



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

THESIS

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**ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2015**



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THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English
Education Program of the Language and Arts Education Department
Faculty of Teacher Training and Education Jember University

By:

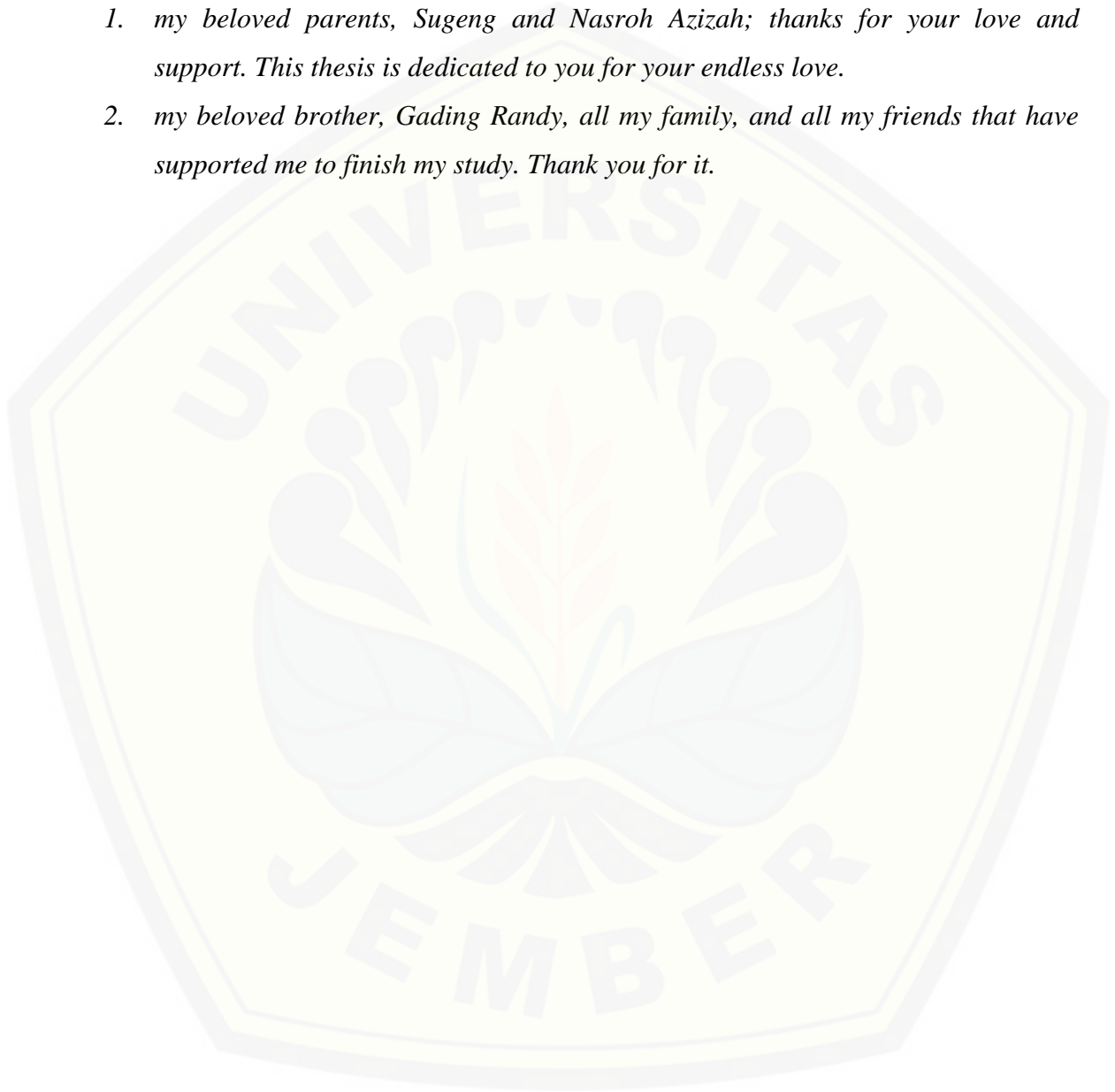
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DEDICATION

This thesis is honorably dedicated to:

- 1. my beloved parents, Sugeng and Nasroh Azizah; thanks for your love and support. This thesis is dedicated to you for your endless love.*
- 2. my beloved brother, Gading Randy, all my family, and all my friends that have supported me to finish my study. Thank you for it.*



MOTTO

A man only learns in two ways, one by reading, and the other by association with smarter people.

— Will Rogers



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Jember, 28 April 2015

The writer

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CONSULTANTS' APPROVAL

THESIS

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AT SMAN I YOSOWILNGUN LUMAJANG**

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I would like to express my greatest gratitude to Allah SWT for blessing and guiding me, so that I can finish writing the thesis entitled *“The Effect of Using DRTA Strategy on the Tenth Grade Students’ Reading Comprehension Achievement At SMA Negeri 1 Yosowilangun”*. In relation to the writing and finishing of this thesis, I would like to express the deepest thanks to:

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2. The Chairperson of The Language & Arts Department
3. The Chairperson of The English Education Study Programs
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I believe that this thesis might have some weaknesses. Therefore, any criticism and valuable suggestions from those who really want to improve the thesis will be appreciated.

Jember, 28 April 2015

The Writer

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SUMMARY

The Effect of Using Directed Reading Thinking Activity Strategy on the Tenth Grade Students' Reading Comprehension Achievement at SMA Negeri 1 Yosowilangun; Gugus Narendra Dwi Androveda, 090210401022; 2015:46 pages; English Education Program of Language and Arts Education department, the Faculty of Teacher Training and Education, Jember University.

In English language teaching reading is one of the skills that should be learned by senior high school students. There are many strategies that can be applied in teaching reading process. One of the strategies that can make student become active readers is Directed Reading Thinking Activity. DRTA is a strategy that provides students with many abilities. DRTA provides the students the ability to use prediction while reading, activates their prior knowledge, determines purpose of reading, and encourages reading the text. Therefore the researcher was interested in investigating whether or not Directed Reading thinking Activity (DRTA) strategy is effective as a new strategy in teaching reading for grade X of SMA NEGERI 1 Yosowilangun.

