

THE EFFECT OF USING DIRECTED READING THINKING ACTIVITY ON THE TENTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT AT SMA NEGERI 1 YOSOWILANGUN LUMAJANG

Gugus Narendra Dwi Androveda, Wiwiek Istianah, Bambang Arya Wija Putra
English Language Education Program, Language and Arts Department,
Faculty of Teacher Training and Education
The University of Jember
E-mail : gugusnarendra@gmail.com

Abstract

This article presents research findings on the effect of using Directed Reading Thinking Activity on the tenth grade students' reading comprehension achievement at SMA Negeri 1 Yosowilangun Lumajang. The population of this research was all of the tenth grade students of SMA Negeri 1 Yosowilangun in the 2014/2015 academic year. The research respondents were determined by cluster random sampling based on the result homogeneity test. The numbers of the respondents were 70 students, consisting of 36 students of grade X4 as the experimental group and 34 students of X8 as the control group. Reading comprehension test was conducted to get the main data of the research. The research data were analyzed by using independent sample T-Test (SPSS). The result of this research showed that there was a significant effect of using Directed Reading Thinking Activity on the tenth grade students' reading comprehension achievement. It was proven by the value of the significant column in the t-test table that showed the value of 0.002 which is lower than 0.05. This means that the null hypothesis (H_0) of this research was rejected. While the alternative hypothesis: DRTA strategy has a significant effect on the tenth grade students' reading comprehension achievement at SMA Negeri 1 Yosowilangun was accepted..

Key words: DRTA strategy, reading comprehension achievement

Introduction

Recently, English becomes the most important language, because most people in the world use it as a means of communication. In number of speakers as well as in its use for international communication English is one of the most important languages in the world (2). Some countries use English as a first language, another country use it as a second language, but there are also some countries use it as a foreign language, for example Indonesia. Indonesian government decides English to be a compulsory subject for students at junior high school and senior high school.

Teaching English at secondary school has to include four main language skills namely listening, speaking, reading and writing, (5). Those four skills should be taught in order the students are able to master the English well. In addition students should learn three

language components, namely grammar, vocabulary and pronunciation. From all of the aspects above reading is very important which requires effort, concentration and attention to master.

Reading in English as a foreign language (EFL) contributes an essential part in teaching learning activities. The students start almost all the activities in English class teaching learning activities by reading. In other words, reading almost dominates all the students' activities before having to master the other skills. Reading may a good way to practice your English if you live in non English speaking country (11). In addition he said that by reading we can learn recent facts, ideas and experiences. Reading is also one of the ways for getting information or even knowledge.

The goal of reading is to get required information from the text. In order to gain information from the text, students should be able to comprehend the messages or content from the text they read. Comprehension links the

readers prior knowledge to process new information in a written text (8). Comprehension links our knowledge with our expectation about the content of the text (14).

There are some strategies that can be applied by the teacher in teaching reading. One of the strategies that can make students become active reader is DRTA strategy. The purpose of DRTA provides readers with the ability to determine purpose for reading; extract comprehension, absorb information; use prediction while reading; suspend judgments and make decisions gained from reading" (4). This strategy makes the students become critical in reading. DRTA strategy helps students to read more critically with improved comprehension (8). DRTA can greatly activate students' prior knowledge and reduce students' reading anxiety (3). DRTA strategy also gives the students purpose to read the text. DRTA strategy has three steps that have to be implemented, they are predicting, reading, and proving. In the prediction step, the teacher asks the students to preview the text by studying title, picture or reading introductory paragraph then make predictions about the text. Then the students read some paragraphs of the text silently in the reading step. The last step is to prove student predictions whether their predictions is right or not.

From the explanations above it can be concluded that DRTA strategy gives the reader many ability in reading therefore the researcher was interested to know whether or not there is a significant effect of using (DRTA) strategy on the tenth grade students' reading comprehension at SMA Negeri 1 Yosowilangun Lumajang in the 2014/2015 academic year.

Research Design

The Design of this research was quasi experimental research with Post-Test Only Control Group Design. Some designs may consider quasi experimental research because some participants are not randomly assigned to condition (10). Only the experimental group given a treatment (10). In this research the experimental group was given a treatment, which is teaching reading by using DRTA strategy, while the control group was not given a special treatment that was teaching reading comprehension as usually applied by the English teacher. Then, after the treatment, post test was given to both groups to know the significant mean difference of the reading comprehension achievement between the experimental group and the control group.

SMA Negeri 1 Yosowilangun was chosen purposively as the research area because the English teachers at SMA Negeri 1 Yosowilangun never used DRTA strategy as the teaching aid to teach reading. Besides the headmaster and the English teacher gave the permission to the researcher to conduct the research.

Respondents in this research were determined by cluster random sampling, in which the researcher took two classes of the eight classes randomly. The respondents of

this research were the tenth grade students of SMA Negeri 1 Yosowilangun in the 2014/2015 academic year. The researcher needed two classes as the research samples. In taking the research samples, the researcher conducted a homogeneity test to the population (the tenth grade students of SMA Negeri 1 Yosowilangun Lumajang in the 2014/2015 academic year.

There were two kinds of data that were used in this research, namely the primary data and the supporting data. The primary data were collected from the scores of reading comprehension test while the supporting data were collected by using interview and documentation.

A good test should be valid and reliable. The achievement test was made based on the *KTSP 2006* for Senior High Schools to meet its content validity. While to know whether the test material was reliable or not the researcher conducted the try out.

