Directed Reading Thinking Activity Strategy: A Study to Enhance Students' Reading Comprehension

Hasanudin Hasanudin[1,*], Erpn Said[2], Anawia Rumalean[3]

[1]English Teaching Department, Faculty of Teacher Training and Education, University of Muhammadiyah Sorong
[2]English Teaching Department, Faculty of Teacher Training and Education, University of Muhammadiyah Sorong
[3]English Teaching Department, Faculty of Teacher Training and Education, University of Muhammadiyah Sorong
*Corresponding author: hasanudin.ums@gmail.com

Abstract

The objective of this study was to test the strategy of the Directed Reading Thinking Activity (DRTA) in improving students' reading comprehension in the second grade of junior high school. This study used a quantitative method in the form of quasi-experimental, with a nonequivalent control group design. With the number of population was 266, the researcher took 30 samples for control and 30 for experiment class. The result of this study found that the value of t-test 8.233 is higher than t-table 1.699. So, the alternative hypothesis (H_1) is accepted, and the null hypothesis (H_0) is rejected. The calculation showed that usage Directed Reading Thinking Activity successful in improving students' reading comprehension.

Keywords: *Reading Comprehension, Descriptive Text, Directed Reading Thinking Activity (DRTA)*

1. Introduction

In Indonesia, English is a foreign language. Reading is one of the important because we can get a lot of information, gain pleasure, getting a job, and others. Even reading already become the lifestyle of some people. (Brown, 1994) thought reading is the essential skill to all components of school and assessment to measure the general ability of students. (Nunan, 2003) added that it is also the way students find the meaning of a text by using some information. Therefore, reading can help us to gather information and increase our knowledge.

Reading comprehension is the central pillar of reading activity in which a reader can build an understanding of a text. (Lenz, n.d.) states that reading comprehension is the process of constructing meanings from the text. Furthermore, (Klingner et al., 2007) state that reading comprehension involves much more than readers' responses to a text. Besides, (Alexander, 1988) said that it is a special kind of thinking process.

Based on the school observation, many problems found particularly on student competence in comprehending a text. For instance, hard to determine the context because of the less vocabulary, frustrated to find reading strategy, less motivation to learn English, and the teacher challenging to find good approaching to teach them.

Regardless of all the problems above, the appropriate strategy that fits the issue is the Directed Reading Thinking Activity (DRTA) Strategy. The number of studies related to the current research which shows an improvement in students' reading ability (Dougherty Stahl, 2008; Erliana, 2011; Habibollahi Aghdam & Behroozizad, 2018) and also empirically, the enjoyment and felt safe during the learning process could achieve by using the DRTA strategy (Arisetyawati, 2017). It is the strategy of reading that leads students to think directly to the topic so that students can focus on the text and predict the content of the story by proving when reading. (Richardson et al., 2009; Stauffer, 1969) stated that through DRTA, the learners could think, act consciously, use their experience and knowledge, evaluate the facts, and conclude based on the circumstances, and make a decision.

Furthermore, (Abisamra, 2001) asserted that it is an effective strategy for teaching reading comprehension because it helps students set reading purposes by making predictions, read more actively and enthusiastically and remember more information from what they have learned. Likewise, (Jennings & Shepherd, 1998) added that it helps students become aware of the reading strategies, understand the reading process, and develop prediction skills. Therefore, this study focuses on reading comprehension, especially the use of Directed Reading Thinking Activity strategy.

2. Method

The design was a quasi-experimental and a nonequivalent control group approach to finding out the effectiveness of the strategy empirically. Otherwise, the sample of this study was two classes of the seventh-grade students at SMP Negeri 1 Kota Sorong Indonesia, where 30 students used in each class. The test was the only technique to reveal the scores statistically. Likewise, the normality test and the homogeneity test have been done before the test distributed to the students. Also, all of the data was counted using SPSS software version 16 to test the hypothesis.

3. Results and Discussions

The technique of data analysis in this study was statistical analysis with a t-test. The test was done twice. Firstly, the table below will show the data descriptive on the pre-test.

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pre-test	30	35	80	1925	64.17	13.777	189.799
Valid N (listwise)	30						

Based on the table above obtained, the value of the pre-test consist of the mean showed 64.17, and the standard deviation found 13.777. It was also proved the scale of the scores before executing the strategy. And it shows less than 35% of students who got the range score 70-80. It is undeniable to imply the strategy to look the significance. Secondly, the results of the treatment reveal at the following table.

