

DIRECTED READING-THINKING ACTIVITY (DRTA) STRATEGY IN READING CLASS AT SMA NEGERI 2 KOTA TERNATE

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ABSTRACT

This study aims to determine whether the Directed Reading Thinking Activity (DRTA) strategy can improve students' reading comprehension at SMA Negeri 2 Kota Ternate. The research method used is pre-experimental design. Which consists of pre-test, treatment, and post-test design. The population in this study were students of class X-G SMA Negeri 2 Kota Ternate. Using a convenience sampling technique involving one X-G class. as the sample, 30 students at class. The results of the study show that the Directed Reading Thinking Activity (DRTA) strategy can improve students' reading comprehension in Class X-G at SMA Negeri 2 Kota Ternate. It is proven that the Pre-Test score is 48.73 and the Post-Test value is 68.77. Based on the difference in scores obtained by students in reading comprehension, it showed an increase from the pre-test to the post-test where the increase in students' reading comprehension increased. Significant improvement in student achievement. Thus, the null hypothesis (H₀) is not accepted, while the alternative hypothesis (H_i) is accepted. Therefore the researcher concluded that. The Directed Reading Thinking Activity (DRTA) strategy is effective in learning reading comprehension. because students understand more easily with predictions that identify main ideas and supporting details and can be seen from the results of better student reading scores.

Keywords: Students, Reading Comprehension, Directed Reading Thinking Activity (DRTA)

INTRODUCTION

Reading is one of the most important skills in learning to communicate, in addition to listening, speaking and writing skills. Reading is an activity that is carried out intensively by paying attention to the content of writing, sentence structure, or the vocabulary used in writing so that you can find out the meaning that develops in a reading text. Reading in this era of globalization of information is a fundamental need to shape one's behavior. By reading a person can add information and broaden his knowledge.

According to Muliadi in Yahya (2021) said that the reading level of North Maluku students nationally is still very minimal. East Kalimantan 62.08, Central Java 61.88, and DKI Jakarta 60.84. Meanwhile, North Maluku is still around 55.27. where the level of interest in reading students in North Maluku is very minimal. This is due to a lack of motivation to read and a lack of facilities and infrastructure in reading. Students are faced with difficulties in understanding a text effectively and the low interest in reading in school children has an impact on the low quality of education

One of the highlights of the phenomenon of the low quality of reading comprehension is the lack of vocabulary that students have so that students find it difficult to translate or understand the content of reading in a text. Therefore, in learning the teacher plays an important role in guiding, developing and improving students' skills in reading. The use of learning strategies is an effort that can be made by teachers to provide material so that it is more easily accepted by students, one alternative that can be done to improve students' reading comprehension in class, is the need for appropriate learning strategies. Teaching strategies so that students' reading comprehension can be optimal. One strategy that is considered appropriate is the Directed Reading Thinking Activity (DRTA) strategy.

1. Definition of Reading

According to Hodgson (1960:43) in Noor et al (2014), says reading is a process that is carried out and used by the writer of words in written language. A process that requires the reader to understand the written word group is a unity and can be seen at a glance and the meaning of the word can be known precisely. According to Ardana et al (2022), Reading is a source of getting information. No one can get much information without reading. Reading is the easiest and the cheapest way to get information because it can help to know the simple information to the more complex ones.

Based on the definition above, it can be concluded that reading is the process of looking at a series of written symbols and deriving meaning from them so that we get the desired information in the content of the text that is read. There are different types of reading which lead to comprehension as follows:

a. Skimming

Readers skim a text when they look it over quickly to get a general idea of the subject matter. The reader is not interested in all the detail, getting the gist is enough.

b. Scanning

Readers scan a piece of writing when they quickly search it for specific information.

c. Intensive Reading

Intensive reading is a reading activity with the aim to find out the contents detail of the reading text. From the explanation above, the authors describe skimming, scanning, and Intensive Reading strategies to improve reading comprehension skills, but the authors use Directed Reading Thinking Activity (DRTA) strategies to help improve reading comprehension. The researcher found that using the Directed Reading Thinking Activity (DRTA) strategy was the most effective in improving students' reading comprehension.

