

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories related to the research that can support the research. This chapter has five points, the theories include reading, reading comprehension, short story, direct reading thinking activity (DRTA) strategy, and previous study.

A. Reading

Reading is an vital ability that must be learned by the understudies. On the off chance that the understudies get it what they studied, likely they will get much information or data.

According to Burnes and Pages (1991) in Ela reading is an interactive process, a process in which the reader engages in exchange of ideas with an author via the text. It means that reading is not only the process that is used by the reader to get messages, in which the writer has to deliver something through words media or written language. Therefore, the importance of reading is very necessary and to increase knowledge and reading skills in every reading.

(Harras,K.A.(2014) Russell said that reading are a complicated and complex activity. It includes simultaneously in the form of: sensing light rays from the retina of the eye to the brain, the perception of discrete words and phrases, the use of the eye muscles with clear control, direct memory of what has just been read, distant memory based on experience. , interest in the content of the reading, and the organization of the material so that it can finally be used in a particular way. These various characteristics are more or less interchangeable, but can be analyzed according to four overlapping stages, namely sensation, perception, comprehensiveness, and utilization. The various characteristics take place more or less alternately, but can be analyzed according to four overlapping stages, namely sensation, perception, comprehensiveness, and utilization. The following will present several things that have to do with the reading process, namely *reading as a psychological process*(There are basic things that need

attention because they are related to the reading process. this is a small part of - what is known. such as intelligence, age, mental, gender, socioeconomic level, language, race, personality, attitude, physical growth, perception ability, level of reading ability), *reading as a sensory process*(Reading is a sensory process. The cues and stimuli for reading activities enter through the ears and eyes, while the stimulation for braille letters enters through the finger nerves. No matter how intelligent, steady, and mentally prepared a child may be, it is impossible to learn to read if he is not able to recognize material stimuli), *reading as a perceptual proces*(Reading as a perceptual process is closely related to the sensory process. As in sensory processing, perception generally begins with seeing, hearing, smelling, tasting, and touching. But in reading activities, it is enough to pay attention to two things, namely seeing and hearing), *reading as a developmental process*(Reading is basically a developmental process that occurs throughout a person's life. We do not know when this development begins and ends.. We know that certain children have readiness to learn to read faster than others and there are also children who have readiness very early, at the age of four or even three years), and *reading as a skill development process*(Reading is a very complex exercise and depends on many factors. The nature of the skill development process can be explained skills are objective and that skill can be generalized). According to the reading above, the importance of reading is very necessary by having four stages, but must control complicated and complexity of reading the contents of the reading that has just been read.

B. Reading Comprehension

1. The Definition of Reading Comprehension

Reading may be a open or inactive expertise. The reason of reading activities can be comprehension (seriously perusing within the lesson), satisfaction (broad perusing out of lesson), speed reading (skimming and filtering), or precise elocution (reading a uproarious).

According to Zimmermann and Hutchins, Snow (2002) in Khoirul Fajari (2004), reading comprehension is views reading comprehension as a meaning getting process, so it needs an perception.

In reading comprehension, the students should have knowledge about understanding. the reading process. so reading comprehension has a special way to study it can be with experience and practice over some duration to study it.

According to Nuttal (1982) defines reading comprehension as the ability of understanding and interpreting information in text correctly. Reading comprehension requires accuracy in studying it so that we do not misinterpret it in not learning to read comprehension properly.

Meanwhile smith and Johnson (1980) states that reading comprehension is understanding, evaluating utilizing of information and gained through the interaction between reader and author. There are various levels in hierarchy of thinking. To learn reading comprehension you have to pay attention directly. you have to apply it in everyday life in order to get an understanding of what do read.

According to Smith & Johnson (1980) categories the level of reading comprehension skills level into four levels, such as literal reading, interpretative reading, critical reading and creative reading. In studying reading comprehension, there are several methods that we can apply, for example direct reading thinking activity (DRTA), this method can improve reading comprehension at a basic level.

