THE IMPACT OF DIRECTED READING THINKING ACTIVITY STRATEGY TOWARD THE LEARNERS’ READING COMPREHENSION

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Abstract
This study investigated the impact of directed reading thinking activity strategy toward the learners’ reading comprehension. All participants were conveniently selected from the third year learners of English Department at University of Nusantara PGRI Kediri. Fifty six participants were assigned in two groups, with 28 learners in experimental group and the other 28 learners in control groups. To be determined, if the two groups have the same pace of reading comprehension or not, both of them took pre and post reading exams. Pre-test were administered before the application of experimental and control treatment, while post-test were administered after treatment. Quantitative method and experimental approach were applied in this present study and t- test was used to analyze the data. The analyzes resulted in the finding that the experimental group exhibited significantly better reading comprehension than the control group. Thus, it can be said that directed reading thinking activity strategy can impact the learners’ reading comprehension of the third year of English department at University of Nusantara PGRI Kediri.

Key words: reading, reading comprehension, DRTA strategy

Abstrak

Kata Kunci: membaca, pemahaman membaca, strategi DRTA
INTRODUCTION

In learning English, there are four language skills have to be mastered by learners, one of them is reading. Reading is a means of transferring information between the writer and the reader. It means that in reading there is a communication between the writer and the reader. Here, the reader tries to understand ideas that a writer has put it in the text. It is supported by Alyousef (2006:64) that:

“Reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or reading fluency. In this process the reader interacts dynamically with the text as he or she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).”

Furthermore, reading is the most important activity in the language class. It is not only as the source of information but also as a means of extending knowledge of the language. Farrell (2009:14) says that, reading is a complex process, because it involves both conscious and subconscious auctions by the reader. The actions that occur subconsciously cannot be seen by anyone.

In addition, Patel and Jain (2008:113) states,”Reading is an active process which consists of recognition and comprehension skill and reading is an important activity in life with which one can update the knowledge”. In other words, reading is a complex process of thinking in assigning meaning from the text and it is a process to understand the content of text and to get information. Thus, by reading readers can gain a lot of information, build their knowledge, solve a problem, open their mind and understand the writer’s ideas.

Furthermore, reading without understanding is useless and it cannot be separated from comprehension. Reader must comprehend the text in order to understand and interpret text. According to Brown (2001:306), “Reading comprehension is a primarily a matter of developing appropriate, efficient comprehension strategies”. It means that readers will be more easy to gain comprehension if they apply an appropriate strategy in reading the text and they will know how to make reading more fluent, effective and efficient. Meanwhile, Klingner, Vaughn and Boardman (2007:2) in (Anderson, Hiebert, Scott, & Wilkinson, 1985;
Jenkins, Larson, & Fleischer, 1983; O’Shea, Sindelar, & O’Shea, 1987) also say that “Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency”. It means that, reading comprehension is a complex process in which the reader uses his/her ability and also uses his/her previous knowledge to find information, get a gist of text, and understand the meaning of the words and also to get fully understand of text. In addition, the common way, however, is to view reading comprehension skills as being literal, inferential, evaluational or critical (Karlin, 1984 in Mistar, 1997). Literal comprehension refers to the ability to understand what is stated by a writer. While, inferential comprehension refers to the ability to go beyond what is stated directly, to understand what the writer means by probing for deeper meanings. Finally, evaluational or critical comprehension refers to the ability to make judgments about the ideas and information a writer offers.

In teaching learning process, the learners should be able to read the text to gain some information what they have been read and also followed by answering the questions given. To reach this goal, the learners should use reading strategies. In fact, most students only read the text that has been given to them and they do not use an appropriate reading strategy during reading, thus, they get some difficulties in reading comprehension such as: finding literal, inferential, and critical comprehension, for instance: they do not understand to find an important information stated in the text, find main idea and content of text, find implied information, they do not know the meaning of some words in the text, and could not make a good prediction of those words and the text about. The result is they cannot answer the questions well which is related to the text. Thus, the lecturer should help the learners to change their inefficient reading habits by teaching them using an appropriate reading strategy to make them interest to study the reading subject.

Out of the problems above, this research applies Directed Reading Thinking Activity as one of strategy in teaching reading to help the learners in understanding the text that they have been read. According to Ann and Freidman (2011:2), “The 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. In other words, Directed Reading Thinking Activity guides learners to make prediction about what will the writer says about the text and what will come next in text so it will enhance their reading comprehension. Directed Reading Thinking Activity is one of strategy can be used in teaching reading. moreover, McKenna (2002) cites that “DRTA is a teaching strategy used to introduce a reading selection and encourage students to form predictions as a means of making their reading more purposeful”. It means that Direct Reading Thinking Activity guides students to make predictions about what will the writer says about the text and what will come next.

Knowing that Direct Reading Thinking Activity is important and can influence the learners’ reading comprehension, the writer wants to know whether there is any impact of DRTA strategy toward learners’ reading comprehension of the third year of English department at University of Nusantara PGRI Kediri or not.

RESEARCH METHOD

The research design of this study was experimental research because it was intended to know whether or not there was a significant impact of directed reading thinking activity strategy toward the learners’ reading comprehension. The subjects were 56 learners of the third year of English Department at University of Nusantara PGRI Kediri. The choice of accessible subjects is under a certain consideration that they have studied English since they were in Junior High School for at least nine years. So they were assumed to have enough experience in learning English in terms of language skills (listening, speaking, reading and writing) and language component (vocabulary, grammar, pronunciation, etc).

