

The Effect of Direct Reading Thinking Activity (DRTA) on Students' Reading Comprehension of The Seventh Grade Students

Epa Patmala¹, Tri Indah Rezeki^{2*}

¹Student of English Department STKIP Budidaya Binjai, Indonesia

²English Department STKIP Budidaya Binjai, Indonesia

*Email: trindah.rizky@gmail.com

ARTICLE INFO

Keyword

DRTA

Reading

Teaching

Reading Comprehension

ABSTRACT

This study aims to determine the effect of Direct Reading Thinking Activity (DRTA) on the students' reading comprehension of the seventh-grade students. This research applied a quantitative research approach with a quasi-experimental design. The dependent variable is reading comprehension and the independent variable is the Direct Reading Thinking Activity strategy. The subject of this research was 50 students of the seventh-grade students at SMP Nusa Indah and consists of 25 students as the experimental class and 25 students as the control class. The experimental class was treated by using Direct Reading Thinking Activity (DRTA), while the control class was taught by conventional method. The instruments were used in this study were tests and observations. The tests were used to collect the data of the students' reading comprehension of both of the classes. After the data was collected, the data analysis was carried out by comparing the results of the average value. The result of the analysis indicated that the mean of post-test score (85,28) of the experimental class was higher than the mean of post-test score (51,52) of the control class. It means that H_a was accepted. Therefore, it can be concluded that there was significant effect of Direct Reading Thinking Activity (DRTA) strategy after giving treatment.

Introduction

In learning language, there are four skills should be mastered by students, such as listening, speaking reading and writing. These four skills should be involved by teacher in process of teaching and learning in a classroom. Ogle (2011) states that reading is essential skill to learn other subjects. It can help students to obtain new information in order to enhance their knowledge from the text that they read. Meanwhile, Christopher (1993) states that reading is the most important foreign language skill. In addition, Harianto (2006) defines reading as the ability to make sense of written or printed symbols. Mikuleckly and Jeffries (2004) Reading is clearly one of the most important skills in English to enhance someone general language skills. In most general term, reading is viewed as an interactive process that involves interaction between a reader and a text. Cohen (2008) states that reading is not only a reception process of picking up information from the page in a word by-word manner since it is selective process and characterized an active process of understanding.

Based on the researcher's observation on the seventh-grade students of SMP Nusa Indah, it was found that the students' have problems, such as lack of vocabulary, the concept of the word's unfamiliar syntactical grammar, etc. Besides that, the students were not interested when they learned reading because the teachers just asked the students to read the text every meeting asked the students to identify the difficult word, translated the words and looked up the dictionary if they did not know the meaning. To improve students' reading comprehension in the learning process, it is necessary to change the strategies used in teaching. Teaching reading comprehension in junior high school occupies a very important role compared to others, because reading can train students' cognitive abilities to master other subject matter.

Corresponding Author: Tri Indah Rezeki

Email: trindah.rizky@gmail.com

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

One of the strategy that can be applied in teaching reading comprehension is Direct Reading Thinking Activity (DRTA). Directed reading thinking activity (DRTA), which is firstly conceptualized and refined by Stauffer in Rahim (2007) is an effective activity that helps students in understanding the text. The DRTA is a lesson plan which involves (a) preparation/readiness/motivation for a reading lesson; (b) silent reading; (c) vocabulary and skills development; (d) silent and or oral reading and (e) follow-up or culminating activities. While this is useful plan for some reading lessons and is essentially synonymous with the basic reading lesson of the elementary grades (Tierney, Readance & Dishner, 1990). Almasi (2003) stated that the goal for using the directed reading thinking activity is to poster students' independence when reading. It engages students in an active process where they must use their reasoning abilities and their own ideas. The purposes of reading by using DRTA according to Abidin (2012) are (1) giving the teachers a basic format in introducing systematic learning, (2) improving students' understanding, (3) guiding students to do selective reading, (4) improving students' ability to read texts.

Research Methodology

The research was conducted at the seventh-grade students of SMP Nusa Indah. Quantitative-experimental was applied to collect the data in this research. Latief (2015) states that experimental research measure the effect of one manipulated and controlled (independent) variable to another (dependent) variable. Experimental research is a power full research method to establish cause and effect relationship. The design of this research is quasi-experimental research. Sugiyono (2013) states that quasi experimental research is a type of research that was a control group, but not fully function to control external variables that affect the experiment in the quasi-experimental research. The design of research is a two-group static design. In is design there are two groups, namely the experimental group and the control group. The experimental group was given treatment or treatment using the Directed Reading Thinking Activity (DRTA) strategy, while the control group was not given treatment or conventional method. In determining the experimental group and group control was done randomly on the existing class.

