pre-reading phase, in which students are expected to think and draw on their prior knowledge to guess what the text will be about. The second step is to engage in guided-silent reading. The students read a text on their own and paused at certain times to determine if their predictions were correct or not. The last step is post-reading. Students collaborate to discuss prior predictions, change predictions, and validate predictions.

Furthermore, Safitri, et al (2022) cited Friska (2015) Bainbridge and Pantaleo (1999) and Stauffer (1976) mentioned that the DRTA strategy was conducted in several steps:

- a. Choose a text before you begin to read. This strategy works well for both fictional and nonfiction texts.
- b. Encourage students to apply their prior knowledge. Give the students the title of the text to read or tell them of its subject. Ask students to develop a list of predictions that come to mind when they think about the topic of the text. Put those ideas on the board.
- c. Forecasts are listed on the board. Predict what your students will learn from the material.
- d. Give the students a text passage to read. Students go back over their predictions after reading a certain length of material to see which have come true, which are unlikely to come true, and which may still be probable.
- e. The teacher asks students to assert, modify, and make new predictions in response to their earlier predictions.
- f. Students are encouraged to support their arguments with further predictions based on reading and real-world experience. After students have completed their reading, provide questions that stimulate reflection and dialogue.

It can be concluded, that DRTA leads students through text content. This strategy requires students to develop new predictions about the text based on the title, illustration, or picture, providing evidence about their predictions, re-reading the text, and making conclusions. Furthermore, this strategy may be applied to all levels of readers, both in groups and individually.

4. Advantages of DRTA Strategy

The DRTA strategy increased students' reading comprehension since it is an understanding activity that predicts the text, allowing students to gain a better overall image of what they have read (Maarof & Suharjo, 2010). DRTA may attract students' interest in studying, particularly in reading stories, and it also demonstrates that students are learning and preparing for the next life. In addition, this strategy is beneficial not only for students but also for teachers. Blachowicz and Ogle (2008) believed that DRTA is one of the most powerful strategies for teachers to actively engage students in the text they are reading.

According to Tankersley (2005), cited in Safitri et al. (2022), the DRTA strategies can broaden reading to higher-order thinking processes and provide teachers with a lot of information about each student's ideas, prior knowledge, cognitive processes, and thinking abilities. This strategy helps students read critically and reflect on their reading (Brunner, 2011). The students' predictions in the text make them more engaged in their reading. Furthermore, the DRTA strategy assists students with determining a purpose for reading, closely examining the text, and being interested throughout the lesson. It means this strategy is helpful for the teacher and the students too.

To conclude, this strategy can positively impact students by helping them understand the text they read and training them to become critical readers. Besides that, this strategy can also help teachers learn to read with good results, such as students becoming more active in reading.

5. Disadvantages of DRTA Strategy

The DRTA strategy was effective in fostering students' comprehension of the text; nevertheless, some aspects may become a disadvantage if the students had already known or heard the text delivered and uncontrolled classroom management

(Lubis, 2018). A teacher who cannot control classroom management can be a problem caused by too many students or a big class. Moreover, Faisal & Lova (2018) stated that the offered text should have fresh knowledge for students, as student engagement in the materials had become the focal focus of the DRTA strategy.

According to Crawford et al. (2005), the DRTA strategy needs the distribution of textbooks, which are often out of reach for schools and students. Furthermore, students' knowledge cannot be received fast through direct reading comprehension, as opposed to abstractions obtained through oral presentations by the teacher. Batu Bara et al. (2019) stated that the DRTA strategy has three disadvantages: constraints by time limits and unbalanced schedules, class size and teaching load become significant obstacles, and teacher preparation.

In conclusion, this DRTA strategy also has weaknesses, especially in the management of texts and classes. It is a teacher challenge where the teacher must prepare material and be careful in choosing texts that have never been given to students and can manage large classes by dividing groups.