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 by lottery. based on the result of homogeneity test. The number of the respondents was 70 students, consisting of 36 students of grade X4 as the experimental group that was taught reading by using DRTA strategy, and 34 students of X8 as the control group that was taught reading by using Question-Answer strategy.

The main data of this research were obtained from the students' scores of reading comprehension test. The scores were analyzed by using independent sample T-Test (SPSS) program to compare the mean scores of reading comprehension test between two different groups after given treatments.

Based on the calculation, the result of t-test showed that there was a significant effect of using DRTA strategy 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 (confidence level of 95%). This means that the null hypothesis (H_0) formulated: "There is no significant effect of using DRTA strategy on the tenth grade students' reading comprehension achievement at SMA Negeri 1 Yosowilangun" was rejected, while the alternative 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" was accepted.

The research results proved that there was a significant effect of using DRTA Strategy on the tenth grade students' reading comprehension achievement at SMA Negeri 1 Yosowilangun. Therefore, it is recommended for the English teacher to use the DRTA as the strategy in teaching reading. Moreover, it is hoped that the result of this research can be used as a reference and information for future researchers to conduct a further research by different research design or dealing with similar topic in different aspect of investigation.

CHAPTER 1. INTRODUCTION

The use of DRTA (Directed Reading Thinking Activity) strategy is effective to help students reading comprehensively. Theories on its effectiveness are strongly in support with the claim. This quasi experimental research focused on the use of DRTA and whether it has an effect or not on the grade X students at SMAN 1 Yosowilangun. Students' reading comprehension was measured after they were taught reading with DRTA Strategy. This chapter presents some aspects related to the research topic which includes background of the research, problem of the research, objective of the research, and the significance of the research. The aspects are highlighted respectively in the following parts.

1.1 Background of the research

Recently, English becomes the most important language, because people all over the world use it as a means for communication. Baugh and Cable (2002:3) state that in number of speakers as well as in its use for international communication English is one of the most important languages in the world. 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, (Depdiknas; 2006). 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 and the other skills, such as:

listening speaking and writing are interconnected. As stated by Grellet (1996:8) reading and the other skills cannot stand by itself.

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. Mikulecky and Jeffries (1996:1) confirm that "reading may a good way to practice your English if you live in non English speaking country". 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. McNamara (2007: xi) states that "comprehension refers to ability go to beyond the words, to understand the ideas and relationship between ideas conveyed in a text". Gillet and Temple (1990:260) emphasize that comprehension links the reader's prior knowledge to process new information in a written text. A reader who has a good reading skill is the reader who can comprehend topic, main idea, specific and general information from the text.

The teacher has to choose suitable strategies which depend on situation faced by the teacher in delivering the material of reading. There are some strategies that can be applied by the teacher to teach reading. One of the strategies that can make students become active readers is Directed Reading Thinking Activity. This strategy is effective in constructing students' comprehension on the material given because DRTA provides students with many abilities. Bos and Vaughn (1991:166) state that "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". This strategy makes the students become critical in reading. Gillet and Temple (1990:267) confirm that DRTA strategy helps students to read more critically with improved comprehension.

Barera, et.al (2006) point out that DRTA is widely recommended in the popular teaching literature. Further, he also writes the other advantages of Directed Reading Thinking Activity (DRTA) strategy. DRTA can greatly activate students' prior knowledge and reduce students' reading anxiety. DRTA strategy makes the students become active readers because they are directly involved in the discussion to discuss their predictions whether it is right or not. The student will encourage reading the text and will have critical thinking skills in reading.

The previous research related to the use of Directed Reading Thinking Activity (DRTA) strategy was conducted by Draehim (1986) in Barrera, et al (2006) who investigated the effects of instructional strategies or combinations of strategies on college students. The strategies included Directed Reading Thinking Activity (DRTA), mapping, DRTA+ Mapping, and reading for main ideas and underlining. The finding showed that the students who were taught the DRTA + mapping strategy could recall and used the largest number of main ideas.

A classroom action research on the use of DRTA has been conducted by Erliana (2011). In this research, 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. From the evidence above, it can be said that DRTA strategy is useful and effective strategy for the students who have problems in understanding or even comprehending a text.

Dealing with the explanations above, the researcher was interested in investigating whether or not Directed Reading thinking Activity (DRTA) strategy is effective as a new strategy in teaching reading for grade X of SMA NEGERI 1 Yosowilangun. The tenth grade students in SMA Negeri 1Yosowilangun had Problem in reading texts. Their problem was caused by inability to understand the meaning of unfamiliar words and had difficulty to get main idea from the text. Based on the interview done in preliminary study with the English teacher of SMA Negeri 1 Yosowilangun, Mr. W,S.Pd on August 15th 2014, it can be reported that this

strategy has never been applied. The teacher usually used Question and Answer strategy in English reading class. Therefore, the researcher was interested in applying the experimental research entitled *“The Effect of Using Directed Reading Thinking Activity (DRTA) Strategy on the tenth grade students’ Reading Comprehension Achievement at SMA Negeri 1 Yosowilangun.*

1.2 Problem of the Research

Based on the research background and rationale stated above, the research problem is written in this question. “Is there any significant effect of using Directed Reading Thinking Activity (DRTA) strategy on the tenth grade students’ reading comprehension achievement at SMA Negeri 1 Yosowilangun Lumajang in the 2014/2015 academic year?”

1.3 Objective of the Research

Based on the problem of the research, the research objective was to know whether or not there was a significant effect of using Directed Reading Thinking Activity (DRTA) strategy on the tenth grade students’ reading comprehension at SMA Negeri 1 Yosowilangun Lumajang in the 2014/2015 academic year.

1.4 The Significance of the Research

The results of the research were expected that DRTA strategy will be useful for many people, especially for the English teacher, the students and the other researchers.

1.5.1 The English Teacher

The results of the research were expected to be useful as information or input for the English teacher to design his class activities in teaching reading, especially by applying Directed Reading Thinking Activity (DRTA) strategy, to optimize student abilities in reading comprehension.