According to Rodiyah & Andajani (2016), the Directed Reading Thinking Activity (DRTA) strategy can be used by teachers in reading comprehension. In this strategy, students are asked to provide predictions about what is contained in the reading text before learning by predicting the title of the reading, and during reading, learning activities take place by predicting pictures. So that the message to be conveyed in the discourse can be understood by students.

According to Russell (1988:206) in Mirna (2018), Directed Reading Thinking Activity (DRTA) is a strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension. DRTA is an understanding strategy that guides students to do several activities, namely asking questions and making predictions about the text being read; read the text and confirm the prediction made before.

With the DRTA strategy, teachers can help students when they have difficulty interacting with reading material. The steps for reading comprehension with the DRTA strategy according to Stauffer in Rahim F (2009) are as follows:

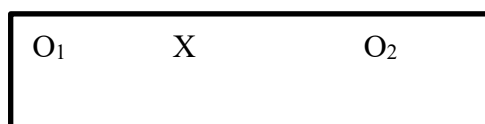
- 1) Make predictions based on title clues
- 2) Make predictions from the drawing clues
- 3) Reading materials the teacher asks students to read the reading part of the picture that has predicted the story.
- 4) Assess prediction accuracy and adjust predictions
- 5) The teacher repeats procedures 1 to 4 until all parts of the lesson above have been covered.

The DRTA reading strategy aims to make students able to read clearly by connecting various knowledge that students already have to build understanding. The assumption is that understanding can be increased by building background knowledge, setting specific reading goals, discussing, and developing understanding after reading. Based on the description above, the researcher feels the importance of reading comprehension by using the “Directed Reading Thinking Activity (DRTA) Strategy in English Reading Class et SMA Negeri 2 Kota Ternate”.

RISEARCH METHOD

This research is a quantitative research using the method, namely pre-experimental design. Which consists of a pre-test, treatment using the Directed Reading Thinking Activity (DRTA) strategy, and post-test design. Using a convenience sampling technique involving one X-G class. as sample, 30 students in class. This research was conducted at SMA Negeri 2 Kota Ternate. The population in this study were students of class X-G SMA Negeri 2 Kota Ternate.

Research Design



Source : Sugiyono, 2013

X = giving treatment

O₁ = learning achievement before being given treatment (Pretest)

O₂ = learning outcomes after treatment (Posttest)

The technique used to collect data in this study is a reading test. The test is used to obtain learning outcomes for students' reading abilities by giving a pretest and posttest with different questions. In analyzing the data using statistical techniques this method is used to see scores between students before using DTRA in reading comprehension and after treatment. Researchers used statistical test calculations using SPSS version 22 to check the final score with a significant level of 0.05%. before the analysis technique is used, the analysis requirements test is first carried out by the normality test, homogeneity test and statistical hypothesis. if there is interaction between variables, then the analysis is continued by using the SPSS version 22 test.

RESULT AND DISCUSSION

In order to get research findings, researchers used reading test instruments to collect data. Data was collected from students' pre-test and post-test in class before and after the treatment was taught reading comprehension skills using the Directed Reading-Thinking Activity (DRTA) strategy. After the students in their respective classes carried out the pre-test and post-test to obtain the data, the data was tested using the SPSS version 22 application. The researcher also used a rubric in assessing reading comprehension.

1. Normality Test

The author conducted a normality test. This is intended to find out whether the data from both the pretest and posttest are normally distributed or not. From the Kolmogorov Smirnov and Shapiro-Wilk tables, the results of the normality test obtained values from the pre-test and post-test using IBM stats SPSS version 22. The results are as follows:

Table 1. Test of Normality
Tests of Normality

Class	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Score Pre-test	.152	30	.074	.938	30	.078
Post-test	.154	30	.068	.910	30	.015

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results of the normality test show that the level of significance in the pre-test results is 0.074 and 0.078 and in the posttest is 0.068 and 0.015. This means that the probability value (p) in the pre-test and posttest results is greater than ($>$) the degree of significance of 5% ($\alpha = 0.05$). Therefore, it was concluded that the pre-test and posttest data in the class were normally distributed.