6. DRTA Strategy in Reading Comprehension

To be a successful reader using the DRTA strategy in reading comprehension, the students need to develop like survey the text, make a prediction and confirm their prediction. According to Schumm (2006) stated, there are several process in the DRTA strategy:

- 1) The students survey the text to be read. It means that the students find out about the text they are reading, such as by identifying the genre of text, seeing the image of the text and reading the title of the text so that they can predict and know what the text they are reading will talk about.
- 2) Making a prediction. The students will make a prediction based on the survey when reading to know the reason why students predicted the texts.
- 3) Establish a goal by reading and letting students read to see whether their predictions are right.
- 4) Confirm a prediction. It means like asking the students to validate their predictions based on the new material they have read and make a new

prediction. Then, ask students to read the next part and continue confirming or changing predictions and making new ones until the reading is finished.

Based on the explanation above, it can conclude that DRTA leads students through information in the text. This strategy requires students to develop a new prediction about the text based on the cover (title, image), provide evidence for their prediction, review the text, and draw conclusions.

C. RECOUNT TEXT

1. Definitions of Recount text

Recount text is the most prevalent type of text we encounter in our daily lives. The primary purpose of this text is to retell previous events to provide the reader with an explanation of what and when they occurred. A recount text is described as a text generated to inform about past events (Pardiyono, 2007). Moreover, Azhar (2013), cited in Nurhkolilah & Firtiadi (2020), argue that recount text is a genre that has a social function of retelling events to inform or entertain.

According to Anderson (1997), a recount text is a text that retells someone's experience in the past. For example, stories of their adventures and their daily activities. A recount is a retells an event in the past. Cahyono (2011) defines recount text as "talking about prior events." A recount text describes the experience in a succession of events. It means that a recount text is a sort of text that retells a past event.

According to Knapp & Watkins (2005), recount text is the most basic text type in the genre. It suggests that the recount is a simple text for readers familiar with the genre. Saragih, Silalahi, and Pardede (2019) claimed that recount text informs about occurrences sequence and evaluates their significance in some way. The recount text tells an emotional expression created by a writer about the events series.

In conclusion, Recount text is to inform and tell stories about historical occurrences or past events. Recounts are usually based on the author's personal experiences, although they may sometimes be imaginative or beyond the author's understanding. In recount text, a writer tells readers about their personal experiences or informs them about other experiences. In other terms, a Recount is a record that recounts prior events or experiences.

2. Generic Structures of Recount Text

There is an important point to remember while creating a recount text. Widiati et al. (2016) in Uzer (2020) claim that a recount text has a generic structure that consists of orientation, a series of events, and reorientation. In addition, Anderson (1997), cited in Yuliana (2018), shows that recount text has three generic structures: orientation, event, and reorientation.

1. Orientation

The orientation gives all of the background information required for the readers to understand the content. A comprehensive orientation needs to use the 5W words (who, what, when, where, and why). The reader should give information about the events, who or what was involved, when and where the events happened, and why.

2. Event

A series of events contains events in chronological order. It begins with the first event and then moves on to the second and the last event. In this part, the reader should be able to sequence any events that occur according to the text they are reading.

3. Reorientation

Reorientation is the last part of the conclusion of the story. The conclusions given can be in comments or personal opinions about events that occur in the recount text.

Based on the explanation above, it can conclude that in recount text the core of the generic structure is just three point such as orientation, event and reorientation.

3. Examples of Recount Text

Here is the example of recount text that talk about experience in a past when diving in Bunaken Island.