1.5.2 The Students

The results of the research were expected to be useful for the students to have new learning experiences in applying Directed Reading Thinking Activity (DRTA) strategy, to solve their problem in reading and, at last, they will enjoy reading English text.

1.5.3 The Future researchers

The results of the research were expected to be useful for other researchers as information or reference to conduct further research by using different research design by applying Directed Reading Thinking Activity (DRTA) strategy, such as classroom action research to improve the students' reading comprehension achievement to different level of students at different schools.

CHAPTER 2. RELATED LITERATURE REVIEW

This chapter deals with the underlying theories related to the teaching reading by using Directed Reading Thinking Activity (DRTA) strategy. This chapter covers the theory of reading comprehension in (ELT) English Language Teaching, reading comprehension achievement in ELT, narrative text in ELT, the definition of DRTA strategy, the advantages and disadvantages of using DRTA strategy, the steps of teaching reading by using DRTA strategy, and the research hypothesis. The theories of this research are presented in the following sections respectively.

2.1 Reading Comprehension in ELT

Reading is defined in many different ways. Reading is an activity which requires an interaction between the reader and the text in order to find out the meaning of the text. According to Rivas (1999:12) reading is an “interactive model” mean is that “it is an interaction between the reader and the text”.

Stuart et al. in Oakhill and Roger (1999:109) state that reading can be defined as process of getting the content of written text. In line with this idea Romero and Romero (2008:2) pointed out that reading is a process of making sense the text in printed page. Reading is well known as an active process rather than passive. Grellet (1996:8) confirms that reading is an active process because our brain is actively predicting and finding the answer to our own question to understand the content of the text. In addition, Carel et.al (1995:1) state that “reading is not passive, but rather an active, and in fact interactive process”. The students should activate their prior knowledge in order to understand the material given. Schneider and stern in Dumont et.al (2010:73) state that people try to understand the information they never read or heard by correlating the text with their prior knowledge.

Reading cannot be separated from comprehension. Comprehension is the process of correlating words, sentences, and paragraphs to construct meaning from

the text. Hennings (1997:269) confirms that comprehension requires through understanding words, sentences, paragraph meaning even complex meaning. Smith (2004:13) emphasizes that comprehension links our knowledge with our expectation about the content of the text. Tovani (2000:17) states that reading comprehension is the process of thinking for meaning. Reading must always be a process of getting meaning and therefore it needs understanding.

From the explanations above, it can be concluded that reading comprehension is a process of understanding the content of reading text by constructing meaning from the text. In reading comprehension the students should comprehend word comprehension, sentence comprehension, paragraph comprehension, and finally text comprehension.

2.1.1 Word Comprehension

Word comprehension is the basic level of reading comprehension. Wood (1991:125) argues that to get the sense of the whole text the first part is by identifying the small unit of meaning. The students will be easier to comprehend the text if they know the meaning of words. The students might get difficulty and discourage to comprehend the text if they do not know the meaning of a word from the text.

To understand the text, students should get appropriate meaning of the words used in the text. The student might misunderstand the text if they do not know the word meaning. Then the students should be able to decode individual words and construct it meaning from the text. In line with this idea, Oakhill and Cain in McNamara (2007:47) state that the child should be able to decode single word to be successful in comprehending the text.

2.1.2 Sentence Comprehension

After comprehending word the next step is comprehending sentence. According to Wood (1991:151) the tiniest part in the text that we read that represents whole idea is called sentence. McWhorter (1989:86) states that there are four ways to

understand important information in a sentence: Identifying key ideas, locating details, knowing how ideas are combined in a sentence, and reading complicated sentence.

2.12.1 Identifying key idea

Key idea refers to an idea in the sentence. Every sentence at least has one key idea. McWhorter (1989:86), explains that each sentence has a key idea which is divided into two parts, a subject and a predicate. In addition he suggests, finding the key idea, the readers should consider the questions. 1. What is the sentence about? (asking the subject) 2. What is happening in the sentence? (asking the verb).

For example: Jane went to London yesterday. In the example above, the words “Jane and went” are the key idea. The simple subject of the sentences is “Jane”. It tells us about who the subject in the sentence. Then, the simple verb is “went”. It tells about what the subject did. The rest of the sentence gives information about the verb.

2.1.2.2 Locating Details

After identifying the key idea, the next step is understands a sentence to see how the details affect its meaning. Most details can add or change the meaning of key idea. McWhorter (1989:88) suggests that the reader should consider such question such as what, where, which, when, how, or why”, each gives more explanation about subject and predicate.

For example: Sam drove his car to Toronto last week
 ↓ ↓ ↓
 What Where When

The details of the sentence give more information about the predicate by telling what Sam drove, Where Sam drove, and When Sam drove.

2.1.2.3 Combining Ideas into sentence

McWhorter (1989:89), states that sometimes some sentences that have more than one idea can be united into one sentence.

For example: Some students read the entire assigned chapter, some students wrote an outline of each.

Further, McWhorter writes that there are two ways of combining two ideas into sentence.

1. The two ideas may be connected with a comma and connecting word. These are: and, but, or, nor, so, for, and yet.

For example: Television is entertaining, and it is educational

2. Two ideas may also be joined using a semicolon.

For example: Television is entertaining; it is also educational.

2.1.2.4 Reading Complicated Sentence

As quoted by McWhorter (1989:93-97) “many sentences are short, direct, and straightforward, and are easy to understand. Others are long and complicated”. He states the types of complicated sentences as follows:

1. Reversed Order Events

Most sentences present ideas in chronological order as in the following sentence:

After class, I went to the bookstore.

However, some sentences do not follow this order. Instead, the order is reversed:

I went to the bookstore after class.

When reading reversed order sentences, stop and establish the correct order of events before continuing to read. For example:

The industrial workers became union member workers whereas before they were independent.

(McWhorter 1989:96)

Here, the thing that should be done is transforming the sentence by thinking: “The workers were independent, and then they became union member workers”.

