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NARRATIVE TEXT THROUGH DIRECTED READING-
THINKING ACTIVITY**

*(A Classroom Action Research on the Second Semester to the Eleventh Grade
Students of SMA Santo Fransiskus Asisi Pontianak in the Academic Year
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A JOURNAL

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IMPROVING STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT THROUGH DIRECTED READING- THINKING ACTIVITY

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Abstrak: Penelitian ini bertujuan untuk meningkatkan kemampuan membaca siswa memahami teks naratif melalui Strategi Directed Reading-Thinking Activity. Aspek dari pemahaman membaca yang difokuskan dalam penelitian ini adalah pemahaman membaca dalam menemukan ide utama dan detail informasi, menemukan kata ganti, membuat kesimpulan dan mengidentifikasi arti kosa kata baru yang ditemukan dalam teks naratif. Penelitian ini adalah sebuah Penelitian Tindakan Kelas yang dilaksanakan dalam tiga siklus. Subjek dari penelitian ini adalah Kelas XI IPS 3 SMA Santo Fransiskus Asisi Pontianak pada semester kedua yang terdiri dari 47 siswa. Data penelitian dikumpulkan dengan menggunakan observasi, catatan lapangan, tes pemahaman membaca siswa dan wawancara. Data tersebut dianalisa dengan mendeskripsikan hasil observasi dan catatan lapangan, dan menggunakan rumus mencari nilai rata-rata. Hasil dari penelitian ini menunjukkan bahwa siswa menjadi lebih aktif dalam proses belajar dan pembelajaran. Siswa memberi tanggapan positif selama kegiatan berlangsung. Siswa menunjukkan ketertarikan mereka dengan lebih banyak bertanya dan menjawab pertanyaan secara aktif. Siswa membuat prediksi-prediksi, mendiskusikannya dalam kelompok-kelompok, berbagi pendapat dengan siswa lain, dan mengerjakan tugas dengan baik. Beberapa siswa sangat percaya diri untuk mengklaim bahwa prediksi-prediksi mereka benar dan menyampaikan alasannya. Para siswa menikmati membuat prediksi-prediksi dan hal tersebut membantu mereka dalam berpikir dan mengingat apa yang telah dipelajari. Hal tersebut membuktikan bahwa pemahaman membaca siswa pada teks naratif meningkat dalam tiga siklus melalui Strategi Directed Reading-Thinking Activity. Nilai rata-rata siswa pada siklus pertama adalah 63,70 menjadi 83,17 pada siklus kedua, dan 89,04 pada siklus ketiga.

Kata kunci: Membaca, Pemahaman, Naratif, Directed Reading-Thinking Activity

Abstract: This research was intended to improve the students' reading comprehension on narrative text through Directed Reading-Thinking Activity Strategy. The aspects of reading comprehension focused in this research were reading comprehension in finding main idea and detail information, locating referent, making inference, and identifying the meaning of unknown vocabulary on narrative text. It was a Classroom Action Research which was conducted in three cycles. The subject of this research was Grade XI IPS 3 on the second semester of SMA Santo Fransiskus Asisi Pontianak Pontianak which consisted of 47 students. The data was collected by using observation checklist table, field notes, students' reading comprehension test score and interview. It was analyzed by describing the observation checklist and field notes, and by using formula of mean score. The result of this research indicated that the students became more active in teaching and learning process. The students gave positive response during the activity. The students showed their interests by asking more questions and answering teacher's questions actively. The students made predictions, discussed in groups, shared ideas to others students, and did the task well. Some students were very confident to claim that their predictions were correct and gave the reasons. The students enjoyed to make the predictions and it helped them to think and remember what they have learned. It proved that the students' reading comprehension on narrative text improved through Directed Reading-Thinking Activity Strategy in three cycles. The students' mean score in the first cycle was 63.70 on the first cycle became 83.17 on the second cycle and 89.04 on the third cycle.

