USING DIRECTED READING THINKING ACTIVITY (DRTA) TECHNIQUE TO IMPROVE STUDENTS' READING COMPERENSION AT SMP NEGERI 7 KOTA TERNATE

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Abstract

The purpose of this research is to find out how to using Directed Reading Thinking Activity Technique to Improve Students Reading Comprehension through reading text. This researcher used quantitative methods. The sample consisted of 25 students in class VIII-C SMP Negeri 7 Kota Ternate. The researcher collected data from the pretest and posttest. Pretest data collecting used multiple-choice test in the form of teaching reading through reading text. The data was then analyze based on the aim that the research result could improve students' comprehension at SMP Negeri 7 Kota Ternate. The result of this research show that the posttest score results were higher than the pretest. The students" average pretest score was 1.012 while the posttest average score was 1.718. The t-statistic value of 10,39 was higher than the t-critical value of 1.711 at the significance level (0,05) and the degree of freedom of 24 using one tailed test. It was found that using Directed Reading Thinking Activity learning can improve reading comprehension. Students have a positive response to learning directed reading thinking activity as the method for improving students' ability to read. It can be seen that there is a significance difference between the pre-test and post-test results.

Keywords: Reading comprehension, Directed reading, DRTA

INTRODUCTION

English language is the language of international communication. There are four skills that have to be developed in learning language, namely reading, writing, speaking and listening. Reading ability is the most important skill for most students. Success in studying depends in large part on our ability to read. Reading skill as evidence and reason for the government to state English as the foreign language taught to Indonesian students from senior high school to university levels. Even though methods and technique of English teaching have been improved, but outcomes of the students" knowledge is still from satisfaction.

Reading is one of four skills in learning English. Reading is a complex process which involves interaction between the reader and the language and ideas of the text. Reading can help anybody to get much knowledge. In addition, reading can help the ability of an individual or group to organize a visual from and understand the meaning of the text. Through reading, someone can get new information or from the text that they read before. Therefore, people who what to expand their knowledge, they have usually do reading something like textbook, article, newspaper, magazine, novel, and many more.

According to Brown (2015) there are some indicators of reading: specific topic and main idea, interpreting and identifying the meaning of the world and sentences of the text, identify factual information, guess meaning of vocabulary, synonym, and antonym, inference of the text, analyze generic structure, social function of kind of text. Understanding the elements of reading will help the reader better in comprehending the text. However, reading comprehensively by mastering the indicators of reading comprehension that have been discussed is difficult to do by the students in learning English as foreign language. The expectation of teaching English curriculum asks the teacher to do the better effort in teaching English. It is the reason of the teacher to apply kinds of approaches, methods, techniques and strategies in teaching English.

Furthermore, reading comprehension is the process of elaborating meaning of a text in order to reach understanding. It is the process of transferring ideas from the written text to the readers" mind to have comprehension is an activity of comprehending which involves one"s knowledge of words. Thus, it can be councluded that reading is a way of comprehending a text to get meaning through a process of transferring ideas. According to Pang in Marliasari & Okta (2018), comprehension is the process of making sense of words, sentences and connected text and it is also the process of deriving the meaning of one word to another in a text. Readers typically use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand the written texts. From the definitions above, it can be councluded that reading comprehension is the ability to find the stated or unstated writer"s idea in the text. The essence of reading comprehension understands all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

The researcher used Directed Reading Thinking Activity and also known as DRTA strategy to limproved students reading comprehension. Directed Reading Thinking Activity is a strategy, which can involve students" cognition because they should predict the content and then reading to confirm or refute their prediction. Directed Reading Thinking Activity technique helps strengthen reading, critical thinking skills and can involve student"s participation. They have to be creative to guess text content. This technique encourages students to be active and thoughtful readers, enhancing their comprehension.