2. Split Subject and Verb

In most sentences, the subject and the verb immediately follow one another, such as the following sentence:

Effective managers share a number of common characteristics.

(McWhorter, 1989:97)

In some sentences, the subject and verb are split. Additional information is placed between them, and the sentence becomes more difficult to read, for example:

Managers, who are powerful and successful in controlling the actions and behavior of others, share a number of common characteristics.

2.1.2.5 Pronoun substitution

McWhorter (1989:98) states that “complicated sentences use pronouns such as, he, she, they, this and the instead of the words they stand for”. Pronouns serve as substitutes for other words or phrases in the same sentence or in previous sentences.

For example:

- 1) Regardless of the problem the two senators faced, they always voted the same way.

In this sentence the pronoun “they” have substituted for the phrase “the two senators”.

2.1.3 Paragraph Comprehension

The next step after comprehending sentence is comprehending paragraph. The students have to relate one sentence to another to comprehend the text and to get the main idea from a paragraph. Wong (1999:366) states that a group of related sentences that explain one main idea and discusses particular topic called paragraph. A paragraph consists of main idea or point with supporting detail. In line with this idea Langan (2008:11) defines that paragraphs usually contain a point and supporting details that give more detail about the main point. Wood (1991:151) points out that

most paragraphs usually contain several sentences and one of these sentences is a topic sentence introducing the main idea in a paragraph.

The students should be able to identify the topic sentence, supporting details and summarize the concluding sentence. McWorther (1989:102) states that paragraph comprehension is a series of related sentences discussing single topic. It has four essential parts namely topic, main idea, details. Each part will be discussed below.

2.1.3.1 Identifying Topic

A topic sentence is a sentence in a paragraph that states the main idea. To find the topic sentence in a paragraph, the students should know the most general sentence in the paragraph and know the location of it. McWhorter (1989:107) confirms that the topic sentence can be located anywhere in the paragraph. It can be located at the beginning of the paragraph, in the middle, or at the end of the paragraph. Most often the readers can find the topic sentence when they start to read the beginning of the paragraph (McWhorter 1989:107). When the topic sentence is clearly stated in the beginning of the paragraph, the student will comprehend what the paragraph is about. Here is an example of topic sentence:

I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practiced hard with my teacher for a month. We also prepared the best costume we had.

(“Priyana et al” 2008: 9)

The first sentence in the paragraph above is the topic sentence.

2.1.3.2 Recognizing Supporting Detail

Every reading material is the combination of a topic sentence and supporting details. To understand the paragraph the students should understand supporting details of the paragraph. According to McWhorter (1989:113), supporting details are

a series of sentences that support a main idea, it contain facts and ideas. The following is the example of supporting details:

Every April 21th people in Indonesia commemorate the Kartini day. It is a beautiful day for the woman because we celebrate the birth of a great lady Ra.kartini. Everyone knows who Kartini is. She is our national heroine and a great lady with the bright idea.

(“Doddy et al”, 2008:20)

The first sentence in the paragraph about is the topic sentence. The rest of the sentences in the paragraph above are supporting details.

2.1.3.3 Concluding Sentence

A Concluding sentence is the last part of the paragraph and emphasizes that the paragraph is finished. Wong (1999:366) indicates that when paragraph finished the last sentence that summarizes the main idea is called a concluding sentence. A concluding sentence restates the idea that has been discussed in the main idea of the paragraph.

2.1.4 Text Comprehension

Bernhardt (2011:7) defines reading comprehension “as the process simultaneously extracting and constructing meaning through interaction and involvement with written language”. It means that to understand the content of a text, students should comprehend words, sentences, and paragraphs in the text. From the explanation, it can be stated that text comprehension needs a whole understanding of the text, not only having word and sentence comprehension but also paragraph and text comprehension.

2.2 Reading Comprehension Achievement

To know whether students comprehend the text well, it is common that by the end of the course they will be given a test in order to know their achievement. Related

to achievement, Hughes (2003:12) explains that achievement is a test designed to know how good students at fulfilling the objective of the course. So, it is clear that reading comprehension achievement deals with the level of students' ability in comprehending a text in the form of test score.

The student's reading comprehension achievement in this research indicated by the students' test scores after they were taught reading comprehension by using Directed Reading Thinking Activity strategy (henceforth DRTA). The test dealt with comprehending word, comprehending sentence, comprehending paragraph, and comprehending text. Meanwhile, the text used in this research was narrative because it was one of the texts that should be taught for the tenth grade students. Another reason why the researcher used narrative text because it was expected by reading narrative text students will be more imaginative. Richardson et al (2009:110) confirm that using DRTA strategy, the students will be encouraged and imaginative when they predict what will happen in the fiction as compared with reading nonfiction because nonfiction material usually states about technical thing and facts. Bruner (2011:56) states that although DRTA strategy can be modified for nonfiction, it is easily implemented with fiction. This statement indicates that student can predict easier of fiction material rather than nonfiction. Thus this research used reading material of narrative text.

2.3 Narrative Text in ELT

According to the 2006 School Based Curriculum Senior High School; reading can be classified into some genres, namely narrative, news item, anecdote, hortatory exposition, analytical exposition, descriptive, procedure, recount, report, commentary, discussion, and explanation. In this research, the researcher used narrative text because this type of text was taught to the tenth grade students of junior high school. Beside, DRTA strategy is suitable to be applied for narrative text than any other text types.

Narrative text is an imaginative story to entertain people. It means that narrative text is the genre of text that tells a story to the reader to amuse them. Montgomery et al, (2006:251) define that narrative is a story contains some related events in sequence. Narrative text usually uses past tense and often present tense when it is in conversation or in direct speech. Meanwhile, there are three generic structure of a narrative text, namely orientation, complication(s), and resolution(S).

1. Orientation : Set the scene and introduces the paragraph
- 2 Complication(s) : A crisis arise, the main character is faced a problem.
- 3 Resolution(s) : This part tells the problem which is resolved, for better or worse.