C. Short Story

1. Definition of short story

A short story is fictional work of prose that is shorter in length than a novel. Poe (1896), in his essay "The Philosophy of Composition," said that a short story ought to be examined in one sitting, anyplace from a half hour two hours. peo theory this is very important to read if you read short stories

we take advantage of free time to read even if it is an hour or more to understand a story.

According to Klarer, (1998:14) “A vital highlight commonly distinguished with the short Story is its impression of solidarity since it can be read-in differentiate to the novel-in one sitting without interference. So klarer said that confinement of length, the plot of short story has got to be profoundly particular, involving an peculiar transient measurement that focussed one central minute of action”. It implies that the short story has one center within the central minute of activity without an intrusion which separate with the novel. As being over, short story could be a portion of scholarly classes, which is fiction. Short story can be categorized as a fiction since most of it depends on daydream stories.

2. Characteristics of Short Story

According to Tarrigan (1985:178). The writer can conclude that characteristic of short story as follows :

- The characteristic of short story is brevity, solidarity, and concentrated. The most component of short story is scene, character, and activity.
- Language that's utilized in short story must be sharp, suggestive, and caution.
- Short story must comprises of a essayist translation almost his concept, around life, either coordinate or circuitous.
- Short story must cause one impact peruser conclusion.
- Short story must cause a feeling in perusing that prepare of story embroils feeling to begin with than conclusion.
- Short story comprise points of interest and occurrence, which can cause address in peruser opinion.
- Short story comprise of an occurrence that leads to get it the prepare story.
- Short story must have a primary operator of short story.
- Short story must have a primary on-screen character.

- Short story must have an interested impact and impression.
- Short story depends on the circumstance.
- Short story gives a entirety impact.
- Short story gives an feeling.

This Tarigan said short stories have no set length. In terms of word number there's no official outline between an account, a short story, and a novel. Or maybe, the form's parameters are given by the explanatory and down to earth setting in which a given story is delivered and considered, so that what constitutes a Short story may vary between classes, nations, eras, and commentators. Just like the novel, the short story's transcendent shape reflects the requests of the accessible markets for distribution, and the advancement of the shape appears closely tied to the advancement of the distributing industry and the accommodation rules of its constituent houses. Short story scholars may characterize their works as portion of the aesthetic and individual expression of the frame. They may too endeavor to stand up to categorization by sort and settled shape.

3. Generic Structure of Short Story

According to Meanwhile, the generic structures of short story are:

- Orientation, gives foundation data around the characters and their circumstance.
- Complication, presents one or more occasions or issues the characters have.
- Reflection, tells why or how the occasions are noteworthy for the characters and incorporates data on their considerations and feeling.
- Resolution is the conclusion of the story. It tells how or on the off chance that the issues were illuminated.

4. Example of Short Story

Text 1

The Ant and Dove	
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Orientation:	One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. (Orientation)
Complication:	To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water. (Early Complication) She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon the dove carried her safely to dry ground. Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way. (Late Complication)
Resolution:	Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net. (Resolution)

Text 2

The Bear and Rabbit

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Orientation:

Once upon a time, there lived a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow.

Complication:

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows. The rabbit was fearing to arouse the bear's anger so he could not refuse it. He went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there were lots of meats left after.

However the bear did not want the rabbit to get any of the meat. The rabbit could not even taste the meat. The poor rabbit would have to go home hungry after his hard day's work.

Resolution:

The bear was the father of five children. Fortunately, the youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house. When he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal.

D. Strategi Direct Reading Thinking Activity (DRTA)

According to Joni (in Rahim, 2007:36). Strategy is the science and tips in utilizing all the resources that are owned or that can be deployed to achieve the goals that have been set. Efforts to achieve the final goal are used as a reference in managing strengths and closing weaknesses which are then translated into a program of activities which are strategic thinking. In an effort to gain an understanding of the text, the reader uses certain strategies. The choice of strategy is closely related to the factors involved in understanding, namely the reader of the text and the context.

From some understanding of the strategy above, it can be concluded that strategy is a plan carried out on certain activities to achieve goals. In the use of teaching strategies, especially adapted to the material to be taught, making it easier to apply the strategies to be used. The application of strategies in learning makes it easier for a teacher to carry out the learning process and also makes it easier for students to understand the material being taught.