2. Homogeneity Test

In order to test the normality test on the pretest and posttest, it is also necessary to test the homogeneity after the normality test. Levene Statistic Test from IBM Statistics SPSS version 22 was used by researchers. Calculate homogeneity test. The results obtained from the test are as follows:

Table 2. Test of Homogeneity of Variances

Score			
Levene Statistic	df1	df2	Sig.
3.493	1	58	.067

Levene Statistic Test results show that the significance of the pre-test and posttest is 0.067. Therefore, the pre-test and posttest data are homogeneous because it is higher than 0.05. That is, the level of significance or probability value (p) of the data is greater than the degree of significance ($\alpha = 0.05$). The homogeneity test results show that the sample data from the population has a homogeneous variance

3. The Hypothesis Test

Table 3. The T-test Result
Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean
Score Pre-test	30	48.73	10.805	1.973
Post-test	30	68.77	7.824	1.429

Independent Samples Test

	Levene's test for equality of variances		t-test for equality of means						
	f	sig	t	df	Sig (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of The Difference	
								lower	Upper
Score	3.493	.067	-8.225	58	.000	-20.033	2.436	-24.909	-15.154
Equal variances assumed									
Equal variances not assumed			-8.225	52.854	.000	-20.033	2.436	-24.919	-15.148

The average value of the pre-test is 48.73 while the post-test is 68.77. The result of the t-test. Shows a t-value of -8.225 with the Sig (2-tailed) 0.000. Then t-value is compared to the t-table to know whether the use of the DRTA strategy has a significant effect on students' reading comprehension. Based on the above results, the value of the paired sample test Sig. (2-tailed) is 0.000 the value of the post-test score is lower than α , $0.000 < 0.050$. It means there was a significant effect of using the DRTA strategy on students' reading comprehension.

The results of the Paired Samples Test are determined by the significance value. This value will be used to determine which hypothesis is accepted. H_0 is accepted if the significant value is greater than 0.05. Conversely, H_0 is rejected if the significant value is less than 0.05. Based on the above results, the value of the paired sample test Sig. (2-tailed) is $0.000 \leq 0.05$ meaning that H_1 is accepted

In the description of this data, table 1. Data on pretest and posttest results, data taken from class X-G students. Pretest scores were taken before students received treatment using the DRTA strategy, where the average score was 48.73. However, after the students received treatment using the DRTA strategy and carried out the post-test in table 2, the students' average score increased to 68.77.

From the results of the data in the table above, it can be seen that there is an increase in class X-G students using the DRTA strategy. the results of this increase were due to the treatment given by the researcher, namely by teaching the DRTA strategy in reading comprehension based on the theory that had been studied by the researcher. According to Russel (1988: 206) in Mirna (2018), Directed Reading Thinking Activity (DRTA) is a strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. Rodiyah & Andajani (2016), the Directed Reading Thinking Activity (DRTA) strategy can be used by teachers in reading comprehension. In this strategy, students are asked to provide predictions about what is contained in the reading text before learning by predicting the title of reading, and during reading, learning activities take place by predicting images.

The researcher decided to use the t-test on SPSS version 22. To clarify the data using an independent sample test to determine the pre-test and post-test. -test, researchers used paired sample tests. The independent sample test results were 0.000 as shown in table 5. Because $0.000 < 0.05$, H_1 was accepted and H_0 was rejected, meaning that the DRTA strategy affected the reading comprehension skills of class X-G students of SMA Negeri 2 Kota Ternate. Even after looking at the average post-test and pre-test scores, it can be concluded that the post-test results are higher than the pre-test because the post-test has been treated using the DRTA strategy. The mean scores of the pre-test and post-test showed a significant difference, the post-test improved very well after being taught using the DRTA strategy technique.

CONCLUSION

Based on the results of the study, the researcher concluded that students' scores were higher when taught using the DRTA strategy in improving students' reading comprehension. This can be seen from the average post-test score of 68.77. This score is better than the pretest which only got 48.73 for the posttest average. Then, there is a significant effect of the application of the DRTA strategy on students' reading comprehension because the value of independent sample test data and paired sample test is 0.000 which is lower than 0.05, which means that H_1 is accepted and H_0 is rejected.

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