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Post-test	30	50	95	2370	79.00	11.991	143.793
Valid N (listwise)	30						

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-test	79.00	30	11.991	2.189
	Pre-test	64.17	30	13.777	2.515

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Post-test & Pre-test	30	.715	.000

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Post-test - Pre-test	14.833	9.868	1.802	11.148	18.518	8.233	29	.000

On the other hand, the post-test table is increasing significantly. The score frequency (70-95) was almost 90% of the total students. The reflection of the scores seemed from the positive atmosphere of the class when implemented the strategy. Furthermore, the paired samples test disclose to test the null hypothesis with the level of significance 0.05, wherein the t-test value compared to the t-table from t distribution concerning the degree of freedom. T-test reveals the value of the t-test 8.233 < t-table 1.699; it means reject H_0. So, the results can conclude that there is a significant difference after using the DRTA strategy to enhance students' reading comprehension.

The result above confirmed findings of some previous studies who did use the same teaching strategy, such as (Dougherty Stahl, 2008; Erliana, 2011; Habibollahi Aghdam & Behroozizad, 2018) that most of them nailed to improve students' language ability. Moreover, as this result showed significantly increasing the students' ability, it can be said that the English teacher should confidently use this strategy in their class. Besides that, it also could students' motivation in learning, and students feel easy in understanding the text.

Conclusions and Recommendations

Based on the result of data analysis and discussion, the researcher can conclude that there is a difference in students' reading scores before and after the applied teaching strategy. It reveals the result of the analysis of the hypothesis test, which is based on the result of testing the study hypothesis obtained information that t-test 8.233 > t-table 1.699 these results indicate that there is a significant the influence between the effect of using DRTA in improving students reading comprehension at second grade. Likewise, the fact obtained of used DRTA success in increasing students' achievement taken from pre-test and post-test, motivation in learning, and the text is understandable compare to the last teaching. Therefore, the English curriculum should include this strategy in their education and learning, and the development of this kind of a research must always arrange by future researchers regularly.

REFERENCES

Abisamra, N. S. (2001). *Teaching Second Language Reading From an Interactive Perspective*. http://www.nadasisland.com/reading/

Alexander, J. E. (1988). *Teaching Reading Third Edition*. Scott, Foresman, and Company.

Arisetyawati, S. A. K. (2017). The Effect of Directed Reading Thinking Activity In Cooperative Learning Setting Toward Students' Reading Comprehension Of The Eleventh Grade Students. *Journal of Psychology and Instructions*, *1*(2), 88. https://doi.org/10.23887/jpai.v1i2.10364

Brown, H. D. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy.* Prentice-Hall Regents.

Dougherty Stahl, K. A. (2008). The effects of three instructional methods on the reading comprehension and content acquisition of novice readers. *Journal of Literacy Research*, *40*(3), 359–393. https://doi.org/10.1080/10862960802520594

Erliana, S. (2011). Improving reading comprehension through directed reading-thinking activity (DRTA) strategy. *Journal on English as a Foreign Language*, *1*(1), 49. https://doi.org/10.23971/jefl.v1i1.36

Habibollahi Aghdam, M., & Behroozizad, S. (2018). Directed Reading-Thinking Activity and Reading Comprehension. *The Journal of English Language Pedagogy and Practice*, *11*(22), 111–126.

Jennings, C., & Shepherd, J. (1998). *Literacy and the Key Learning Areas: Successful Classroom Strategies*. Eleanor Curtain.

Klingner, J. K., Vaughn, S., & Boardman, A. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. Guilford Publications.

Lenz, K. (n.d.). *What is Reading Comprehension?* University of Kansas. Retrieved March 28, 2020, from http://www.specialconnections.ku.edu/?q=instruction/reading_comprehension

Nunan, D. (2003). *Practical English Language Teaching*. McGraw-Hill.

Richardson, J. S., Morgan, R. F., & Fleener, C. (2009). *Reading to Learn in the Content Areas Seventh Edition*. Wadsworth Cengage Learning.

Stauffer, R. G. (1969). *Directing Reading Maturity as a Cognitive Process*. Harper & Row.