(“Doddy et al”, 2008:50)

Narrative text can be found in fable, folktale, fairy tale, and legend. Fable is known as a moral story that gives the readers a message and suggestion after reading it; the characters in fable are about the animal that is considered as human being. Folktale itself is a social story that is told by many people from the old generation to the young generation. It is most similar with fairy tale definition, but the characters in fairy tale are usually about a prince and princess, fairies and giant. Meanwhile, legend can be defined as past story that there is no fact about the truth. Here is the example of narrative text:

Queen Aji Bidara Putih

Orientation	Muara Kaman lies along the Mahakam River, in eastern Borneo. In the past the area was a kingdom ruled by Queen Aji Bidara Putih. She was a typical queen of myths: beautiful, wise, and sensitive. Many princes and kings proposed to her but she always refused them because she was more concerned with ruling her country and guarding her people.
Complications	One day, a chinese boat came to eastern Borneo. First, the people thought it was a merchant ship but the boat was loaded with trade goods and highly trained soldiers. Their envoys brought gold and porcelain to announce the marriage proposal from a prince of China. The queen did not refuse instantly and replied that she had to ponder the proposal first. After the envoys left the palace, the queen called a court officer and ordered him to infiltrate the chinese boat to gather

	<p>information on the prince.</p> <p>When night came the officer sneaked onto the boat, and finally found the prince's room. The large door would not open and he could not find a peek hole, so the officer put his ear to the wall, trying to catch sounds from inside. He heard that the prince was having his dinner and the noise of his chewing and slurping surprised the officer. It was like a boar that he had once heard when he was hunting.</p> <p>He quickly left the boat and returned to the palace. He reported that the prince must have been a phantom, not a human. He believed that the phantom could be in a human's form only during the daytime. The queen was so surprised and got angry. On the next day, she refused his proposal.</p>
Resolution	<p>The enraged prince ordered his troops to raid Muara Kaman. The battle was won by the prince's huge band of troops. As they drew near to the palace, Queen Aji Bidara Putih chewed a leaf of betel vine and sang a mantra while holding it. When she threw it at the chinese troops, it turned to giant centipedes. The chinese troops started to retreat but three centipedes chased them and sank the boat. The site of the sunken ship is now known as Danau Lipan (Lake of Centipedes) with chinese treasure hidden on the bottom of the lake.</p>

(“Priyana et al” 2008: 94)

2.4 Directed Reading Thinking Activity Strategy

DRTA is a reading comprehension strategy useful to guide the students in the process of reading text by understanding and by thinking over the reading text. Walker in Westwood (2001:59) defines DRTA as a strategy purposed to give children experience in predicting what the writer is thinking, reading the text to confirm or refute the predictions and elaborate upon responses”. DRTA strategy makes students encouraged to read the text and remain engaged through the lesson. As Bruner (2011:56) said that DRTA helps students determine a purpose for reading, look over the text carefully and stay engaged until the lesson finished. Richardson et al (2009:109) affirm that “DRTA is important because it teaches correct reading process: predicting, reading, and proving that the reading has occurred”.

Westwood (2001:59) points out that in order to perform DRTA strategy successfully during the teaching and learning process of reading, students have to follow some steps of DRTA process. Process of DRTA involves the reader three basic steps: predicting reading and proving (Westwood: 2001; Gipe ; 2012)

DRTA strategy is also a strategy that gives students enough time to think while they are reading in order to build their critical thinking. As viewed by Gunderson (2009:137) the foundation of DRTA as an instructional strategy in reading that develops critical thinking. In line with this idea Gillet and Temple (1990:267) state that DRTA develops critical reading and thinking by predicting possible story events and outcomes, then reading to confirm or disapprove their hypothesis. The critical thinking means they have to relate what they have already known with new information they read in the text. What is already known is called prior knowledge or background knowledge. Through DRTA strategy the students become active readers. Brunner (2011:57) affirms that DRTA strategy requires active participation from the reader. The students will be encouraged to know or recall what they have already known about the topic then start to make predictions about what they will read, confirm, revise, or reject predictions through reading the text. This strategy can monitor the students' comprehension while they are reading such as making predictions before reading the text, confirm their previous predictions while reading text and to prove predictions after reading the text.

In summary, DRTA strategy will be useful for the students to comprehend the reading text deeply because they directly involved in the discussion after they have read the text. More importantly students become active readers by making predictions and finding information to confirm their predictions. All of the three steps of DRTA will be applied in this research.

2.4.1 The Steps of Directed Reading Thinking Activity (DRTA) Strategy

As stated before, DRTA is reading comprehension strategy that contains three main steps, namely predicting step, reading step and proving step. Westwood (2001:59) explains the steps as follows.

1. Predicting some of the information.
2. Reading the text carefully, with prediction and questions in mind.

3. Being able to prove, with evidence from the text, any conclusions made from reading.

Similarly Gipe (2012) explains that DRTA has three steps namely predicting, reading and proving. Each step has the activity as follows:

1. In the Predicting step, the teacher asks the students to preview by studying either picture or reading title of the text. Then the teacher asks the students to make predictions about the content texts.
2. In reading step, the students read some paragraphs or pages of the text silently.
3. The last step is to prove students predictions whether their predictions are correct or not.

The steps should be repeated several times until up to the end of the text. Dunston and Headley in Guzeti (2002: 134) state the process of predicting, verifying, and proving links the students' background knowledge with the text. Each step of DRTA will be discussed in more detail as follows.

2.4.1.1 Predicting Step

In the first step, the teacher sets the students predictions for reading and helping them to think about what they are going to read before starting. The first step is important before doing the following steps. Gunderson (2009:134) says that the most prominent feature of DRTA is that the students are encouraged and enthusiastic to make predictions. The students learn to predict what they are going to read. Prediction refers to any speculation about the content of reading text.

Richardson et al (2009:108) state that "Predicting prepares the reader for comprehension". In addition he said that prediction gives the students purpose to read the text. Gillet and Temple (1990:267) say that prediction links the prior knowledge with the new information coming in. By making predictions the students will be more ready to read the text. Prediction can be made from many ways. Making prediction can be made from title clue, picture clues or reading the first sentence, paragraph or

page. During this step, the teacher's role is to both activating background knowledge and stimulating thought by asking questions to the students.

