

The Use of Directed Reading Thinking Activity (DRTA) Strategy In Teaching Reading to The Seventh Grade of SMPN 5 Parepare

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ABSTRACT

Reading is one of the skills which must be taught to Junior High School students as one of the teaching and learning activities in English class. Reading determines the successful of any subject matters. All depend on the competence of reading comprehension. But in reality, the students argue that reading is not interesting and they are still wrong to understand meaning of the text. They have difficulties in analysis, interpretation and make summary of the text. The students' need something produced some observation to make them more active and stimulate their interest in order to create an enjoyable atmosphere of English reading activity so that they can build up their reading comprehension particularly to their understanding the content of texts given. The writer uses the interesting strategy to make the students enjoy and more active in the class it is DRTA strategy it can improve the reading comprehension of the students.

The objective of the research was to find out whether or not the use of DRTA strategy able to improve the reading comprehension of the seventh grade students of SMPN 5 Parepare. The researcher applied quasi-experimental method, with two groups namely experimental and control class. The sample of class VII₁ was 17 students and class VII₄ was 13 students, therefore the total number of sample was 30 students. The result of the data analysis showed that there was significant difference of the students reading comprehension before and after teaching using DRTA. The researcher concluded that the use DRTA is effective in improving the reading comprehension of seventh grade students of SMPN 5 Parepare. It is proved by the result of the statistical analysis by using application SPSS with applying t-test calculation where the significant value of pre-test (2.311) was lower than the level of significant (2.048) and post-test (2.716) was higher than the level of significant (2.048). Those indicated that H₁ was accepted and H₀ was rejected. It means that DRTA can improve the reading comprehension of the seventh grade students of SMPN 5 Parepare.

Keyword: *Directed Thinking Activity (DRTA), DRTA Strategy, Reading Comprehension*

RINGKASAN

Membaca adalah salah satu keterampilan yang harus diajarkan di Sekolah Menengah Pertama (SMP) sebagai salah satu kegiatan belajar mengajar dikelas. Membaca menentukan kesuksesan dari semua pokok bahasan. Semua pokok bahasan tersebut bergantung kepada kemampuan dari pemahaman membaca. Tapi pada kenyataanya siswa membantah bahwa kegiatan membaca tidak menarik dan mereka masih salah dalam memahami arti pada teks. Mereka mempunyai kesulitan dalam menganalisis, menafsirkan dan membuat kesimpulan pada teks. Siswa memerlukan

apapun yang dapat menghasilkan pengamatan untuk membuat mereka lebih aktif dan merangsang ketertarikan mereka untuk menciptakan suasana yang menyenangkan dalam kegiatan membaca pada pelajaran bahasa Inggris sehingga mereka dapat memperoleh pemahaman membaca terutama dalam memahami isi bacaan yang diberikan. Penulis menggunakan strategi yang menarik untuk membuat siswa senang dan aktif dikelas itu adalah strategi Directed Reading Thinking Activity dan itu dapat meningkatkan kemampuan pemahaman membaca pada siswa.

Tujuan dari penelitian ini adalah untuk mengetahui apakah menggunakan strategi DRTA mampu meningkatkan pemahaman membaca atau tidak, pada siswa kelas tujuh SMPN 5 Parepare. Peneliti menggunakan metode kuasi-eksperimen, dengan dua kelompok yaitu kelas eksperimen dan kelas kontrol. Jumlah populasi adalah 30 siswa dari dua kelas, kelas VII₁ sebagai kelas eksperimen dan kelas VII₄ sebagai kelas kontrol. Sampel kelas VII₁ 17 siswa dan kelas VII₄ adalah 13 siswa, sehingga jumlah sampel adalah 30 siswa. Hasil analisis data menunjukkan bahwa ada perbedaan yang signifikan dari pemahaman membaca siswa sebelum dan sesudah belajar membaca menggunakan DRTA. Peneliti menyimpulkan bahwa menggunakan DRTA efektif dalam meningkatkan pemahaman membaca siswa kelas tujuh SMPN 5 Parepare. Hal ini dibuktikan dengan hasil analisis statistik dengan menggunakan aplikasi SPSS dengan menerapkan perhitungan t-test dimana nilai signifikan pre-test (2.311) lebih rendah dibandingkan tingkat signifikan (2.048) dan post-test (2.716) lebih tinggi dari tingkat signifikan (2.048). Hal ini menindikasikan bahwa H₁ diterima dan H₀ ditolak. Hal ini berarti strategi DRTA dapat meningkatkan pemahaman membaca siswa kelas tujuh SMPN 5 Parepare.

Kata Kunci: *Directed Thinking Activity (DRTA), Strategi DRTA, Pemahaman Membaca*

INTRODUCTION

Nowadays, English has become a very powerful language in the world. As an international language, most communities in the world use English. Different other countries in South East Asia; such as Malaysia, Singapore, or Philippines, where they put English as their second language, Indonesia puts English as its first foreign language. Anyone who wants to get respectable position in community and in a working place must master this language. As the most important foreign language, English has been taught at formal school from Elementary School up to the twelve grades of Senior High School and some semester in the university.

