

STUDENTS READING COMPREHENSION STRATEGY: DIRECTED READING THINKING ACTIVITY (DRTA)

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ABSTRACT

The purpose of this study is to determine whether or not using the directed reading thinking activity approach can enhance first-year MTs As'adiyah Putra 2 Sengkang students' reading comprehension of narrative texts. With an experimental class, this study used a pre-experimental design. Pre-test and post-testing were done as part of the data collection process. The first year of MTs As'adiyah Putra 2 Sengkang in the academic year 2020–2021 made up the population of this study. 32 students from the VII B class were used in the purposive sampling strategy to collect the sample. The research used multiple choice, true/false, and matching word questions as its instruments. The outcome of the data analysis revealed a substantial difference between the pre-test and post-test scores of the students. It was demonstrated by the statistical analysis's finding that the post-test score was higher than the pre-test ($0.000 < 0.05$), which was significant at the level of 0.05. The researcher draws the conclusion that using the directed reading thought activity strategy helps students' reading comprehension of narrative texts based on the analysis's findings.

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1. INTRODUCTION

Students must master reading comprehension since it is crucial (Kintsch & Kintsch, 2005; Lei et al., 2010; Satriani et al., 2022). It becomes significant because students require it in order to comprehend what they read, understand the content of the material, and appropriately respond to questions about it. Reading comprehension and study skills are related (Cain & Oakhill, 2009; Schugar et al., 2011; Woolley, 2011). Determining the student's academic performance is crucial.

Some children still struggle to master reading comprehension; therefore, teachers need to expand and improve their knowledge and skills in this area. The World Bank's report "Education in Indonesia-From Crisis to Recovery" found that Indonesian students' reading comprehension is extremely low (Yarrow et al., 2020; Nurweni & Read, 1999; Nanda & Azmy, 2020).

The researcher discovered that the student's reading comprehension is still below average based on her observations at the school. Additionally, the range of the students' scores is between 40.37 and 69.00, according to the data source, which also shows that

the mean score is still low. Because the minimal conditions for success (KKM) are 7,5, the students' mean score is still low.

It was due to the teacher's boring approach to teaching reading and the student's lack of enthusiasm in reading the book. Due to this circumstance, the children failed to comprehend the reading materials. They were unable to understand the reading text as a result. The Herringbone technique, Jigsaw technique, and Directed Reading Thinking Activity are some of the strategies that can be used to address students' reading comprehension (Hasan, 2017; Fitriyani et al., 2020; Anandita, 2020; Safitri et al., 2022). But the researcher starts by using the DRTA.

DRTA is a method that helps students to form predictions as they read (Al Odwan, 2012; Arisetyawati, 2017; Akamal, 2018; Utami & Sugirin, 2019). When finished reading a section of a text, students pause, check or amend their prior predictions, then create new ones about what they will read next. Russell Stauffer created this approach in 1969 (Maarof & Suharjo, 2010; Utami & Sugirin, 2019).

Literature Review

1. The concept of reading comprehension

Reading is the process of deciphering written symbols, such as printed words. Reading is a dynamic process that requires both comprehension and recognizing abilities (Castles et al., 2018; Mohammad Abdullah Attiyat, 2019; Brooks et al., 2021). Reading is seen as a crucial activity in life that helps one stay informed. Additionally, it is believed that reading proficiency is a crucial instrument for academic success.

Understanding written material, creating and interpreting meaning, and applying meaning in accordance with the type of text, purpose, and circumstance is all important components of the active and complicated process of reading (Rosenblatt, 2018; Karolides, 2020; Ardhian et al., 2020). Additionally, reading is a difficult activity that requires both perceptions and thought, as well as the processes of word recognition and comprehension (Chapman & Tunmer, 2003; Tunmer & Hoover, 2019; Daeli et al., 2020). Reading is a dynamic inferring process, so communication between the author and the reader is crucial.

According to the previous description, it can be inferred that reading is a process for absorbing the message or information from a text, from which we can gain knowledge and impart it to others. Additionally, reading comprehension is a process that calls for learning how to decode by building a large vocabulary of sight words, understanding the meanings of vocabulary terms used in the texts, and developing the ability to derive meaning from text. It shows how well readers comprehend literal comprehension, which emphasizes meaning that is explicitly stated, and inferential comprehension, which emphasizes meaning that is implicitly stated in the reading text.