In DRTA, teacher asks the students any question related to the text, it is then to be answered by students. Afterwards, students are required to develop prediction about the text. Students move by text, their prediction is changed and modified appropriately by the new information which is provided from the text (Hasana,2017). This technique helps students to increase their knowledge either in group or individual. This technique is an important strategy, because it actively teaches students about comprehension skill. DR-TA depends on how active the teacher to make his students comprehend the test. Besides that, this enables the teacher to monitor students" comprehension level by basic discussion. The skills can be practiced and refined to set the pathway toward independent reading and foster learner responsibility

DRTA is a technique to motivate students. Students enjoy making prediction and then trying to find out whether their prediction is correct or not. This can be used in any sort of subject and this can meet the need of any reader. The problems dealing with the poor ability in reading comprehension happen in many places, especially in SMP Negeri 2 Kota Ternate. Based on informal observation and pretest that had been done by the researcher, most of the students are poor of reading skill. It happens because they are more focusing in many subjects and the local language influence their language more than other language, besides that, the monotone way of the teacher to teach the students is one of the causes of the lack reading achievement of the students. Related to the statement above, the researcher intends to conduct a research entitled the implementation of Directed Reading Thinking Activity (DRTA) in Improving students" Reading Comprehension.

According to Anjani, Jismulatif, & Mansyhur (2014), DRTA is a strategy that shows the effectiveness of predicting, clarifying, monitoring and evaluating strategies to support reading comprehension activities indirectly. Elfire,Marhum, & Mashury (2015) also added that DRTA is a strategy that can improve students" reading comprehension by making transparent predictions made by readers and confirming them when they read. It means that DRTA encourages the reader to use their minds while reading a text. DRTA will guide students to make their own questions based on what they read, then make predictions on the storyline, then continue reading to confirm the truth of their predictions. Through the application of this DRTA, students will be able to share their difficulties in understanding the text. By increasing reading comprehension through DRTA, students will be able to answer questions related to the

text because they have understood what the author said.   When researcher do observations, students" were not happy with the teaching method. Where students" could not understand the content of the reading that the teacher gave, so students" felt bored when the learning took place while students" went in and prefer to sit at the front the class. The objective of this study to find out Directed Reading Thinking Activity learning techniques can improve significance of students" reading comprehension at SMP N 7 Kota Ternate.

METHODOLOGY

In this research, the researcher used quantitative methods by applying pre- experimental design. According to Tersiyana (2018), quantitative research is research that produces discoveries, which are carried out using statistical procedures or other methods quantitatively (measurements). Quantitative approach decides attention to symptoms that have characteristics or are called variables. According to Tersiyana (2018) pre-experimental having three types of designs included in the pre-experimental design category, namely one shot case study, pre-tests and post-tests and static group comparison. In this design the observations were made twice, namely before the experiment and after the experiment. Observations made before the experiment (O1) are called pre-test and observations after the experiment (O2) are called post-test. The difference between O1 and O2, namely O2 –O1, is considered as a result of th e experiment. The research design employes pre-experimental method, with one group pretest and posttest design. In this research, t-test be used to test the significance of the instrument.

This researcher conducted at SMP Negeri 7 Kota Ternate. The location of the research at kampong at Kampong Pisang, Kecematan Ternate Tengah, Maluku Utara. The researcher took one of the second- year student class for the 2022/2023 academic year. As the subject of the resuth this research conducted at class VIII D consisted 25 students. The sampling that was used in this research convenience sampling technique. According to (Bharwaj, 2019). In other words, it is the process of getting information about the entire population.

Analyzing the data is the last step in the procedure to know the using directed reading thiking activity technique reading comprehension.

The data analysis technique that will be used in this research is as follows:

1. Calculate the score :

$$Score = \frac{the\ correct\ answer}{total\ number\ of\ item} \times 100$$

(Depdiknas, 2006)

2. Tabulating the score
In this step, the students" score will classified into:

Table 1. Score Rubric

Score	Category/clasification
96-100	Excellent
86-95	Very good
76-85	Good
66-75	Fairly good
56-65	Fair

36-55	Poor
0-35	Very poor

(DirektoratPendidikan in Teteng, 2016)

3. Computing the frequency and the rate percentage of the students" score

$$P = \frac{F}{N} \times 100$$

Notes:

P = Percentage of score
F = Number of correct
N = Number of sample

4. The classification of the students" score calculating the mean score of students" reading comprehension test by using the following formula:

$$x = \frac{\sum x}{N}$$

Note:

$\overline{x}$ = mean score
$\sum x$ = total of students score
N = the total of sample

5. Calculating the significant difference
This is the step to know the differences between the pretest and the posttest score of students. The formula that used is as follows:

$$t = \frac{\bar{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Notes:

t = test of significance
$\bar{D}$ = the mean score of difference
$\sum D$ = the sum of the total score
$\sum D^2$ = the square of the sum score of difference N = the total of sample

(Gay, 2006)

FINDINGS AND DISCUSSION

Findings

The findings consisted of students" pretest and posttest scores, data analysis results, average scores and standard deviations from students" pretest and posttest in teaching reading comprehension through the directed reading thinking activity learning technique. In this research, there were 25 students taken as samples for this research.

1. Pre-Test

In this stage the researcher provided the students 15 questions, the text was presented in multiple choices to measure students" reading comprehension. From the result of data analysis, it showed that in the pretest there were seven students who got very poor score (28%), sixteen students got poor score (64%), two students got fair score (8%), no students get fairly good, fair good and "very good". It means that students" reading comprehension before using directed reading thinking activity technique is still low.

2. Post-tes

In this stage the researcher used the DRTA technique. This test aims to determine the results of the treatment given through this research. The data showed that in the post-test there were one student got poor (4%), six fairscore (24%), fifteen students" got fairly good score (60%), one students" got good score (4%), two students got very good score (8%). In post-test, there were no students got"excellent". Even though there are no one of students" got excellent score, but the average score is increased as well.

3. The mean score

The Mean Score of Pre-Test and Post-Test can be seen in table below:

Table.3 The Mean Score of Pre-test and Post-test

Pre-test X4	Post-test X,
40,48	68,75

Based on the Table 3, showed that the mean score of pre-test is 40,48 and the mean score of posttest is 68,75 In the other words, the improvement was significantly different and the students" reading comprehension using directed reading thinking activity technique were given, as the result of the mean score from posttest is higher than pretest.

4. The test of significance

This part presents the result of data analysis the difference of students" score before and after the reading comprehension through the directed reading thinking activity technique at the VIII students" of SMP Negeri 7 Kota Ternate. Following table is the comparison between pretest and posttest score, which is intended to compare them.

Table 4. T-Statistical Value of Students" Reading Comprehension Improvement

Variable	t-test score	T-table value (0,05)
X1-X2	10,39	1.711

Based on the table 4. Since the Df was 24, then t-critic (α=0.05) at t-table was 1.711. It showed that the value of t-test (10,39) is higher than the t-critic (0.05>1.714).It means that there was a significance difference between the result of students" pretest and posttest. Thus, alternative hypothesis (H1) is accepted that using directed reading thinking activity effective to enhance students" reading comprehension and Null Hypothesis (Ho) is rejected. It can be concluded that trough Using Directed Reading Thinking Activity technique can effectively the students" reading comprehension at SMP Negeri 7 Kota Ternate.

Related to students' ability in terms of comprehension vocabulary in reading, the researcher found that there were several words that were difficult for students to understand, especially in nouns. It is mentioning and interpreting the words chair and chairet. This is because students do not yet understand concrete, abstract, animate and inanimate nouns.

Discussion

In this research, the researcher gave a pre-test before treatment. At the stage the researcher asked the students to read the text carefully. The pre-test were 15 qouestions multiple choice, that contain value based on the students replied. From the data of table 1, it showed that in the pretest seven students who got very poor score (28%), sixteen students got poor score (64%), two students got fair score (8%), no students get fairly good, fair good and "very good". It means that students" reading comprehension before using directed reading thinking activity method is still low.

Posttest given after the treatment, in post-test the researcher gave 15 qouestions of multiple choice, that contain value based on the students replied. based in the table 2, it showed that in the post-test one were three student got poor (4%), six fair score (24%), fifteen students" got fairly good score (60%), one students" got good score (4%), two students got very good score (8%). In post-test, there were no students got"excellent". Even though there are no one of students" got excellent score, but the average score is increased as well.