In prediction step, the students need the teachers' help and guidance to construct their predictions. The teacher can help them by giving questions to activate their prior knowledge. Westwood (2001:60) points out that the teacher involvement is mainly to ask focusing questions to activate students' prior knowledge and to stimulate thinking. The teacher should guide the students in order their predictions make sense. Medina and Pilonieta in Schum (2006:241) confirm that it is important to have students to verify their predictions or give a reason why they think their prediction is reasonable. Further, Gipe (2012) suggests the teacher should use key questions in revealing the students' predictions about what they will read, such as: "What do you think this story (chapter, section) with a title like this may be about?" or "What do you think might happen in this story?" or "What do you think you might read about in this chapter (section)?" After delivering several questions, it is expected that students can make their own predictions related to the content of the reading materials given by the teacher. In order the students predictions is reasonable the teacher asks question such as: "Why do you think so".

Putting into one, it can be concluded that the value of DRTA is to make predictions before reading, requiring students to make predictions, encourage the use of context clues and establish a purpose for reading. This step requires students to use background knowledge to set purposes for reading. Verifying predictions while reading extends thoughts and promotes interactive learning.

2.4.1.2 Reading Step

After the students have their purposes established and predictions are set, the students read the text. Richardrson et al (2009:109) states that "teacher encourages readers to make prediction about specific portions of the text and then read the appropriate portions to confirm or alter their predictions". The students are required to read the text silently to verify accuracy of their predictions. They keep reading

until they find information which is related to their predictions and can judge whether their predictions correct or not. They can refine their wrong predictions with a new hypothesis in guided silent reading. Therefore, guided silent reading activity is the students' activity of reading the text or passage silently in order to confirm their predictions that have been formulated in the predicting step. This step also needs the teacher's guidance, especially when the students find unfamiliar words or some terms are culturally different.

2.4.1.3 Proving Step

The last is proving step. After the students read and find their predictions, in this step, the students have to prove their predictions whether it is right or wrong. The students' precise predictions verify the accuracy of their predictions by finding statements in the text and reading them orally to the teacher. Gipe (2012), suggests some questions that will be used to prove students' predictions are divided into three categories. The first is key questions as "Do you find the answer of your question?" .The second key question is considered as questions to prove the point, such as:"Read the line to prove it." or "Read the line that gave you this idea." The last key question for redefining purposes, such as;"What do you think now?" or" What do you think will happen next?" In conclusion, such questions help students to interact intensively with the reading text and finally develop their comprehension.

2.4.2 The Advantages of Directed Reading Thinking Activity (DRTA) Strategy on Teaching Reading

Applying DRTA strategy in teaching reading can give some advantages to students in comprehending reading text. According to Bos and Vaughn (1991:166), "DRTA strategy can activate student's prior knowledge and helps them paraphrase what they have read". The teacher can activate the students' prior knowledge by asking some questions (open-ended questions) about the title or picture by reading the first sentence, paragraph or page to make prediction before reading. Each step in

DRTA strategy provides students an effective way in comprehending an English reading text.

DRTA helps the students to understand each segment of paragraph. Richardson et al (2009:108) emphasizes DRTA is an activity that helps students understand every part of the text, and can help them figure out the next paragraph in the text. DRTA strategy makes students understand each segment of text because the material is divided into manageable units. DRTA strategy makes student involved actively in predicting the text, finding information to confirm or refute their predictions. Dunston and Headley in Guzeti (2002:135) state that “DRTA strategy engages student in active reading and thinking and places the teacher in the role of facilitator”. In DRTA strategy the teacher role is to help the students in predicting the text, reading the text, and prove their predictions in order to make the students become active reader.

2.4.3 The Disadvantages of Directed Reading Thinking Activity (DRTA) Strategy on Teaching Reading.

First DRTA strategy is only useful if students had not read or heard the text being used. It means that when students are given a familiar text, it will be useless because they have already understood the text. In line with this idea Gunderson (2009:134) confirms that the student should never read the material before, so they can apply the three steps of DRTA completely. To solve this problem the researcher consulted the material to the English teacher to confirm whether the material had been taught or not. Based on the English teacher the material that was used by the researcher had never been taught before in teaching English.

Classroom management may become the second problem. The class can be noisy when each student wants to say their prediction and proves about their prediction.

To avoid this problem, in this research the researcher divided the students into groups of four, sitting face to face. The researcher pointed to the student or the

representative of the group to say their prediction after they had discussed with the group members. By doing this the students would not be noisy again and finally the teaching learning process would be effective.

2.4.4 The Application of Directed Reading Thinking Activity (DRTA) Strategy in teaching Reading Comprehension.

The procedure of DRTA strategy follows the phases in teaching reading. According to Rivas (1999:15) "One instructional outcome of interactive models of reading is the outcome of exploitation of reading materials in a three phase approach: pre-reading, while-reading, and post-reading". The students will make predictions in the pre-reading phase, and be active in while-reading phase, and prove their prediction in post-reading phase.

2.4.4.1. Pre- Reading Phase

Pre-reading activity is very essential activity in teaching reading since it connects between the students' prior knowledge and the information in the text. In this phase, the teacher activates the students' prior knowledge by showing or reading any clues stated in the material before the student read it. In DRTA, the teacher activates the students' prior knowledge by giving them some questions to make predictions. It can be done by showing pictures or reading the title or reading the first sentence, first paragraph or first page of the material. By doing those activities, the students will easily formulate their predictions and the teacher should monitor the students to recognize whether they need help or not in formulating their predictions.

2.4.4.2. While Reading Phase

In this phase, the teacher asks the students to think their predictions before they read the text. Then, the students try to find any information available in the materials that can support or reject their predictions. Besides, the teacher should be

ready to offer a help, especially when the students find difficulties in understanding the meaning of unfamiliar words or some idiomatic expressions.

2.4.4.3. Post Reading phase

The last phase in teaching reading covers verifying about all predictions and reformulates the incorrect ones. Besides, the student that pointed as representative of the group is required to state information that supports the correct predictions by reading the approved prediction aloud.

