



Proceedings of the 1st English Education International Conference (EEIC) in conjunction with the 2nd Reciprocal Graduate Research Symposium (RGRS) of the Consortium of Asia-Pacific Education Universities (CAPEU) between Sultan Idris Education University and Syiah Kuala University

November 12-13, 2016, Banda Aceh, Indonesia



THE EFFECT OF USING DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

Rauzatul Jannah* and Rosnani Sahardin

Syiah Kuala University, Banda Aceh, INDONESIA

*Corresponding author: rauzatuladnan@gmail.com

Abstract

This research is about implementation of Directed Reading Thinking Activity (DRTA) strategy in teaching reading. It aimed at finding out whether the strategy improves students' reading comprehension. This study was conducted at the second grades of SMPN 12 Banda Aceh with the population was all second grade students and the sample were designed in two groups; VIII-2 as experimental class and VIII-1 as control class. The experimental class was taught by using DRTA strategy while control class was taught by using the strategy that is used by the English teacher as usually. The instrument used was test designed for pre-test and post-test. Test in the form of ten multiple choice questions was divided into four question categories of reading comprehension skill (main idea, detail, inferring and vocabulary). The result showed that there was an improvement of the students' reading comprehension after being taught by using DRTA strategy as t-score 2.96, was higher than critical value of t-score in significant of 0.05 wich was 2.048. It means that Ha is accepted and Ho is rejected. Indeed, the use of DRTA strategy improves students' reading comprehension. Futhermore, the additional findings found out were that making inference was the most difficult area and identifying detail was the easiest area of reading comprehension skill for students wich could be concluded from the average score of post-test.

Keywords : DRTA strategy, reading comprehension, experimental study.

INTRODUCTION

Background

In learning English, there are four skills namely speaking, listening, reading and writing. In the reading proses, the students are not merely necessary to read a text or passage loudly, but the most important thing is how the text or passage comprehensible according to the objectives reading itself. Reading is not saying the words. Reading is a process in which the reader get the information of a text and therefore it needs understanding. Mikulecky and Jeffries (1996, p. 35) add that "reading is a very complex task involving many different skills". Based on Standard of Content of the School Based Curriculum 2006 (KTSP) for second grade of Junior High School, the aim of teaching English in reading skill is to comprehend the meaning of short essay or functional texts such us procedure, recount, and narrative texts in daily activities and to apply the knowledge gained. According to Lems, *et al.* (2010), "reading is about understanding the written texts. It is a complete activity that involves both seeing and thinking" (p. 170). It implies that the students are expected to understand the material well in order to be able to gain the information accurately and to improve their background knowledge. However, in fact many students thought that reading is a difficult skill for them to master

especially for reading comprehension. One of the facts found was the result of a reading test conducted by writers in the second grade class at SMPN 12 Banda Aceh. It showed that the students had less comprehension in reading text.

Research Question

Is there any improvement on the students' reading comprehension (main idea, inference, detail and vocabulary) at the second grade students of SMPN 12 Banda Aceh by using Directed Reading Thinking Activity (DRTA) Strategy?

Research Objective

The research aims at finding out whether or not the use of Directed Reading Thinking Activity improves the students' reading comprehension.

LITERATURE REVIEW

Understanding Reading Comprehension

Reading is viewed as a process of decoding written symbols, working from smaller units to larger ones. According to Syah (2010), "reading is about understanding the written texts. It is a complete activity that involves both seeing and thinking" (p.12).

Skills in Reading

Main Idea

Identifying main idea, the central point of what the author tries to make, and supporting details is an important aspect of reading comprehension. According to Miami (2005, p. 21), main idea is the central, or most important idea in a paragraph or passage. It states the purpose and sets the direction of paragraph.

Inference

Sometimes the topic of a text may not be stated directly anywhere. The readers must look for the clues and try to guess what the text is about. This is called making inference (Mickulecky & Jeffries, 1996, p. 150). According to Kurland (2000, p. 45), inference is a mental process by which the reader reaches a conclusion based on specific evidence of the text.

Detail

Detail is about detail information that the reader can find in the text, such as places, dates, and names to comprehend the text better. According to Peter (2005, p. 67), detail is provided sufficient details such as examples, facts, quotations, and definitions to support the idea of the text. Scarry and Scarry (2011, p. 112) said that effective supporting details will encourage to keep on reading. Understanding the supporting details help the reader to understand the main idea.

Vocabulary

It is inevitable that vocabulary has an important role in reading comprehension. The lack of vocabulary which results the readers to unknown vocabulary should not be a problem for them to comprehend a text as some ways can be the solutions. Mickulecky and Jeffries (1996, p. 49-53) advice the readers to guess the unknown words meaning from sentences context and grammatical rules. It involves determining the meaning of a word by the way it is used in a sentence or paragraph. Vocabulary refers to the words we must understand to communicate effectively.