In this research, there were three kinds of tests used to get the data. The tests were homogeneity test, try out test, and post test. All of the tests were objective tests in the form of multiple choices test, because the scoring was perfectly easy and managed the result was reliable (9).

The primary data were collected from the post test which were analyzed statistically by using t-test formula in SPSS software to know whether or not there was significant mean difference between the experimental group and the control group.

Research Findings

Based on the result of homogeneity test that was analyzed by using ANOVA, it showed that the population was homogeneous. The lottery was done directly after knowing the result of homogeneity test to determine the experimental group and the control group from the population. Based on the lottery, two classes were chosen, X4 as the experimental group and X8 as the control group.

After given a treatment the try out was conducted. The try out was administered to one class of the existing eight classes of the tenth grade SMAN 1 Yosowilangun which did not belong to the control and the experimental groups, that was class X2. The analysis of the try out was important to know reliability coefficient, difficulty index the time allocation, and the clarity of the instructions.

The analysis of coefficient reliability in this research used split half odd-even technique. The value of the whole items reliability was obtained by estimating the correlation of the two halves using the Spearman-Brown formula (15). From the estimation, the result of the score reliability coefficient was 0.74. It was considered reliable because the standard of the reliability coefficient of the teacher made test is ≥ 0.50 (13).

The analysis of difficulty index of the try out test showed that the proportion of test items fulfilled the requirement because 7 items out of 34 items were categorized as easy items (20,5%), 6 items were categorized as difficult items (17,6%), and the rest of the items were categorized as fair items (62%). The difficulty index was categorized as fair when the range was between 0.20 and 0.80 (6). From the result of the try out, there were 62% items which were categorized as fair

Dealing with the test instruction, the test instruction was understandable as all students understood the test instruction well. Dealing with the time, the researcher found that the time allocation for the try out was appropriate because the students were able to do all the test items within the available time. From the clarification above, it could be concluded that the test items did not need to be revised. Thus, the test for the post test administered to the participants was the same as the test of the try out.

Regarding the validity of the test, content validity was established in this test since the test materials were arranged based on the material stated in the 2006 School-Based Curriculum used at SMAN 1 Yosowilangun.

Post test was used to get the main data of this research. They were administered to obtain the data about the significant difference between the two groups. The post test result was analyzed statistically by using SPSS (*Statistical Package for the Social Sciences*) especially with Independent sample t-test formula to know whether the mean difference between the experimental group and the control group was significant or not.

Based on the output of Independent sample t-test by using SPSS program, the value of significant column of Lavene's test was 0.631 and that was more than 0.05 (confidence interval 95%). It meant that the variability of the experimental and control groups was equal. Consequently, the row that had to be read was the first row of t-test column table and ignored the second row. In the t-test column the value of sig (2-tailed) column was 0.002 it means it is lower than 0,05. Thus, conclusion can be drawn that there was statistically significant mean difference between the experimental and control groups or there was a significant effect between those two groups. It means that the null hypothesis (H_0) formulated: There is no significant effect of DRTA strategy on the tenth grade students' reading comprehension achievement at SMA Negeri 1 Yosowilangun in the 2014/2015 academic year was rejected. On the other hand, the formulated alternate hypothesis (H_a): There is a significant effect of using DRTA strategy on the tenth grade students reading comprehension achievement at SMA Negeri 1 Yosowilangun in the 2014/2015 academic year was accepted.

Discussion

The result of data analysis in this research proved that using DRTA strategy significantly affected the tenth grade students' reading comprehension achievement at SMA Negeri 1 Yosowilangun in the 2014/2015 academic year. This could be seen from the value of significance (2-tailed) that was less than 0.05 (confidence interval 95%) that was 0.002. It indicated that the result of t-test analysis was significant.

DRTA can help students develop critical reading skills and also help students to develop reading comprehension (8). DRTA helps students determine a purpose for reading, look over the text carefully and stay engaged until the lesson finished .

The effect of using DRTA strategy was supported by previous researchers who had documented evidence that DRTA strategy had a significant effect on the students reading comprehension achievement. The previous research done by (1) proved that there was a significant effect of using DRTA strategy on the secondary stage students reading comprehension achievement in Jordan. Another research was done by (7) entitled Improving Reading Comprehension through DRTA strategy. It was found out that DRTA was effective and suitable strategy in improving reading comprehension in terms of providing the students with opportunity to utilize reading strategies, to enhance self confidence, and to produce independent learners. Their researches applied the same strategy as that of this research but there were a difference in the material and design of the research. In short, the outcome of the present research supported the previous research findings on such topic, thus strengthen the theory saying that the use of DRTA strategy is effective to make students reading more effectively.

Conclusion

The result of the data analysis showed that the statistical value of significant column was lower than 0.05 (0.002). It could be concluded that the use of DRTA strategy had a significant effect on the tenth grade students' reading comprehension achievement at SMA Negeri 1 Yosowilangun. Considering the results of the research, some suggestions are given to the following people, they are: the English teachers of SMA Negeri 1 Yosowilangun are suggested to to apply DRTA strategy, besides the other strategies that have been already applied so far. The students of SMA Negeri 1 Yosowilangun are suggested to apply DRTA strategy in their study, especially in reading comprehension. They can use this strategy to make them more active in reading and to help them in comprehending the content of the text well. Based on the results, the future researchers are suggested to conduct a similar research with different aspect of investigation or different design.

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