Key words: *Reading, Comprehension, Narrative, Directed Reading-Thinking Activity*

Reading is a process of getting and understanding information from the text. Reading process occurs as the readers connect with the words and illustrations provided by the author. The readers connect ideas across sentences and paragraphs; the readers form images and predict where the author is taking them" (Blachowicz & Ogle, 2008: p.12). The readers revise the ideas as they take in new information. "Reading is an active process that requires a great deal of practice and skill" (Moreillon, 2007: p.10). It means that the readers have to use their ability to get the information and understand the text well. Reading comprehension is the understanding of information and idea through the interaction between reader and the author from a certain kind of text. The whole purpose for reading is comprehending the text to get the information. Most definitions of reading stress that it is a process of getting meaning from print (Westwood, 2001: p.10).

Reading comprehension is also about relating the prior knowledge to new knowledge contained in the text. In conclusion, reading comprehension is the process of understanding and constructing meaning from a piece of text. Reading comprehension has been described as a complex intellectual process involving a number of abilities (Vaezi: 2006). This abilities will help the readers to

comprehend the text. "Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page" (Westwood, 2001: p.10). In order to understand the text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message.

Teaching reading comprehension is an important educational goal for both teacher and students. In teaching reading comprehension, the teacher plays the important roles. The teacher should do some strategies to improve students' reading comprehension. "Reading comprehension strategies are tools that proficient readers use to solve the comprehension problems they encounter in texts" (Moreillon, 2007: 10). There are some reading strategies can be applied for the students; SBE (Shared Book Experience), LEA (Language Experience Approach), Cloze Procedure, GRP (Guided Reading Procedure), DRTA (Directed Reading Thinking Activity), KWL (Know.Want to know.Learned), The 3H Strategy (Here.Hidden.In my Head), PQRS (Preview, Question, Read, Summarise) cited in Westwood (2001).

In teaching reading comprehension, teachers need to assess comprehension for many different purposes. It is also an important active thinking activity the learners use while reading and trying to make sense of text. In addition, the students sometimes need to make a prediction about the content of text that they will read. As they read, good readers frequently make predictions about what is to come (Duke & Pearson, 1978: p.205). The students do not just read but also predict what happen or what tells next in the text. Predictable texts are a logical choice to build students' confidence in their ability to predict what will happen in the text or what the text will be about.

Based on the observation to the students of XI IPS 3, the researcher found that some students could not find the main idea, comprehended the factual or detail information in the orientation, complication and resolution. In short, some students still got confused what the text told about, the characters, the setting of time and place, how and why the story happened and others. It was also difficult for the students to identify the use of pronoun referent, inference and unknown vocabularies. The students also still got confused to identify the use of past tense, relational verbs, conjunctions, and adverbs, and moral lessons in narrative text. Furthermore, the researcher found that the teacher taught narrative text by explaining the material to the students and asking the students to answer the questions based on the text given. The teacher did not really pay attention to the main idea and the unknown words found in the text. The teacher did not explain what factual or detail information covered in the orientation, complication and resolution of the narrative text well. The students could not identify the message or moral lesson of the story. The students were lack of capability in identifying the unknown words or new vocabulary.

Therefore, the researcher decided to conduct a classroom action research to help the teacher solve those problems. The researcher applied Directed Reading-Thinking Activity Strategy to improve students reading comprehension on narrative text. The Directed Reading-Thinking Activity is a comprehensive

strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions (Stauffer, 1975). This strategy gives the students opportunity to make prediction while they are reading. The basic Directed Reading-Thinking Activity involves the teacher working with a small group of students (6–12) as they read a short story or selection, pausing at teacher-selected stopping points to think and predict (Blachowicz & Ogle, 2008: p.138). After reading segments of a text, the students stop, confirm or revise previous predictions about what they will read next. Directed Reading-Thinking Activity is also to make the students to be more active in the process of reading text. Questions are asked and answered, and predictions are made and tested throughout the reading. In addition, new questions and predictions are formulated as the students' progress through the text.