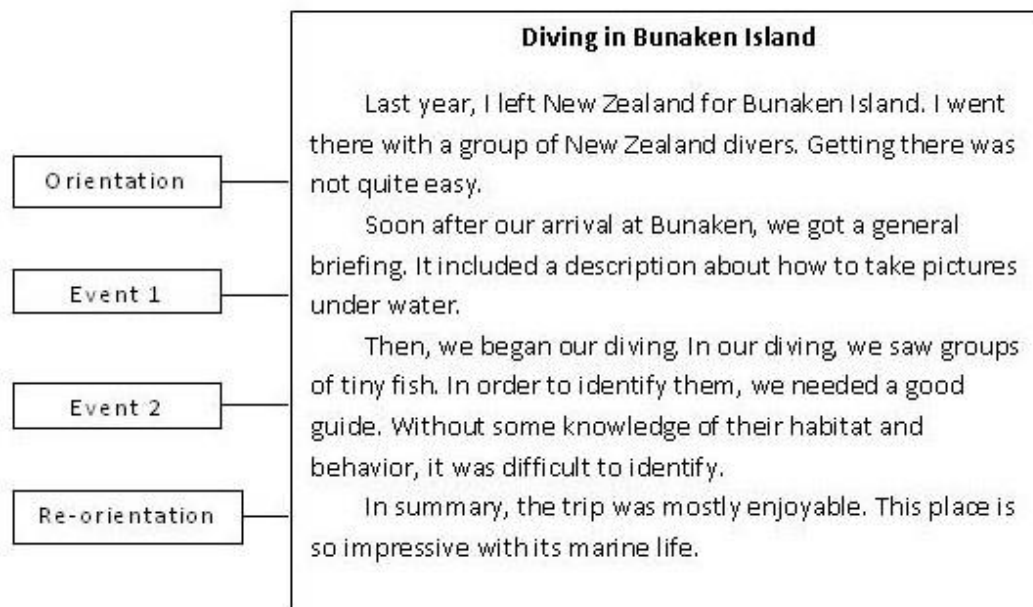


Figure 2.2 Example of recount text

(Source: <https://www.sumberpengertian.id/pengertian-recount-text/accesed> on 22th, 2022, 9 p.m.)

In the first paragraph closed to orientation because it is the beginning of the core paragraph that discusses the background information. The second and third paragraph is classified into events because it explains the story's chronology from the first to the end. The last paragraph is classified as reorientation because the text shows the conclusion or personal opinions about the event.

D. Using DRTA Strategy for Teaching Reading Recount Text

A teacher can teach reading comprehension using the DRTA strategy. Teachers can teach students a variety of text genres utilizing this strategy. One of them is learning reading comprehension using the DRTA strategy in recount text. There are steps taken in this strategy, such as asking questions about a text, making predictions, and then reading to validate or contradict those predictions.

First, ask questions about the text. In this step, the teacher will ask students to identify the recount text to be read by looking at the image and title in the text. It was to be able to answer questions given by the teacher, such as "what the text is about?".

The second is making predictions. The students will start reading the text until the first stopping point or according to the teacher's direction. After each reading, the students will make predictions. It lasts until the end of reading the text.

Third, validate the predictions. The teacher will check the predictions made by students and ask which ones are true so far. The teacher will ask students to state their predictions to see if they contradict or not. The teacher will continue to ask questions that pressure students on whether what they predict is correct or not. Before continuing reading to the next section, the teacher will ask students to commit to their respective predictions. If everything is done to the end, the teacher will review the text with the students and ask what information leads to the best prediction.

In conclusion, using the DRTA strategy for teaching reading recount text, there are three processes the first is asking questions about the text, the second is making predictions, and the last is validating predictions. This strategy is suitable for teaching reading comprehension in recount text.

E. Students' Responses

According to Bennett (1975), cited in Basarini (2021), a response is something that is done or uttered to respond or give a reaction. In other words, a response is an action that occurs when a stimulus is received in a person's mind. It means a response is an answer, a reaction to a question, or an action inspired by an incoming stimulus. A response can be gained by an impression stored in someone's feelings or observation (Ahmadi, 2009).

Moreover, Hazel and Kang (2018), stated three kinds of response such as cognitive, affective, and conative. The first, cognitive response is closely related as a form of individual awareness and facts. This response occurs when an audience's knowledge or perspective changes. The second, affective response is a response connected to feeling or emotion; as defined, emotion is a fear or anger reaction subjectively experienced as a strong feeling, whereas attitude is chosen with a specific goal and judgment. This response occurs when there are the audience's preferences changes. The last, conative response, is a response to actual activities,

such as habits or actions. As explained, habits occur continuously, while actions occur only sometimes.

In addition, there are two types of responses: positive and negative. Positive answers are those that imply agreement, approbation, or encouragement. Meanwhile, a negative response is one that includes avoiding or withdrawing from a stimulus (Dejonckheere et al, 2021).

In conclusion, the responses of students are crucial. Students' responses refer to their feelings or opinions. Students' responses to learning will assist teachers in determining what needs to be changed so that learning activities may be carried out best. However, in this study, students' responses were used to determine how students respond after learning with the DRTA strategy.