Reading comprehension test was employed to collect the required data. The test was given in the form of pre-test and post-test. Pre-test was given in the experimental group and the control group. Then give experimental treatment to the experimental group by teaching reading
comprehension using DRTA strategy and the control treatment to the control group by lecturing and question and answer strategy. After that, give a post-test was given to assess the results of the treatments of both groups. To know the difference between the average score of the experimental group and the control group, t-test formula was used to analyze the data.

RESULTS AND DISCUSSION

Results

The result of learners’ reading comprehension before and after being taught using DRTA strategy in experimental group and control group in this study showed that the total score of pre-test in experimental group was 1995 out of 28 participants. The mean of pre-test can be counted from the total scores divided by number of sample. So, the mean of pre-test was 71,25. While the total score of pre-test in control group was 2005 out of 28 participants. Thus, mean of pre-test was 71,61. Moreover, the result of the study also showed that mean score of post-test in experimental group was 77,32. The total score of post-test was 2165 out of 28 participants. It means that the mean of post-test score was higher than mean of pre-test. Meanwhile, the mean of post-test in control group was 70,89. And the total score of post-test was 1985 out of 28 participants.

In addition, the score different of pre-test-post-test showed that the total score of pre-test in experiment class was 1995, and then total score of pre-test in control class was 2005. In addition, the total score of post-test in experiment class was 2165, and total score of post-test in control class was 1985. It means that student’s score in experiment class was increased. The minimum of D (total scoring posttest-pretest) is 0, and the maximum D is 20. The final result of $D^2$ in experiment class was 2600 and the final result of $D^2$ in control class was 2225.

Out of the result above, it can be seen that the mean different of pre-test and post-test score are in experiment class was 6,1 and the mean different of pre-test and post-test in control class was 0,54. While calculation of the number of standard deviation score in experiment class was 1568 and the calculation of the number of standard deviation score in control class was 2217. Furthermore, the result of calculating t-test was 2,542 and the degree of freedom (db) was
Directed Reading Thinking Activity (DRTA) strategy gave significant impact to the learners’ reading comprehension. It can be seen from the table differences level of significant from t-table and t-score bellow:

<table>
<thead>
<tr>
<th>Db</th>
<th>t-score</th>
<th>t-table 1%</th>
<th>t-table 5%</th>
<th>significant</th>
<th>Ho</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2.542</td>
<td>2.4</td>
<td>2.0</td>
<td>Significant</td>
<td>Rejecked</td>
</tr>
<tr>
<td>7</td>
<td>42</td>
<td>72</td>
<td>52</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the table above, the result of this research shows that t-score is 2,542 at the degree of freedom 27 and t-table is 2,052 at the level of significance of 5% (0,05) and 2,472 at the level of significance of 1% (0,01). It means that t-score (2,542) > t-table at the level of significance 5% (2,052).

The data showed that t-score was higher than t-table in the significance 5%. Therefore, the alternative hypothesis (Ha) is accepted and (Ho) is rejected. It can be concluded that DRTA (directed reading thinking activity) strategy has significant impact to the learners’ reading comprehension of the third year learners of English Department at University of Nusantara PGRI Kediri.

Discussion

According to the research finding above, it can be concluded that teaching reading using DRTA strategy has significant impact on the learners’ reading comprehension of the third year of English Department at University of Nusantara PGRI Kediri. There are some reasons why DRTA strategy has significant impact to learners’ reading comprehension. The first, the learners were interested to get this strategy in their classroom and they can concentrate during reading. So, they can read a text well. The second, they get easier in reading comprehension such as: finding literal, inferential, and critical comprehension, for instance: they understand to find an important information stated in the text, find main idea and content of text, find implied information, they know the meaning of some words in the text. The third, they can make a good prediction of the words and the text about based on the title or the picture given. DRTA strategy can make the students interest to the material because in DRTA, they can improve their imagination using vocabulary that they have. It is in line with Bayu’s explanation (2009) in Yulia M. N. & Siska (2014)
DRTA strategy helps students make predictions about the text and enable them to check their prediction while reading and then after reading. This shows students how to have self monitor as they read. The teacher introduces a reading, asks the students to predict what will happen next, and then has the students verify whether or not their predictions where correct. By guiding students thought, DRTA can foster reader's awareness of the texts and of their own mental process.

Directed Reading Thinking Activity is needed by students. This strategy also a very flexible strategy in that it can be used individually, with a small group, or with an entire class. Moreover, using the DRTA technique, students are guided through the process of sampling text, making predictions based upon prior knowledge and textual information, resampling text, and confirming or adjusting predictions in light of new information. This model has received increasing attention in recent years as teachers and researchers search for improved methods of increasing reading comprehension. This approach is frequently identified as an exemplary instructional activity for developing comprehension and critical thinking skills (Anderson, 1984; Tierney & Pearson, 1986 in Renn, Connie Eilar ,1999).

**CONCLUSION**

Based on the previous discussion, it can be concluded that Reading is a means of transferring information between the writer and the reader. Here, the reader tries to understand ideas that a writer has put it in the text. Thus, by reading readers can gain a lot of information, build their knowledge, solve a problem, open their mind and understand the writer’s ideas.

There are many interesting strategies that can be used by teacher in teaching reading. One of the strategy is DRTA strategy. DRTA is really appropriate in teaching reading so that the students are interested in the material that is given by the teacher and also it can arouse the students’ motivation in studying reading comprehension. By using DRTA, students will interest and they will concentrate while reading and try to understand the material easily. This strategy will help students to make predictions based on background knowledge and experience and then
evaluate the predictions after reading the text. In short, directed reading thinking activity strategy can impact the learners’ reading comprehension of the third year of English department at University of Nusantara PGRI Kediri.

REFERENCES