Stauffer (1975) divides Directed Reading-Thinking Activity Strategy into four steps that will be explained below:

1. Predicting

This step requires students to make hypotheses from small portions of the text. It begins from scanning the title, chapter headings, illustrations, and other explanatory materials. Predicting also requires students to reflect on what think will be covered in the text and hypothesize about what the author might discuss next in the text. In predicting, the students are referred to activate their prior knowledge, arouse interest, and develop their vocabulary. The students are also referred to establish their purposes for reading, for example to reach some conclusion, to grasp general ideas, to understand sequence of events to predict events, and to follow directions. The teacher should encourage students to make several suggestions and record them. The teacher asks them to make a prediction about the text using these questions as follows: (a) What do you think the text with this title might be about?, (b) What do you think might tell in this text?

2. Reading

In this step, the students are asked to read the text to verify the accuracy of their predictions. The students are asked to support their predictions by locating the material in the text that will verify their responses. There is no right or wrong predictions, rather, some responses are judged to be more or less accurate than others. The reading text is divided into small sections. Students read the beginning of the story by read silently or reading aloud. In this step, the students should be guided in understanding that some text may be skimmed, scanned, or studied. Students should also be guided to see if their predictions were correct.

The comprehension activity that should be used while students are reading is listed below: (a) teacher uses a strategy to activate prior knowledge about the concept/topic to be read about, (b) each students writes down a prediction about the content of reading, (c) students read a section of the text silently or the class reads it aloud. Teacher needs to be sure to give a stopping point in the text, (d) short class discussion about whether or not anyone's predictions came true. A running list can be kept of the predictions that are accurate, and students should cross of their individual lists the predictions that were not accurate, (e) students predict again for the next portion of the text, this time adding the reasons for their predictions.

3. Confirming or Proving

This step requires students to engage in a discussion about what they have read. Initially, in this discussion, they are led to answer thought provoking or reflective types of questions. It is the stage the students will either confirm, reject, or refine their predictions and justify their ideas with reference to the text. Students then make new predictions. Misconceptions are also clarified by the students through interaction with the text. Students can confirm or reject their predictions by responding to questions such as: (a) What do you think now?, (b) Can you prove your predictions, or do you need to modify them?, (c) What do you think will happen next? Why?, (d) What will happen if? Those questions will lead students to examine the proof of their predictions. Oral reading of a particular sentence will direct students to share their evidence with others.

4. Resolution

This step requires students to summarize and evaluate the text. It is also called judgement. The teacher asks the students to identify and integrate the important information that is presented in the text. In this step the learner are asked to initially identify the most important content of reading section and integrate own information that indicates understanding.

In this case, in improving students' reading comprehension on narrative text, Directed Reading-Thinking Activity Strategy allowed the students to work in groups of six to eight students, made the predictions about the contents of the narrative text started from orientation, complication and resolution, read to prove or confirm the predictions that the students made and then summarized the contents of the text. In this process, the students were guided to ask questions and answered the questions delivered by the teacher based on Directed Reading-Thinking Activity Strategy and were allowed to discuss their predictions with their friends in groups and shared their ideas to the other groups. The students also noted the unknown vocabularies found in narrative text and discuss it together with the teacher. After the students finished working in groups by using Directed Reading-Thinking Activity Strategy, they worked individually to do the reading comprehension test given by the teacher. The students were given twenty questions in multiple choice with four alternatives to measure their reading comprehension based in the narrative text that they have discussed.

METHOD

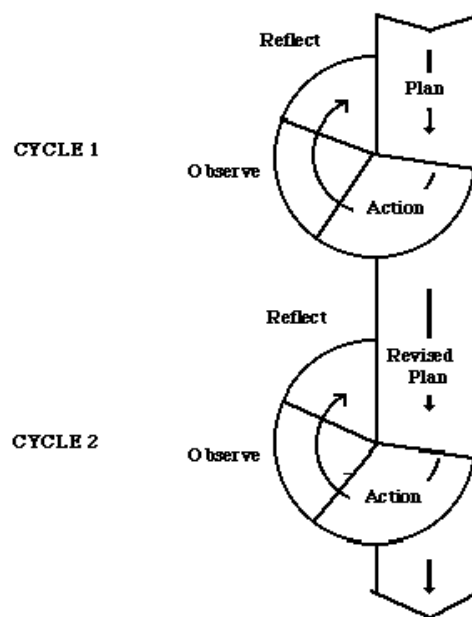
Based on the problems, the appropriate method used in this research is classroom action research. This research can be defined as a research that finds the answer to solve the problems found in the classroom and make improvement on any plausible settings. This method gives the systematic information of the subjects' improvement after the implementation of technique. Manion & Morrison (2007) stated that action research is "*learning by doing*". It means a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again. Action research is not about learning way we do or finding all certain things, but rather how we can do things better. It involves people working to improve their skills, techniques, and strategies. To do

