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IMPROVING STUDENTS' READING COMPREHENSION THROUGH DIRECTED READING THINKING ACTIVITY (DRTA) METHOD

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ABSTRACT

This study is aimed to know the influence of the DRTA (Directed Reading Thinking Activity) method on the student's reading comprehension. Bauman proposes the DRTA Method. The design of the study is experimental research. In experimental research, the research consists of two classes; there are experiment and control classes. The research includes pre-test and post-test. The population is 107 and the sample 68 students. The author uses simple random sampling to determine the sample of the study. In the pre-test data, the mean score of the experiment class is 52,87, and the mean score of control class is 52,57. In post-test data, the mean score of experimental class is 76,81 and mean score of control class is 69,14. Based on the analysis the pre-test data, the value of Tcounted is 0,025 which is compared with Ttable is 1.668 or Tcounted < Ttable. It can be stated that there is no effect on pre-test data or the ability both of class are same. Next, based on the analysis of the post-test data, the value of Tcounted is 2,6595 that compared with Ttabel is 1.668 or Tcounted > Ttable , Ha is accepted. There is an effect of the DRTA (Directed Reading Thinking Activity) method on the student's reading comprehension.

Keywords: *Students' Reading Comprehension, DRTA Method, Experimental research*

Introduction

Reading is one of the essential skills to be learned by students besides listening, speaking, and writing. In the learning activity, students have to read a book to elevate their skills in reading, especially reading comprehension.“ reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Learn how readers integrate these faces to make meaning from print. Reading is making meaning from print. It requires identifying the words in print, construct an understanding, coordinate identifying words and making meaning so that reading is automatic and accurate”. (Diane, 2016: 1)

Why is reading comprehension important for students?. Without reading comprehension, the students only track the words in the text without understanding the theme, the aim and the meaning of the text. “Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences”. (Wooley 2011:20).

Based on the observation, the author finds that the students are challenging to know what the text is. The students have difficulties in finding the main idea, the meaning, and details in the text. Furthermore, the students are difficult to think about the aim of the story in the text. Therefore, to increase the student's ability in reading comprehension, the students need a method that will enhance their knowledge in reading comprehension, and the author uses the DRTA method to improve the students' ability in reading comprehension.

Literature Review

"The DR-TA engages students in thinking about what they read in three phases. In the first phase, students generate predictions about what they are going to read based on the title of the text. In the second phase, they read to confirm or reject their predictions. In the third phase, they evaluate their predictions using information from the text to support their opinions. He maintains that the process of this method can develop students' reading comprehension skills as well as their higher-order thinking skills" (El-Koumny, 2004:3). The DRTA method is divided into some steps; there are:

D—DIRECT: Teachers direct and stimulate students' thinking prior to reading a passage by scanning the title, chapter headings, illustrations, and other explanatory materials. Then teachers should use open-ended questions to direct students as they make predictions about the content or perspective of the text (e.g., "Given this title, what do you think the passage will be about?"). Students should be encouraged to justify their responses and activate prior knowledge.

R—READING: Teachers should have students read up to the first preselected stopping point in the text. The teacher then prompts the students with questions about specific information and asks them to evaluate their predictions and refine them if necessary. This process should be continued until students have read each section of the passage.

T—THINKING: At the end of the reading, teachers should have students go back through the text and think about their predictions. Students should verify or modify the accuracy of their predictions by finding supporting statements in the text. (Bauman,1995:142)

DRTA may be used with an individual, a small group, or a whole class. This activity can be easily adapted for a variety of subjects and reading levels". By using DRTA, the student can increases comprehension through its strong emphasis on student-generated prediction, speculations, and conclusions, which are based on and grow from prior knowledge and experience.

In conclusion, the author would like to analyze the influence of the DRTA (Directed Reading Thinking Activity) Method on the students' reading comprehension**.** In addition, the hypotheses of the study is there is an influence of the DRTA method on the student's reading comprehension.

This study is aimed to know the influence of the DRTA (Directed reading thinking activity) on the student's reading comprehension. Besides, the result of this study can be used as a reference for teachers and students to help the students face the obstacles during reading activity in the classroom.

Methods

The population is 105 students and the sample of the study is 65 students that are divided into two classes, there are: experiment class and control class. In the experiment class, there are 33 students. Meanwhile, in the control class, there are 39 students.

The design of the study is true experimental as a design of the study with randomized subject, pre-test and post-test control group design. In collecting the data, the first is both experimental and control classes are given pre-test. After that, the experiment class is given treatment (DRTA methods). Next, the last step is both experiment and control classes are given a post-test. In the control class, the author does not give any treatment or expository teaching.

The author uses a test in the form of multiple-choice as an instrument of collecting data in this study. " Testis a set of stimuli presented to an individual to elicit responses on the basis of which a numerical score can be assigned". (Donald 2010:148) The multiple-choice consists of twenty questions. The maximum score of the correct answer is 100 and the minimum score of the incorrect answer is 0.