Definition of Narrative

A narrative writing presents a story of a sequence events which involves characters. Pratyasto (2011, p. 32) states that narrative is a type of text that is purposed to amuse and to deal with actual vicarious experience in different ways.

Directed Reading Thinking Activity (DRTA) Strategy

Directed Reading thinking Activity (DRTA), which is firstly conceptualized and refined by Stauffer (1969, in Farida 2007, p. 47), is an effective activity that helps students in understanding the text.

According to Stauffer (1969, in Farida 2007, p. 47), reading likes thinking mental process. To requires a reader's use of experience and knowledge to reconstruct the ideas or concepts procedure by the writer. The process of reconstruction is in continual change as long as a person read. Meanwhile according Hojnacki (2001, p. 69) DRTA or directed Reading Thinking Activities are designed to get students asking questions to aid in reading comprehension instead of just answering teacher's question. He further states that this strategy encourages students to develop their own reading and thinking processes by setting their own purpose for reading. In turn according to Stauffer (1969, in Farida 2007, p. 29),

DRTA has three basic sets called: predicting, reading, and proving involve the students and the teacher reacts to the text as a whole. Stauffer (1969, in Farida 2007 exemplify the stage of DRTA as the following:

1. *Predicting*

In the first step, the teacher sets the students for reading and helps them think about what they are going to read before begin. The children learn to predict what they are going to read basically on available clues that in the text, pictures, italic, and bold-face terms and underline word provide in the passage or by skimming.

2. *Reading*

The next steps are reading. The students are asked to read the text silently to verify the accuracy of their predictions. Some of their hypotheses will be rejected and some will confirm or rejected by further reading. There are no rights or wrong predictions rather some responses are judged to be less accurate than others are.

3. *Proving*

During this step, students read back through the text and point how they are able to verify their prediction. Students verify the accuracy of their predictions by finding statements in the text and reading them orally to the teacher. The teacher serves as the mentor, refining, and deepening the reading or the thinking process. This step is built on the previous stages, in which the children make prediction and read to find evidence. In this step, the children will confirm or revise their predictions.

METHODOLOGY

This study was a true experimental study, in which there were two variables to be studied. The first variable was dependent, variable that was reading comprehension, and the second variable was independent variable that was DRTA strategy. By using experimental quantitative research, the writers tried to prove the hypothesis, treat experimental manipulation, analyzed the data, and give the conclusion or result of the research.

In this study, the writers used two Randomized Subjects, control and experimental group. According to Setiyadi (2006, p. 143) Pre-test and Post-test Control Group Design has high internal and external validity because the subjects is randomized. It which would be applied in order to investigate the effect of DRTA strategy in reading comprehension.

The participants in this study were 30 second graders at SMPN 12 Banda Aceh chosen by random sampling. According to Arikunto (2006, p. 134) random sampling is a technique of collecting the samples where this technique gives the same opportunity for everyone to be the sample of a study.

The writers used test as the research instrument of the study. According to Scarvia (1995, in Arikunto 2006, p. 113), test is a comprehensive assessment of an individual or to an entire program evaluation effort. The test material that was used for both pre-test and post-test was the same.

RESULT AND DISCUSSION

Result of Pre-Test

The result of pre-test showed that most of the students got low score in reading comprehension. It is happened because the students did not comprehend the text well (see Figure 1). They were also still unfamiliar with some questions stated in the pre-test; that is, during the process of finishing pre-test, some of them were seemed confused with the questions and they frequently asked their friends or teacher about what the questions asked for. Then there is no one of

students got 70 score. It means no student achieved the minimum passing grade (KKM) required by their school: 70.

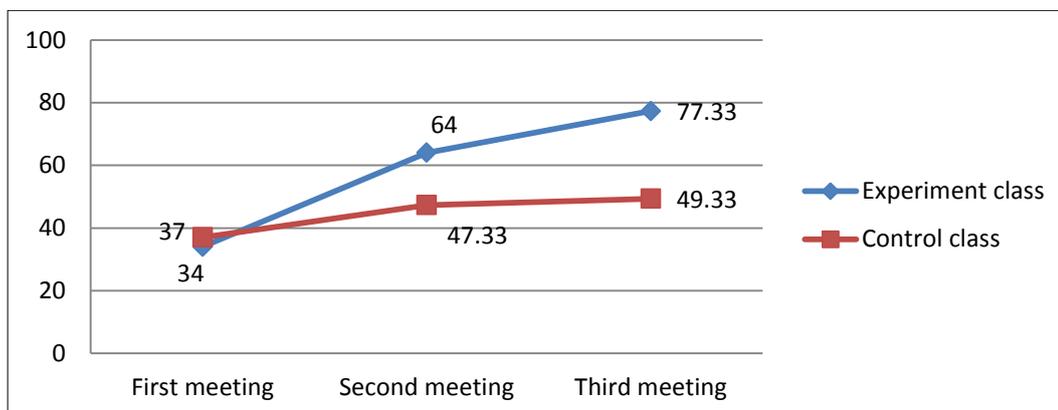


Figure 1. The students' mean score in pre-test both experimental and control class.