action research is to plan, act, observe, and reflect more carefully, more systematically, and more rigorously than one usually does in everyday life (Kemmis & McTaggart, 1992: p.10).

Classroom action research focused on the immediate application, not on the development on theory. This research will be conducted in the classroom. Classroom action research specifically refers to a disciplined inquiry done by the teacher with the intent that the research will inform and change his or her practices in the future. This research is carried out within the context of the teacher's environment that is with the students at the school in which the teacher works. Classroom action research can help the researcher to know about the problem in the classroom.

According to Cohen (2006: p.227), the aims of any classroom action research projects are to bring about practical improvement, innovation, change or development of social practice, and the practitioners' better understanding of their practices. Whereas, classroom action research is aimed to improve what happened in the classroom as the solution for the problem that appear and faced by the students and also by the teacher.

Figure 1: The Cycles of Classroom Action Research



Kemmis & McTaggart (1988)

In detail the cycles consist of:

1. Planning is in this phase the researcher identifies a problem or issue and develops a plan of actions in order to carry out the improvements in certain

aspect. The planning is in the form of lesson plan, material, and certain action (technique) in order to improve students' achievement. Plan is used during the research in every cycle and revised based on the improvement of the students.

2. Acting is the implementation of the planning step. In this case the implementation is in the form of technique, which is given to the students in every cycle.
3. Observing is to know students' condition while research is conducted. In this phase the researcher do the observation in systematically about the effect of the action and documenting the context, and actions to get information what is happening in the classroom.
4. Reflecting is the researcher reflects on, evaluate, and describe the effects of the action in order to understand the issue more clearly and find out weaknesses.

The location of the research was SMA Santo Fransiskus Asisi Pontianak. This school is a private senior high school which is located in Jalan Selat Sumba III, Siantan Tengah, Pontianak Utara. There are two study programs; they are science program and social program. The subject of this research was the students on the second semester of the eleventh grade of social program (XI IPS 3). The students in the class consisted of 47 students.

In collecting the data, the researcher used observation checklist tables, field notes, written test and interview. The researcher used observation checklist tables and field notes to observe what actually happened in the classroom when the teacher applied Directed Reading-Thinking Activity Strategy. The researcher observed all the activities, situation, and atmosphere in the classroom. For the written test, the researcher used twenty questions in multiple choice to measure the students' reading comprehension on narrative text that they had been discussed. The result of the students' reading comprehension test was used to measure the mean score to see how well the students improved in the reading comprehension on narrative text in every cycle. In addition, the interview was used by the researcher to know what the students' responded in the lesson and the activities by using Directed Reading-Thinking Activity Strategy.

FINDING AND DISCUSSION

Finding

This research was conducted in three cycles. During applying this strategy, the researcher and the teacher cooperated to record the process-what actually happened in the classroom through observation checklist table and field notes. After giving the reading comprehension test, the researcher computed the students' score and classified the mean score into qualification. All those steps were done to obtain the research findings. The result of data analysis showed that there was an improvement of student's reading comprehension on narrative text

through Directed Reading-Thinking Activity Strategy. The chart to describe the improvement can be described as follows:

1. Student' Mean Score

Students' mean score in the first cycle was 63.70, the score was still below minimal passing grade (KKM) and categorized not satisfactory. Meanwhile, in the second cycle the students' mean score was 87.13, the score was higher than the criteria of KKM and categorized satisfactory but the researcher continued the cycle to achieve the better improvement. In the third cycle, the students' mean score was 89.04. The improvement of students' mean score from first cycle to third cycle could be seen on the chart below:

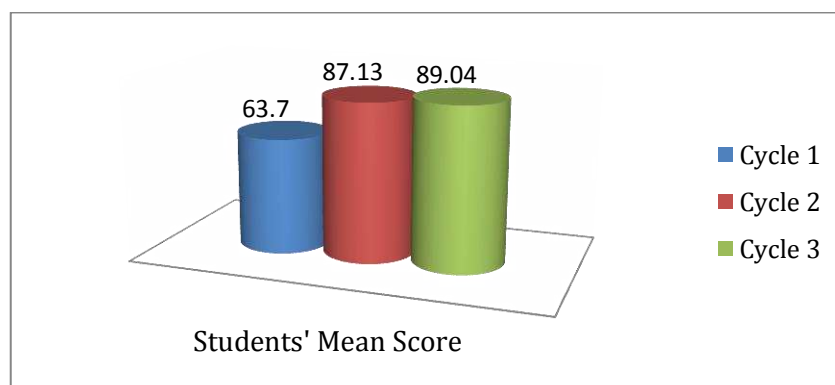


Chart 2: The improvements of students' mean score

2. Students' Achievement on the Aspects of Reading Comprehension

Based on the aspects of reading comprehension, students' comprehension achievement was also improved. The improvement of students' achievement in finding main idea and detail information, locating referent, making inference and vocabulary on narrative text through directed reading-thinking activity strategy on the first cycle, second cycle and third cycle was presented in the following chart:

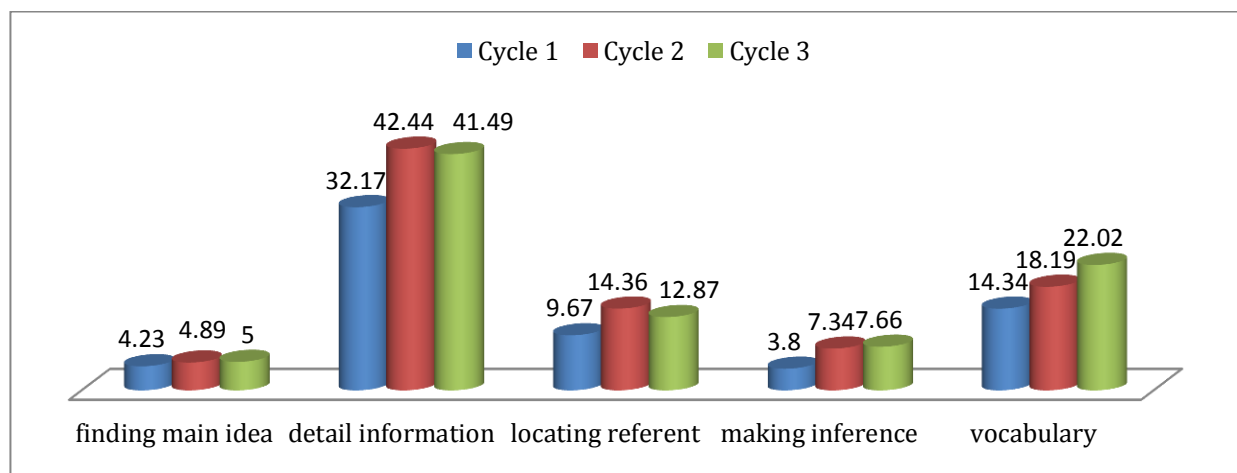


Chart 3: The improvement of students' score based on the aspects of reading comprehension

Discussion

Based on the research findings above, it showed that Directed Reading-Thinking Activity Strategy could improve students' reading comprehension on narrative text. The students' mean score in the first cycle was 63.70 and it did not yet pass the KKM score. In the second cycle, the students' mean score was increasing to 87.13 and it passed the KKM score. In the third cycle, the students' mean score improved to 89.04. The students' comprehension in finding main idea and detail information, locating referent, making inference and vocabulary also improved significantly from the first cycle to the third cycle.