The DRTA (Directed Reading Thinking Activity) (in Rahim, 2008:47).strategy is a strategy that focuses students on the text, so that students can predict the content of the story by proving it when reading. In using the DRTA (directed reading thinking activity) strategy, the steps that can be taken are first to make predictions based on the title, before students read the story text first predict the content of the story by reading the title. Second, make predictions based on picture instructions, in addition to predicting the title, students predict the presence of pictures about the content of the story. Third, read reading material, after predicting the title and predicting pictures, students read the story text. Fourth, assessing the accuracy of predictions and adjusting predictions, in adjusting students to read text starting from the first paragraph according to picture instructions. The five teachers repeat procedures 1 to 4, at each place stopping when reading the teacher repeats back to step 4. The strategy of Directed reading thinking activity (DRTA) or reading and thinking directly (RTD), focuses on student engagement with texts, because students predict and prove it when they read.

E. Previous Study

This study aims to improve students' reading comprehension using the Direct Reading thinking activity (DRTA) strategy through pictures. Previous research that have different strategies and the same object, research about to understand short story paragraphs, done by Ni Made Rusni Bunadi, I Made Sutarna, and Ida Bagus Sutresna, in 2014 a researcher from journal research students majoring in Indonesian language education at Ganesha University of Education Singaraja, Indonesia their research is entitled, " *Penerapan Strategi Directed Reading Thinking Activity (Drta) Berbantuan Media Gambar Untuk Meningkatkan Keterampilan Membaca Cerpen Pada Siswa Kelas Vii E Smp Negeri 4 Kubutambahan.*" 2014. Students are able to grow positive responses in learning to read short stories by using direct reading thinking activity (DRTA) properly. Researchers suggest to policy makers (schools) to be able to recommend the results of this study to improve the short story reading skills of other students. (Ni Made Rusni Bunadi dkk, 2014)

The other research was conducted Yusnida Tanjung in 2018 which is entitled " *The effect of using Directed Reading Thinking Activity strategy on students reading comprehension at the eighth grade of junior high school 06 batanghari.*" a student who has graduated from English Education State Islamic University of Sultan Thaha Saifuddin Jambi.

Direct reading thinking activity (DRTA) is selected because its components promote methods to facilitate using studying strategies. Directed reading thinking activity (DRTA) is one of the techniques in studying that has three middle steps of comprehension cycle. They may be sample the text, make prediction and sample the text to confirm or accurate previous predictions. Those satisfy the right steps of analyzing comprehension. This guides students step by step the reading process. (Yusnida Tanjung, 2018)

The other research was conducted I' Anatut Tolibin in 2014 her research is entitled " *Pengaruh Penggunaan Strategi Directed Reading Thinking Activity (Drta) Terhadap Kemampuan Membaca Pemahaman Pada Siswa Kelas V Mis Sidorejo Tahun Ajaran 2013/2014.*" a student who has graduated in Yogyakarta

State- University. Strategi *Directed Reading Thinking Activity* (DRTA) in learning to read comprehension is very effective because it is easy to understand the predictions made by students, and it can be seen from the value of reading comprehension results are better. The teacher uses the experimental class and the control class, the experimental class uses the directed reading thinking activity (DRTA) strategy while the control class only uses the lecture method. This is in accordance with Stauffer who explained that the directed reading thinking activity (DRTA) strategy has three stages of activity, namely: Predicting, Reading, and Proving which involves the interaction of students and teachers with the text as a whole. So that in the learning of experimental class students, students make predictions and then prove them so that students will think and find answers that will make students understand the reading.(I'اناتut Tolibin,2014).

From the previous study above, conducte research entitled the application of “direct reading thinking activity (DRTA) strategy using picture and short story to improving students reading comprehension in VIII Grade SMP Negeri 2 Laren. The researcher uses the teory to direct reading thinking activity (DRTA) strategy using image and short story to improve reading comprehension in VIII Grade Students of SMP Negeri 2 Laren.”