Results and Discussion

a. The Result of Pre-Test of Experimental Class

The researcher obtained data pre-test from experimental class by column chart which consist of 25 students of the seventh grade before conducting study. From the data, the number of interval class was 5 and the length interval was 7 classes. The lowest score of the experimental pre-test was in interval 32-39 with 3 students, and the highest score was in interval 64-71 with 3 students. And students who get the most scores in the 56-63 interval class are as many as 7 students, so that it is superior to other interval values.

b. The Result of Pre-Test of Control Class

After obtaining the data of the pre-test experimental class, the researcher will obtain data pre-test in control class by column chart which consist of 25 students of seventh grade before conducting study. From the data above, the lowest score of the control pre-test class was in interval 30-37 with 3 students, while the highest score was in interval 62-69 with 3 students. And students who get the most scores in the 54-61 interval class are as many as 7 students, so that it is superior to other interval values.

c. The Result of Post-Test of Experimental Class

After conducting the treatments in experimental class, the researcher found that the result of students reading comprehension increased from the result before. The researcher obtained the data post-test in experimental class by column chart which consist of 25 students of seventh grade before conducting study. Based on the data, there was an increase in students' score. In the post-test result, the lowest score was in interval 71-78 and the highest score was in interval 87-94.

d. The Result of Post-Test of Control Class

The result of the student's descriptive text test slightly different from the pre-test. The researcher obtained the data pre-test in control class by column chart which consist of 25 students of seventh grade before conducting study. The data showed that the lowest score was 45-50 and the highest score was 54-71.

e. The Frequency Distribution of Post-Test Experimental and Control Class

The tests were presented in frequency distribution of post-test experimental and control class table which consist of maximum score, minimum score and mean from the table below

Data	Experimental class	Control class
Maximum score	94	69
Minimum score	71	45
Mean	85.28	51.52

Table 1 Frequency distribution of post-test experimental and control class

In teaching reading comprehension, SMP Nusa Indah have applied DRTA strategy and students are more active in question and answer so that it make students more understand reading comprehension. Furthermore, the Direct Reading Thinking Activity (DRTA) strategy makes it easier for students to understand the content of the text or reading because this strategy makes predictions about the tittle of the story line and further confirms whether their predictions are correct. This condition makes it easier for teachers to teach using this strategy, besides being able to make students are active, this strategy can also help students to develop their mindset in understanding the content of reading. This condition becomes the reason of the researchers conducted research by using Direct Reading Thinking Activity (DRTA) which help students to increase their ability of reading comprehension.

DRTA has also been applied by other researchers in their researches. First, Renn (2012) has done research about the effect of DRTA on second grade reading comprehension in this research, she compared directed reading thinking activity (DRTA) with directed reading approach (DRTA). The result of her analysis shows that the mean score of the reading thinking activity (DRTA) group significantly higher than the mean score of the directed reading approach (DRA). Second, Zakiyah (2016) has done research about the effect of using directed reading thinking activity (DRTA) strategy on the tenth grade students' reading comprehension achievement at SMA Unggulan Nuris Jember. The result of the analysis on the students' reading showed that the experimental group which was given a treatment that was directed reading thinking activity (DRTA) showed better performance during the test that the control groups. Third, Abdullah (2017) also has done research about the effect of directed reading thinking activity (DRTA) on students' reading comprehension for state Islamic senior high school. The result the data in this study were analyzed by using a descriptive statistic of finding frequency counts, percentages, total score, mean score and standard deviation.

Conclusion

Based on the results of research and discussion, it can be concluded that the direct reading thinking activity (DRTA) strategy has a very positive effect on students' reading comprehension ability in grade 7. This proves that teaching reading comprehension used DRTA give better results than teaching reading comprehension by conventional method.

In addition, based on observations during the implementation of the learning process, it shows that there are differences in student attitudes in the experimental group students. Students are morehappy, active, interested, in the learning process of reading comprehension skills. It is different with control group students who use the conventional method, students are less interested, not active and some even ignore or consider easy the subject matter they are studying.

Reference

- Abdullah. 2017. *The Effect Of Directed Reading Thinking Activity (DRTA) Method On Students' Reading Comprehension For State Islamic Senior High School*.
- Abidin. 2012. *Pembelajaran Bahasa Berbasis Pendidikan Karakter*. Bandung: PT. Refika Aditama
- Almasi. 2003. *Teaching Strategic Process In Reading*. New York: Guiford Process
- Christoper. 1993. *Materials and Methods in ELT: A Teachers Guide*. Oxford: Blackwell publishers
- Cohen. 2008. *The Pathophysiology Of Letter By Letter Reading*. Neoropsy chologia.

- Harianto. 2006. *The Use, Perceived Usefulness And Satisfaction With Electronic Resources In The Iium Library: A Descriptive Study Of Postgraduate Students*. A master thesis submitted in partial fulfillment of MLIS degree. International Islamic University Malaysia
- Latief. 2015. *Research Methods On Language Learning : An Introduction*. Malang. UM, Press Liswinarni
- Mikulecky And Jeffries. 2004. *Reading Prower* . New York .Longman
- Ogle. 2011. *International Comparisons In Fourth Grade Reading Literacy*. National Center For Education Statistics
- Rahim. 2007. *Pengajaran Membaca Di Sekolah Dasar*, Edisi Kedua. Jakarta: Bumi Aksara
- Renn. 2012. *The Effect Of The Directed Reading Thinking Activity On Second Grade Reading Comprehension*. Education University Amman Jordan
- Sugiyono. 2013. *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*. Bandung. Alfabeta
- Tierney, Readance & Dishner.1990. *Reading Strategy And Practice A: Compendion*
- Zakiyah. 2016. *The Effect Of Using Directed Reading Thinking Activity (DRTA) Strategy On The Tenth Grade Students' Reading Comprehension Achievement At SMA Unggulan Murid Jember*.