In the planning stage for the first cycle, the researcher and the teacher prepared and constructed anything to be done in the teaching and learning process. The teacher and the researcher who acted as collaborator prepared the lesson plan as guideline and constructed such activities in order to make students involved in teaching and learning process, a story to be discussed (legend) which the title "The Legend of the Name of Pontianak", reading comprehension test and Directed Reading-Thinking Activity worksheets for the students, the observation checklist tables, field notes to observe the teaching and learning process. Based on the strategy that was applied in the classroom, the researcher and the teacher prepared some questions that would be discussed in Directed Reading-Thinking Activity. In the acting stage, the teacher implemented the planning stage. All activities followed the rules as written in the lesson plan. Next, the time for both the teacher and researcher discussed the meeting in the observing stage. The last stage, it was time to evaluate what had been done and decided to conduct next cycle as the result of the reflection was not satisfactory.

In the first cycle, the students worked in groups of six to eight students. The students made the predictions strated from orientation, complication and resolution. Two students in groups who had the parts had been predicted, read the parts loudly for the other groups. Then, the students discussed in the groups about the parts of the text had just been read. They confirmed, refuted, or refined their predictions. The students at the end summarized the parts of orientation, complication, and resolution and discussed the vocabulary together. Based on the reflection, there were some problems still faced in the first cycle. The teacher could not control the students well because the class was big. The students still got confused how to make the predictions. Some students could not write their predictions because of their lack in grammar (language features) and vocabulary. Some students still got confused to understand the main idea and identify the detail information from the narrative text. In addition, the students did not pay attention to the teacher 's explanation and instructions.

In the planning stage for the second cycle, the researcher and the teacher revised some steps to overcome the weaknesses that happened in the previous cycle. The teacher and the researcher prepared the new lesson plan, observation

checklist table, field note, reading comprehension test and Directed Reading-Thinking Activity worksheets for the students, and also the new story to be discussed which the title “The Smartest Parrot” and last, the questions that would be discussed in Directed Reading-Thinking Activity. In the action stage, the teacher gave more attention to the students. In the observation stage, the teacher and researcher calculated the students’ score and discussed the meeting. In the reflection stage, the teacher and the researcher decided to continue the cycle because the students had to make improvement and achieved their passing score.

In the second cycle, the researcher and the teacher did some actions to solve the problems faced in the first cycle. The students worked in groups to make the predictions about the content of the text started from orientation, complication and resolution. In this cycle, the teacher explained more and gave example for the students how to make the predictions. The teacher guided the students’ to find the main idea on the text by asking the students what the text told about. The teacher also guided the students to scan the parts of text by using 5W (What, Where, When, Why) 1H (How) in order to find the detail information of the text. Two students in groups who had the parts had been predicted, read the parts loudly for the other groups. Students discussed in the groups about the parts of text just read. They confirmed, refuted, or refine their predictions. Students summarized the parts of text and discussed the vocabularies together.

In addition, the teacher moved around to check the students when they worked in groups. The teacher explained the language features and vocabulary to the students in order to help the students writing their predictions. The teacher directly checked the students when they wrote the predictions, helped them if they still got confused. Based on the reflection, there were some problems faced in the second cycle. Some students still got confused to locating the referent, making inference and understanding the new words or unknown vocabularies found in the narrative text. Some students also kept talking with their friends in the groups and did not follow the teaching and learning process well. It meant the researcher and the teacher had to do some efforts to minimize the problems faced in the second cycle.

In the planning stage for the third cycle, the researcher and the teacher prepared and constructed anything to be done in the teaching and learning process. The teacher and the researcher who acted as collaborator prepared the lesson plan as guideline and constructed such activities in order to make students involved in teaching and learning process, a story to be discussed (legend) which the title “The Legend of Crying Stone”, reading comprehension test and Directed Reading-Thinking Activity worksheets for the students, the observation checklist tables, field notes to observe the teaching and learning process. Based on the strategy that was applied in the classroom, the researcher and the teacher prepared some questions that would be discussed in Directed Reading-Thinking Activity. In the acting stage, the teacher implemented the planning stage. All activities followed the rules as written in the lesson plan. Next, the time for both the teacher and researcher discussed the meeting in the observing stage. The last stage, it was

time to evaluate what had been done. In the reflection stage, the teacher and the researcher decided to stop the cycle because the students had improvement and achieved their passing score.