Based on the result of pretest and posttest, there was a significance between the result of students" pretest and posttest. Thus, alternative hypothesis (HI) is accepted that using directed reading thinking activity effective to enhance students" reading comprehension and Null Hypothesis.

It is related to the research that conducted by Mansyah (2012) which stated that DR-TA strategy was good for students of SMP Rahmat Syrabaya. It helped students use brainstorming skills to download all the information they know and encouraged students" morale in reading optimally. It can integrate students" purpose and critical thinking while they were in the reading activity. Directed Reading Thinking Activity (DRTA) strategy in the learning reading comprehension is very effective, because the students easier to understandwith the prediction that their made and it can be seen from the result of students"reading scores is better. During the treatment students be seen more interest inlearning process. It was based on the Stauffer was explained of Directed ReadingThinking Activity (DRTA) strategy have three steps were: predicting , readingand proving that involved the students" interaction with the teacher about the textin altogether. So, in the class students

made a prediction and then proven it untilthe students will be thought and find out the answering that would made themunderstand with the text.

In this research, the researcher found that there were several words that were difficult for students to understand, especially in nouns. It is mentioning and interpreting that words chair and chairet. This is because students do not yet understand concrete, abstract, animate and inanimate nouns. It means that DRTA technique can encreass the ability of students in reading comprehension particuelah in their vocabulary.

Based on the theory as stated by Supriyana (2019) stated that DRTA is a good strategy method and students" critical thinking level in Editing Articles. This study aims to explain the use of the DRTA method and the level of critical thinking in improving students ability in enditing scientific. More over by Arisetyawaty (2017), she conducted a research entitled the effect of Directed Reading Thinking Activity in Cooperative Learning Steeting the toward students" reading comprehension of the Eleventh Grade Students. the research aimd to investigates wheter there was significance effect on reading comprehension of the eleventh grade students who were taught using DRTA in Cooperative learning Setting and who were taught by using DRTA only. Furthermore, Mansyah (2012) she conducted a research entitled DRTA: DRTA A Strategy for integrating Reading Purpose and Critical Thiking of students in Reading Text. This research aimed to describe the implementation of DRTA strategy in teaching learning process of Discriptive Text.
It is related to the study that conducted by Utami and Sugirin (2019). DRTA was an effective strategy that not only to comprehend the text but also to become a critical reader. More over Puntuta (2019). Stated that it can be counluded that the DRTA was quite useful for students" reading comprehension skill.

In conclusion, the researcher emphasizes that the Directed Reading Thinking Activity (DRTA) technique to improve students comprehension. There were several points that make the Directed Reading Thinking Activity (DRTA) in teaching reading comprehension was improved. There were students learn from one another and get to try out their ideas. The benefits to teachers were increasing time on task in the classroom and greater quality of students" contributions learning process. Students and teacher got a evident understanding of expectations for attention and participation in learning process. In addition this DRTA technique can be implemented in reading comprehension class or as technique for the teacher to teach about reading comprehension.

CONCLUSION

Researcher draws conclusion in the following statement. The application of Directed Reading Thinking Activity (DRTA) in teaching reading improved the students" reading comprehension significantly in Second Grade Students of the SMP Negeri 7 Kota Ternate. Directed Reading Thinking Activity (DRTA) Method could improve the students" reading comprehension especially in literal reading comprehension in Second Grade Students of the SMP Negeri 7 Kota Ternate. It was proved that the mean score of Pre-Test is 1.012 and the Post-Test mean score is 1.718. Based on the difference from the mean score students get in reading comprehension show the improvement from pre-test to post-test. It means that using directed reading technique can enhance students" reading comprehension.

The improvement of students" achievement significantly the researcher emphasizes that the Directed Reading Thinking Activity (DRTA) made active because its activity foresees various strategy and it was meaningful for the daily students life. Also, Directed Reading Thinking Activity (DRTA) strategy in the learning reading comprehension is very effective, because the students more easy to understand with the prediction that identifying main idea and supporting details and it can be seen from the result of students" reading scores is better.

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