Result of Post-Test

Based on Figure 2, the students' score in post-test of experimental class get better improvement than the students' score in control class. Thus, it showed that the experimental class students have better improvement of reading comprehension after being taught by DRTA Strategy. The highest score reached by students of experimental class in the third meeting (78.66). It means that DRTA strategy could improve students' reading comprehension. Regarding the graphic, it was found that 12 students of experimental class and 5 students of control class reached the minimum passing grade (KKM) required by school: 70. Meanwhile, mean score of experimental class pre-test is 34, while the average score of post-test is 46. It can be conclude that the students' reading comprehension have improvement by using DRTA strategy.

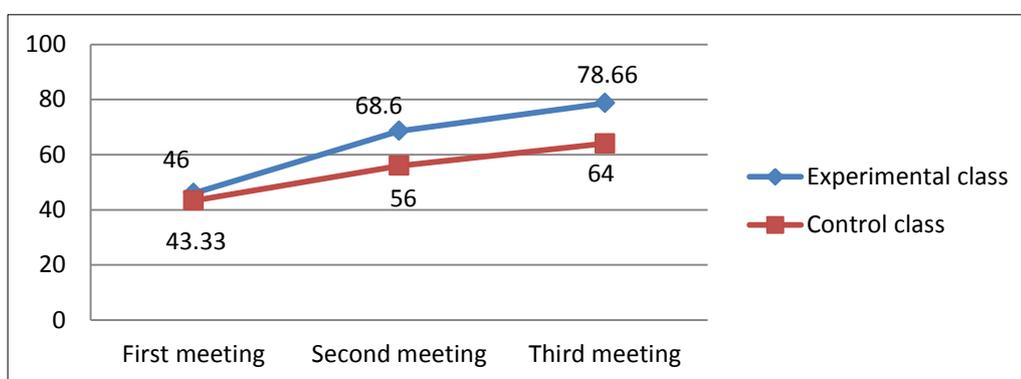


Figure 2. The students' score in post-test both experimental and control class.

CONCLUSION

After conducting the experiment by implementing DRTA strategy in teaching reading narrative text, the writers found that the students' reading comprehension could be improved. In addition, the t-test was applied in order to know whether the difference between the pre test and post test mean was significant already clear. The t-score of this research is 2.96 and the critical value of t-score in significant of 0.05 stated at 1.70 based on the t-distribution table. Based on the t-formula rule, alternative hypothesis (H_a) is accepted because t-score was higher than the critical value of t-score. Furthermore, in this study, the writers also found out that most of students had problem in mastering inferring skill. It was proven by students' average score from the analysis table where inferring and vocabulary skill areas got the lowest score comparing to other skill areas.

REFERENCES

- Arikunto, S. (2006). *Prosedur penelitian suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- Farida, R. (2007). *Pengajaran membaca di sekolah menengah pertama*. Jakarta: PT Bumi Aksara.
- Hojnakcki, D. (2001). *The power of DRTA (Directed Reading Thinking Activity)*. New York: Cambridge University press.
- Kurland, D. (2000). *Critical reading*. Retrieved from www.criticalreading//readingandwritingideasaswellaswords.com
- Lems, K., Miller, L. D., & Soro, T. M. (2010). *Teaching reading to language teaching*. Oxford: Oxford University Press.
- Miami, S. (2005). *Reading skill*. Retrieved from <http://www.mdc.edu/keendal/colledgepress.co.id>.
- Mikulecky, B. S., & Jeffries, L. (1996). *More reading power*. Massachusetts: Addison-Wesley Publishing Company.
- Peter, S. G. (2005). *New directions: Reading, writing and critical thinking* (2nd Edition). New York: Cambridge University Press.
- Pratyasto. (2011). *Narrative text*. Retrieved from <http://dasarbahasainggris.blogspot.com/2013/09/the-definition-of-narrativetext-and.html>.
- Scarry, S., & Scarry, J. (2011). *The writer's workplace with readings: Building college writing skills* (7th Edition). Boston: Cengage.
- Setiyadi, B. (2006). *Metode penelitian untuk pengajaran bahasa asing: Pendekatan kuantitatif dan kualitatif*. Yogyakarta: Graha Ilmu.
- Syah, M. (2010). *The performance of students' reading skill by using small Group Work Teaching Technique*. (Unpublished Master's thesis). University of Syiah Kuala, Banda Aceh.