In the third cycle, the researcher and the teacher did some actions to solve the problems in the second cycle. The students worked in groups, made predictions started from orientation, complication and resolution. Two students in groups who had the parts had been predicted, read the parts loudly for the other groups. The students discussed in the groups about the parts of text just read. They confirmed, refuted, or refine their predictions. The students summarized the parts of orientation, complication and resolution and noted some new or unknown vocabularies and then discussed the vocabularies together. The teacher explained to the students how to locate the referent, make inference and identify the meaning of the new words or unknown vocabularies.

Based on the data found in the observation, field notes, interview and the written test, it could be concluded that Directed Reading-Thinking Activity improved students' reading comprehension on the narrative text. The students participated actively in teaching and learning process with Directed Reading-Thinking Activity. Some students worked in groups well. The students showed positive response by answering the questions, asking questions and sharing ideas to other students to prove or confirm their predictions. The students also enjoyed to make the predictions about the narrative texts and it helped them to understand the lesson easier. Some students were confident to claim that their predictions were correct and gave the reasons.

Directed Reading-Thinking Activity Strategy also helped the students to think and remember what the students have learned. This strategy also helped the students to be more critical in thinking. It could be seen from the students' individual score. It proved that Directed Reading-Thinking Activity Strategy improved the students' reading comprehension on narrative text. In addition, this strategy also helped students to work in groups actively, confident to share ideas. Some students were confident to claim that the predictions in the groups were correct. Moreover, the students were more active in teaching and learning process by using Directed Reading-Thinking Activity Strategy.

CONCLUSION AND SUGGESTION

Conclusion

Based on the explanation on the research findings and discussion, it can be concluded that the students' reading comprehension of narrative text was improved by using Directed Reading-Thinking Activity Strategy. To improve students' reading comprehension on narrative text, the researcher had applied some actions in Directed Reading-Thinking Activity, such as guided students to make predictions about the texts, asked some students to read the parts of text, asked the students to confirm or prove their predictions, asked the students to summarize the parts of the text that they predicted, asked the students to ask

questions, made the groups for discussion during working with Directed Reading-Thinking Activity Strategy.

The students involved actively in teaching and learning process with Directed Reading-Thinking Activity. Some students could cooperate in groups work actively. The students showed positive response by answering the questions, asking questions and sharing ideas to other students to prove or confirm their predictions. The students also enjoyed to make the predictions about the narrative texts and it helped them to understand the lesson easier. Some students were confident to claim that their predictions were correct and then gave the reasons.

The students showed the significant progress, but there were some students still showed little progress even though in the beginning of the process. They still confused and difficult to identify the main idea, factual or detail information in orientation, complication and resolution. The teacher solved these problems by asking the students to skim the text to find the main idea or the topic of the text. To solve the students' problems in finding detail information, the teacher guided the students to scan the text by using 5W 1H technique.

Some students still got confused to locate referent, to make inference and to find the meaning of unknown vocabularies found in the narrative text. The teacher then explained more and gave the examples to the students how to locate the referent, to make inference and to find meaning of unknown vocabulary. Finally, the students were motivated and could comprehend the narrative text through Directed Reading- Thinking Activity Strategy. It proved that students' reading comprehension of narrative text improved significantly by using Directed Reading-Thinking Activity Strategy.

Suggestion

Based on the conclusion stated above, the researcher would like to provide some suggestions as follows: (1) appropriate pictures and illustrations the students are necessary to make students easier to make and write their predictions about the text, (2) it is better to give more control and guidance to students while they are working in groups with Directed Reading-Thinking Activity Strategy, it can help to make the instruction and the groups discussion to be more effective, (3) it is better to encourage students in making predictions, asking questions, giving answers and reasons actively about the predictions they made, (4) it is important to give very clear questions to guide students to make and write their predictions to avoid the students from confusion when they work with Directed Reading-Thinking Activity Strategy, (5) it is better to give more time for students to practice writing their predictions, because in this research, the researcher still found many errors in the students' writing the predictions, vocabulary, and grammar, (6) the next researcher should pay more attention to some weaknesses occurred in this research.

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