Based on the explanations, it can be concluded that the procedures of suggested above are similar with that of DRTA strategy activities. Indeed, DRTA strategy can be applied in teaching and learning process by using this three teaching reading phase.

2.5 Research Hypothesis

There is a significant effect of using Directed Reading Thinking Activity (DRTA) strategy on the tenth grade students' reading comprehension at achievement SMAN 1 Yosowilangun.

CHAPTER 3. RESEARCH METHOD

This chapter presents the research methods applied in this research. The research methods consist of research design, area determination method, and respondent determination method, operational definition of key terms, data collection method and data analysis method. Those research methods are presented in the following sections respectively.

3.1 The Research Design

The Design of this research was quasi experimental research with Post-Test Only Control Group Design. Jackson (2010:144) states that some designs may consider quasi experimental research because some participants are not randomly assigned to condition. The design was chosen because the researcher wanted to know whether there is a significant effect of Directed Reading Thinking Activity (DRTA) strategy on the tenth grade students' reading comprehension achievement at SMAN 1 Yosowilangun. The research population was the tenth grade students of SMAN 1 Yosowilangun. Two groups or classes were chosen as the research sample. The first group was the experimental group and the second group was the control group. The research design can be illustrated as follows:

Matching Only Posttest Only Control Group Design

Treatment group	<u>M</u>	<u>X</u>	<u>O</u>
Control group	M	C	O

(Fraenkel and Wallen, 2008:276)

Notes:

M: Respondents

X: Treatment to the experimental research

C: No treatment

O: Post-test

Jackson (2010:144) states that only the experimental group given a treatment. 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, posttest was given to both groups to know the significant mean difference of the reading comprehension achievement between the experimental group and the control group.

3.1.1 The Steps of the research Design are as follows:

1. Administering homogeneity test in the form of reading comprehension test to the tenth grade students of SMAN 1 Yosowilangun. The result of homogeneity test showed that the value of significant column was 0, 125 or the significant value was more than 0, 05. It means the population was homogeneous.
2. Determining the experimental group and the control group randomly by using lottery. Class X4 was chosen as the experimental group and X8 as the control group.
3. Giving treatment to the experimental group that was, teaching reading by using DRTA strategy, while the control group was taught by using Question-Answer strategy.
4. The treatment to the experimental group was conducted in two meetings and the control group was taught reading without the treatment also in two meetings. Every treatment took 90 minutes.
5. Administering a try-out test material to establish the reliability of the test items, the difficulty index of the test items, the time allocation, and the test instruction. The try out was given to one of the classes which was not included as research respondents.
6. Giving post test to both of the classes to know the result of the treatment given.

7. Analyzing the result of post test by applying the independent sample t-test with significant level of 5% to find out the mean difference of the two groups. Then they were compared to know whether there is significant effect or not of teaching reading by using DRTA strategy on the students' reading comprehension achievement.
8. Drawing conclusion from the data analysis result to answer the research problem.

3 1.2 the Components of the Experimental Group and the Control Group

No	Components	Experimental	Control Group
1	Materials	Narrative text	Narrative text
2	Task	Multiple choice exercise	Multiple choice exercise
3	Media	Single Picture	Single Picture
4	Time Allocation	2x45	2x45
5	Teacher	The researcher	The researcher
6	Teaching strategy	DRTA strategy	Question –Answer Strategy

3.2 Area Determination Method

Area Determination method is a method to decide where the research is conducted. The area in this research was determined by using purposive method. Mcmilan (1992:76) defines that purposive method is a method in selecting the subject of the research that provides the best information about the topic. This research was conducted at SMAN 1 Yosowilangun, Lumajang. This school was chosen because based on the result of preliminary study DRTA strategy had never been applied in teaching English in this school before. Furthermore, there was no research on

applying DRTA strategy in this school and both of the headmasters and the English teacher gave the researcher permission to conduct this research.

3.3 Research Respondent Determination method

Arikunto (2006:145) states that respondent is the person giving some responses or answering the researcher's question either orally or in the written form. The respondents of the research were the tenth grade students at SMAN NEGERI Yosowilangun in the 2014/2015 academic year which consisted of the eight classes. Each class consisted of 34-36 students. Since the population of this research was more than 100 people, cluster random sampling was determined to choose the sample of this research.

Before taking two classes, the homogeneity test was administered to the population by using reading comprehension test. Then, the result of the test was analyzed by using one-way ANOVA formula. Based on the analysis of the homogeneity test, it was known that the result was homogenous. 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.

3.4 Operational Definition of the key Terms

The operational definition of terms is used to help the readers understand the concepts used in this research, and also to avoid misunderstanding between the readers and the researcher. The key terms used which are necessary to be defined are Directed Reading Thinking Activity strategy, reading comprehension achievement and narrative text.

3.4.1 Directed Reading Thinking Activity

Directed reading thinking activity is a reading comprehension strategy in guiding the students to comprehend the text by understanding and thinking over the

reading text. In this research, the students are divided into small groups to do work discussion. This 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.

3.4.2 Reading Comprehension Achievement

Reading comprehension achievement in this research means how successful the students did the reading comprehension achievement test. The experimental group was taught by using DRTA strategy. In other side the control group did not receive any special treatment. The test was given after the student had been given treatment. The test scores indicate the students' ability in reading comprehension covering word comprehension, sentence comprehension, and text comprehension.

3.4.3. Narrative text

The type of text that was used in teaching learning process was a narrative text. Narrative text is an imaginative story to entertain people. The purpose of narrative text is to amuse the readers. The type of narrative text that was used in this research was fairy tale.

3.5 Data collection Methods

There were two kinds of data in this research: primary data and supporting data. The primary data dealt with the students' scores of reading comprehension achievement test. Meanwhile, documentation and interview were used for collecting the supporting data. The source of documentation was taken from the documents of the school, while the informant was the teacher of tenth grade of SMAN 1 Yosowilangun.