After collecting the data, the data is tested by validity and reability test. The validity test aims to convince that the instrument has valid items. To examine the validity of the instrument, the author uses a correlation product-moment by Karl Pearson.

$$r_{xy} = \frac{N\sum XY - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left\{N\sum X^2 - \left(\sum X\right)^2\right\}\left\{N\sum Y^2 - \left(\sum Y\right)^2\right\}}}$$

Explanation :

N: The number of Students
r_{xy} : Correlation between variable X and variable Y
$\sum X$: Total score distribution X (response values every item)
$\sum Y$: Total score of all students
$\sum XY$: The number of multiplication score X and score Y

In addition, the reliability test is to convince that the test is proper to be used as the instrument in collecting the data. The author uses alpha cronbach as the realibity test

$$r = \left[\frac{k}{(k-1)}\right]\left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right]$$

Explanation :
r : Coefficient reliability of instruments
k : Number of question
$\sum \sigma^2_b$: Total of varians item
$\sum \sigma^2_t$: Total of varians

The criteria of reliability test
0,00- 0,20 : Very low
0,20-0,40 : Low
0,40-070 : Medium
0,70-0,90 : High
0,90-1,00 : Very high

To test the hyphoteses, the author uses t-test to examine the hyphotheses in the study. The t-test is used to know the influence of the independent variable toward the dependent variable by using the level of significant 95% ($\alpha = 5\%$). In addition, the t-test is useful to know that the hyphotheses of the study is accepted or rejected.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

S is the variance combination calculates by using this pattern below:

$$S = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Explanation :

T = distribution
X_1 = The average score of experiment class
X_2 = The average score of the control class
N_1 = Samples of experimental class
N_2 = Samples of the control class
S_1^2 = Variations in the value of learning result experimental class
S_2^2 = Variations in the value of learning result control class

Result and Discussion

After the author collected the data, the author divides the data into two types, namely pre-test and post-test data. In the pre-test, the total score of the experiment class is 1740, and the mean is 52.87. Next, the total score of control class is 1840, and the mean is 52.57. The result of pre-test data as explained in the below table.

Table 3.1 The description of the findings in pre-test experiment class

No	Score	Absolute Frequency	Relative Frequency
1	40-49	10	30,30
2	50-59	10	30,30
3	60-69	13	39,39
	Total	33	100%

Table 3.2 The description of the findings in pre-test experiment class

No	Nilai	Frequency Absolute	Frequency Relative
1	40-49	10	28,57%
2	50-59	15	42,85%
3	60-69	10	28,57%
	Total	35	100%

In the post-test, the total score of experiment class is 2535 and the mean is 76.81. The total score of control class is 2420 and the mean is 69,14. The result of post-test experiment and control class explained in the below table

Table 3.3 The description of the finding in post-test experimental class

No	Score	Frequency Absolute	Frequency Relative
1	70-79	19	57,57%
2	80-89	11	33,33%
3	89-99	3	9,09%
	Total	33	100%

Table 3.4 The description of the finding in post-test control class

No	Score	Frequency Absolute	Frequency Relative

1	60-69	14	40,00%
2	70-79	18	51,42%
3	80-89	3	8,57%
	Total	35	100%

Based on the validity test, the valid questions are 15 questions. Meanwhile, the invalid questions are 5 questions. The result of validity test depicted in the below table. The value of each item compared with the value of the r_{table} .

Table 3.5 The result of validity test

Question	$r_{counted}$	r_{table}	Status
Question 1	0.750	0.444	Valid
Question 2	0.706	0.444	Valid
Question 3	0.988	0.444	Valid
Question 4	0.650	0.444	Valid
Question 5	0.000	0.444	Invalid
Question 6	0.988	0.444	Valid
Question 7	0.671	0.444	Valid
Question 8	0.988	0.444	Valid
Question 9	0.988	0.444	Valid
Question 10	0.000	0.444	Invalid
Question 11	0.607	0.444	Valid
Question 12	0.000	0.444	Invalid
Question 13	0.988	0.444	Valid
Question 14	0.671	0.444	Valid
Question 15	0.988	0.444	Valid
Question 16	0.000	0.444	Invalid
Question 17	0.876	0.444	Valid
Question 18	0.000	0.444	Invalid
Question 19	0.988	0.444	Valid
Question 20	0.750	0.444	Valid

Based on the reability test, ,the value of realibity test or (α) is = 0.955. By using the level of significant 95 % (α= 5 %), The value of r_{table} is 0.444. Based on the comparison, the data is reliable. The result of reability test is depicted in the following table.

Table 3.6 The value of reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.955	20

To know the influence before giving the treatment, the author examines the pre-test data by using t-test. The result is the value of $t_{counted}$ is 0,025. Using the level of significant 5%, the value of t_{table} is 1,668. Based on the analysis of the pre-test data, the value of t_{table} is bigger than $t_{counted}$ or it can be stated that there is no influence before giving the treatment in both experiment and control class.

After giving the treatment in the experiment class, the author prepares to collect post-test data in experimental and control classes. Based on the analysis of post-test data, the value of $t_{counted}$ is 2,6595. Using the level of significant 5 %, the value of t_{table} is 1,668. After comparing the post-test data, the value of $t_{counted}$ is bigger than t_{table} or it can be stated that there is an effect

of DRTA (Directed Reading Thinking Activity) on the student's reading comprehension. By using DRTA method, the ability of students in reading comprehension has progress and development.

Conclusion

Based on analysis and discussion, the conclusion of the study is:

1. In the pre-test data, the total score of experiment class is 1740 and the mean is 52.87. Next, the total score of control class is 1840 and the mean is 52.57.
2. In the post-test data, the total score of experiment class is 2535 and the mean is 76.81. Next, the total score of control class is 2420 and the mean is 69,14.
3. Based on the post-test data, there is an effect of the DRTA (direted reading thinking activity) method on the student's reading comprehension.

Based on the above conclusion, the suggestions of the research are :

1. DRTA method is useful to increase the ability of student's in reading comprehension because it emphasizes the students to think and to do cooperation among the students
2. The author has to examine the pre-test data before collecting the post-test data because the author should know that the ability of experiment and control class are same. If the ability is not same, it can be stated that the effect is not from the treatment and the result will be biased.

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