In Indonesia, English functions as a foreign language and has an important role in accessing information of development of science and technology. Therefore, we must study and master English for as an important means of world communication. By English communication, we can share information to other people from some different countries to develop our life.

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Many books, magazines, newspapers written in English were available in many countries around the world. It was open the new worlds of culture, business, and travel opportunities. In this case, mastering English was very useful for the future. Therefore, the government gives full attention to the teaching English. It can be shown by the fact that it has been taught from the elementary school to universities. Even it has become one of the subjects that were examined to the students in national examination at since junior high schools and at senior high schools. So, it plays an important role to decide whether the students pass or fail in the examination.

There were four basic skills in English which were known as language skills were listening, speaking, reading, and writing. Actually, these skills cannot be actually separated, because all of them were important and they were overlapping to each other to improve one's mastery of the language.

Reading was one of the English skills that still need to be developed in teaching English program. And also reading was one of the very essential skills to enlarge our knowledge. There were two reasons for reading, such as reading for pleasure and reading for information. Reading for pleasure was done without other people orders, while reading for information, in many cases relevant to current study of the readers. Through reading, people can increase their own language and experiences and increase new concept of broader her/his horizon of thinking which were needed to ensure the continuing personal growth and adopt the change in the world. In fact, reading was a source to getting information.

Based on the teacher's interview that the researcher held in SMPN 5 Parepare, the motivation and interest of students in learning was still low. Less motivation and still shy. It was caused in teaching Reading teacher can use various effective methods and techniques to attract students interest. Besides, the researcher found the students mean score in reading comprehension test was only 50.60 based on the score criteria of Depatemen Pendidikan Nasional Republik Indonesia 50.60 categorized as fair classification.

Students in Indonesia were used to be in passive condition. This condition were the same as what has been experienced in SMPN 5 Parepare. So it important to guide them and show them how to use the language in same condition or situation. To solve the problem at the seventh grade students of SMPN 5 Parepare the methods can be use known as directed reading thinking activity (DRTA). Many researchers finding say that directed reading thinking activity (DRTA) was effective methods to teaching reading. The

directed reading thinking activity (DRTA) was a much stronger model for building independent readers and learners. Almasi (2003) stated that the goal for using the directed reading thinking activity (DRTA) is to foster students' independence when reading. It engages students in an active process where they must use their reasoning abilities and their own ideas. We can say that directed reading thinking activity (DRTA) can provide the students a setting or maybe some so they can see through it and learn how the language should be used. The teacher's technique in presenting reading is still unsuited factors. In teaching and learning process, teacher should introduce others material as an alternative to give various situations to the students in classroom. The teacher had to think about the materials, such as interesting topics for the students, what to say and technique used to gain the reading purposes. These materials can be in the form of media that can create a comfortable atmosphere to interest and stimulate the student's motivation during the classroom learning and teaching process. In teaching and learning process, need feedback between the students and teacher. In addition, with reading content and meaning from the text. Reading in learning and teaching process is necessary because it was a subject need standing and comprehending.

Based on the consideration and statement above, the researcher formulates a research entitle "*The Use of Directed Reading Thinking Activity (DRTA) Strategy in Teaching Reading To The Seventh Grade of SMPN 5 Parepare*"

METHOD

Researcher would apply quasi-experimental in this research design with two classes as sample, namely experimental class and control class. The populations of this research were the seventh grade of SMPN 5 Parepare. The population consists of five classes. Each class normally consists of 20 students. So the total populations were 100 students. This research applies cluster random sampling technique with two classes as sample namely experimental class and control class. The researcher would write the name of class on a piece of paper a roll it. After that the papers would be collected in a jar and then the researcher would pick two papers. The two chosen papers would be the sample of the research.

The instrument of the research was reading test. It would consist of 15 sentences. Students had to read the English of these sentences. The test itself would be divided into two stages, pre-test and post-test. The pretest would be administered before applying the

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treatment while the posttest would be administered after applying the treatment. The allocation time for each test was one meeting (2x40 minutes).

The data was collected through the data analysis consist of scoring the students' answer. Than input to the table to the rate percentage of the students score obtained. After that, researcher put mean score, standard deviation, and t-test, the researcher by using SPSS statistics program version 21.0 application. To test the hypothesis, the researcher used two tailed hypothesis with $\alpha = 0,05$ and degree of freedom (df) = $n_1 + n_2 - 2$. The formula of statistical hypothesis as follow:

$$H_0 : \mu_1 > \mu_2$$

$$H_1 : \mu_1 < \mu_2$$

The alternative hypothesis (H_1) was expected and the null hypothesis (H_0) was rejected. Therefore, the researcher concluded that there was significance difference between the reading comprehension of the seventh grade students of SMPN 5 Parepare who are taught the use DRTA and those students are taught through number head together.

RESULT

Table 1: The frequency and percentage of reading comprehension of experimental class in pre-test and post-test.