3.5.1 Reading Comprehension Test

In this research reading comprehension test was used to collect the primary data about reading comprehension achievement. The result of the test in the form of test scores were used to measure the tenth grade students' reading comprehension achievement in word comprehension, sentence comprehension, paragraph comprehension and text comprehension. McMilan (1992:114) states that "a test is an instrument that presents to each subject a standard set of questions that requires the completion of cognitive task". Hughes (2003:13) says that an achievement test is a test designed to know how successful students in are fulfilling the objective of the course. In this research, an achievement test was applied in order to assess the students' reading comprehension achievement after they were taught reading using DRTA strategy.

In this research, the researcher used teacher made-test. The researcher used multiple choice items with five options. The researcher used multiple choice tests because it has some advantages. "The advantages are it is highly reliable, scoring is rapid and economical, and students have only made a mark on the paper" (Hughes, 2003:76). The test consisted of two different texts with the total number of 30 questions: 10 items for word comprehension, 9 items for sentence comprehension, 6 items for paragraph comprehension and 5 items for text comprehension. There were two texts in this test, Text 1 consists of 15 items and Text 2 consists of 15 items.

A good test should have validity and reliability. Hughes (2003:26) argues that "a test is considered to be valid if it measures accurately what is intended to be measured". This research was established based on content validity because the test materials were constructed by considering the indicators to be measured. It was the students' reading comprehension achievement in comprehending words, sentences, paragraphs and text. The test materials were made based on the considerations of the guidelines stated in 2006 School-Based Curriculum.

Jackson (2010:81) defines that "reliability refers to consistency or stability of a measuring instrument". The researcher conducted a try-out to measure the

reliability of the test of this research. The try-out conducted in other class, which belonged to the neither experimental nor the control class. Hughes (2003:39) says that “To find out the reliability of a test, the first requirement is to have two sets of scores for comparison”. Therefore, split half reliability used to estimate the reliability coefficient of the test. The procedures of estimating the reliability coefficient are as follows:

1. Conducting the tryout of the test and giving score to each item.
2. Splitting the scores into two parts according to odd-even number
3. Giving the sign (X) to the odd numbers and (Y) to the even numbers
4. Analyzing the correlation between X and Y using Product Moment Formula

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

Notes:

- r_{xy} : Reliability coefficient of a half test
- $\sum XY$: The total number of odd and even test items
- $\sum X$: The total number of odd test items
- $\sum Y$: The total number of even test items
- N : The number of the respondents.

(Sudijono, 1989:219).

5. Estimating the reliability coefficient of the whole test using Spearman-Brown's formula:

$$r_{11} = \frac{2 r_{xy}}{1 + r_{xy}}$$

(Hughes, 2003:39)

Note:

- r_{11} = Reliability coefficient for the whole test items
- r_{xy} = Reliability coefficient for half of test items

0, 90-1, 00	= Very high
0, 70- 0, 89	= High
0, 50 - 0, 69	= Fair

0,30 - 0,49 = Low
 < 0,30 = Very low
 (Adopted from Djiwandono)

- **The Difficulty Index**

The difficulty index of the test showed how easy or difficult the particular items provide in the test and it is calculate by using following formula:

$$FV = \frac{R}{N}$$

Notes: FV= facility of value (the index of difficulty level)

R = the number of students who can answer the test items correctly

N = the number of students taking test

(Heaton, 1991:178)

After calculating difficulty index, the result was analyze by using the following criteria

0,00-0,19: Difficult

0,20 – 0,80: Sufficient/ fair

0,81- 1,00: Easy

(Adopted from Djiwandono, 1996:141)

After conducting the try out, the test items were categorized into the criteria of difficulty index. From the result of the try out, it could be seen whether the test items needed to be revised or not.

3.52 Interview

Interview was used to get the supporting data. Arikunto (2006:155) defines interview as a dialogue done by the interviewer in order to gain information from the interviewee(s). Moreover, she also classifies interview in three kinds: unstructured

interview (an interview done by the interviewer without using a set of questions), structured interview (an interview done by interviewer using a set of questions), and semi structured interview (an interview done by interviewer using a set of questions, and the questions can be developed to obtain further specific information. In this research, the interview was conducted with the tenth grade English teacher of SMA Negeri 1 Yosowilangun Lumajang to obtain the information about the students' problems in learning reading, the strategy that the teacher used in teaching reading and the books the teacher usually used in teaching English. In conducting the interview, the researcher used the interview guide in the form of a list of questions. (See Appendix C)

3.5.3 Documentation

Arikunto (2006:158) states that documentation can be in the form of books, magazines, diary, etc. It can be said that documentation is any written sources that support the primary data of research. In this research, documentation was needed to get the supporting data about the total number and the names of the tenth grade students of SMA Negeri 1 Yosowilangun Lumajang in the academic year 2014/2015.

3.5.4 Data Analysis Method

The result of post-test was used as primary data, and was analyzed by using t-test formula of 5 % significant level in the SPSS computing system to know whether or not the mean difference of using Directed Reading Thinking Activity on Student' Reading Comprehension Achievement. The independent sample T-test by SPSS was used to analyze the data obtained. An independent sample T-test was used to compare the means of normally distributed interval dependent variable for two independent groups.

The procedures to analyze the data as follows:

- a. Opening the SPSS program in the computer
- b. Setting the Variable view based on data obtained.

- c. Entering the data of the experimental and control group in data view
- d. Selecting analyze in toolbar menu. Choosing compare means afterwards and then selects Independent-Samples T -Test
- e. Resetting the Independent Samples T TEST dialogue box to make sure the variable is put in the right way. Enter the Reading Score into Test Variable(s) box and sample into Grouping Variable Box. Define the grouping variable by setting 1 for experimental class and 2 for control class. Then, click option to set the confidence interval into 95% after that click continue.
- f. Click OK to run the program.
- g. Interpreting the result of computerized test by looking at the Levene's Test for Equality of variances column. This table is used to know whether or not the classes have some score variability.
- h. After reading Levene's Test for Equality of Variances column, then the researcher has to look at the large column labeled t test for equality means.
(Taken from: <https://statistics.laerd.com/spss-tutorials/independent-t-test-using-spss-statistics>)