No	Classification	Range	Pre-test		Post-test	
			F	%	F	%
1	Very Good	86-100	-	-	2	11.7
2	Good	71-85	-	-	6	35.2
3	Fair	56-70	3	17.6	8	47
4	Poor	41-55	6	35.2	1	5.8
5	Very Poor	<40	8	47	-	-
Total			17		17	

Based on the table above, it explains that most of the students in the experimental class got fair and poor classification in pre-test but in the post-test they got very good, good and fair classification, and was not any students got poor classification score. The result of the pre-test in experimental class is not suitable with what researcher expected

but in the post-test the researcher had seen an increasing score although there were four students got fair classification. It indicates that the students' achievement increased after being taught by using DRTA (directed reading thinking activity) as a media.

Table 2: The frequency and percentage of reading comprehension of control class in pre-test and post-test.

No	Classification	Range	Pre-test		Post-test	
			F	%	F	%
1	Very Good	86-100	-	-	-	-
2	Good	71-85	-	-	3	23
3	Fair	56-70	-	-	3	23
4	Poor	41-55	5	38.4	5	38.4
5	Very Poor	<40	8	61.5	2	15.3
Total			13		13	

The data in Table 2 indicated that the students reading comprehension after being taught by using DRTA (directed reading thinking activity) had improved significantly. There is different in post-test after giving treatment, the score of the students better for study in reading comprehension. Based on the classification of the pre-test in control class, it can be seen that of 13 students, 5 students (38.4%) got poor classification, 8 students (61.5%) got very poor classification. From the result of the pre-test above, it can be concluded that the reading comprehension of students is still low, so the researcher taught reading by using DRTA.

Based on the classification of the post-test in control class, it can be seen that of 13 students, 3 students (23%) got good classification, 3 students (23%) got fair classification, 5 students (38.4%) got poor classification, 2 students (15.3%) got very poor classification. From the result of the pre-test above, it can be concluded that the reading comprehension of students after taught use DRTA had improve significantly. It mean that the application of DRTA in teaching could effective in improved the reading comprehension of the students.

Table 3: The mean score and standard deviation of the students pre-test and post-test in experimental class.

No	The test of experimental class	Mean Score	Standard Deviation
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1	Pre-test	46.2471	9.55877
2	Post-test	69.7765	10.82454

Table 3 showed that the mean score and standard deviation obtained by the students in post-test was higher than the students mean score in pre-test. It indicated that the students reading comprehension was improving. Furthermore, the standard deviation of experimental class was reduced after getting the treatment through DRTA (directed reading thinking activity).

The table above shows that the pre-test mean score of students in experimental class was 46.2471 with standard deviation 9.55877. The post-test mean score of students in experimental class was 69.7765 with standard deviation 10.82454. it meant that the result of post-test had improved than pre-test.

Table 4: The mean score and standard deviation of the students pre-test and post-test in control class.

No	The test of control class	Mean Score	Standard Deviation
1	Pre-test	34.8308	17.24710
2	Post-test	55.3462	18.13586

The table 4 showed that the mean score and standard deviation obtained by the students in post-test was higher than pre-test. It indicated that students reading comprehension is also improving. Based on the two tables 3 and 4, it can be concluded that both students reading comprehension of experimental class and control class are improving, but in different classification. Most of the students in experiential class improved from fair classification to good classification, while, the students in control class are still in fair classification, it indicated that the improvement of the students reading comprehension in experimental class was higher than the control class.

The table above shows that the pre-test mean score of students in control class was 34.8308 with standard deviation 17.247110. The post-test mean score of students in

control class was 55.3462 with standard deviation 18.13586. It meant that the result of post-test had improved than pre-test.

Table 5: The hypothesis testing

Test	t-test value	t-table value
Pre-test	2.311	2.048
Post-test	2.716	2.048

The table shows that the significance value (2.048) is higher than the level of significance (0,05). It indicated that H_1 was accepted and H_0 was rejected. It means that DRTA strategy can improve the reading comprehension of the seventh grade students of SMPN 5 Parepare.

CONCLUSION

Based on the finding and the discussion above, the researcher concludes that:

Teaching reading by using DRTA (directed reading thinking activity) can improve the reading comprehension of the seventh grade of SMPN 5 Parepare. It was proved by the difference between pre-test and post-test result in experimental class and control class. While, the result of t test in post-test was 2.716 and t table was 2.048. It showed that value was greater than t table value. By correlating this result with the testing hypothesis, it indicated that null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted.

Based on the explanation, the researcher concluded the reading comprehension by using DRTA (directed reading thinking activity) was significant the reading comprehension of the students in SMPN 6 Parepare. It totally showed that the reading comprehension of the seventh grade students of SMPN 5 Parepare can improve significantly use DTRA strategy.

SUGGESTION

Based on the conclusion, the researcher gives suggestion as follows:

1. The result of the research to give helpful information to for English teacher in teaching English to improve the students reading comprehension.

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2. The teacher can use the DRTA (directed reading thinking activity) in teaching reading comprehension, so that they can improve their students reading comprehension.
3. The result of the research can provide a reference in the improvement of curriculum, especially the use of media in teaching reading.

For the next research, was the result of the research can be useful information to the next research.

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