2. The Concept of DRTA

Making predictions prior to reading each part is a valuable directed reading thinking activity (DRTA) ([Arisetyawati, 2017](#); [Fitriyani et al., 2020](#)). Making predictions for the future encourages kids to apply context clues and gives reading a purpose.

The purpose of employing the directed reading thinking activity is to promote students' reading independence ([Utami & Sugirin, 2019](#); [Anandita, 2020](#)). Students are actively involved in a process where they must use their own thoughts and logic ([Al Odwan, 2012](#); [Hasan, 2017](#); ; [Safitri et al., 2022](#)).

The DRTA learning strategy lays the foundation for John Dewey's educational philosophy, which states that students will experience meaningful learning if they are able to demonstrate the steps of scientific inquiry ([Nerim, 2020](#); [Kara & Doi, 2021](#)). The advantage of the DRTA learning model is that it is based on intrinsic motivation in accordance with constructivism about learning, where students should experience learning while teachers are only mediators and facilitators. Thus, students will automatically be more motivated to learn. With high motivation, students will be more interested in solving problems contained in the worksheets and textbooks so that the information obtained will be more organized in the cognitive structure of students.

The Directed Reading Thinking Activity (DRTA) model emphasizes the process of full student involvement to be able to find the material being studied and relate it to real-life situations so as to encourage students to be able to apply it in their lives ([Nerim, 2020](#); [Wijaya & Zulaeha, 2021](#)). From this concept, there are several things that can be observed. First, the Directed Reading Thinking Activity (DRTA) model emphasizes the direct experience process. The learning process in Directed Reading Thinking Activity (DRTA) does not expect students to only receive lessons, but the process of finding and finding the subject matter themselves. Second, the Directed Reading Thinking Activity (DRTA) model encourages students to be able to apply it in life, meaning that the Directed Reading Thinking Activity (DRTA) model not only expects students to understand the material they are learning but how the subject matter can color their behavior in everyday life. day. The subject matter in the Directed Reading Thinking Activity (DRTA) model is not to be piled up in the brain and then forgotten, but as a provision for them to influence real life ([Safitri et al., 2022](#)).

3. The concept of narrative text

The narrative is a crucial component of culture and is used frequently in human communication ([Haydon & Riet, 2014](#)). It is conveyed through various forms of art (literature, music, painting, and sculpture), and it serves to illustrate events, feelings, phenomena, and happenings. A teller and a message receiver are two participants in a narrative as a kind of communication. The purpose of a narrative text is to amuse, entertain, and interact in various ways with real or imagined experiences ([Zein et al., 2019](#)).

A narrative text tells the story from one incident to the next in order to create a cohesive whole. Narrative texts always describe a topic that is handled by characters (actors) that have a variety of personalities (Gerrig, 2018). Thus, a conflict or cause-and-effect occurrence can be seen in this paragraph. An entire story with a timeline of events will be written in a narrative text. Due to the fact that it is fiction, the characteristics that will show up may be either explicit or implicit, depending on the author's point of view.

To distinguish narrative text from other types of text, there are a number of traits that make up the narrative text (Marantika & Fitrawati, 2012; Lubis, 2014; Susilawati, 2017). It has the following traits:

1. Narrative texts typically relate to a true story from the past.
2. The narrative content typically takes the shape of well-known children's tales, such as The Rabbit and the Turtle and The Mouse-deer and Crocodile. These two narrative works in English are samples that you must be familiar with.
3. Narrative texts frequently contain both simple and sophisticated sequels. This means that a variety of narrative texts tell their stories continually or continuously from one section to another.
4. As was already said, one of the most noticeable characteristics of narrative texts is their intention to amuse the reader. The sharing of experiences with the audience is yet another objective.

2. METHOD

Quantitative research was used in this study. By utilizing just one group, the researcher adopted a pre-experimental design. A pretest and a posttest were conducted to examine the impact of the DRTA technique on students in MTs As'adiyah Putra 2 Sengkang's first year of reading comprehension. Following Rasinger (2013); Woodrow (2014) guidelines, the research was designed as follows:

$O_1 \text{ X } O_2$

Description:

O_1	:	Pretest
X	:	Experiment
O_2	:	Posttest

A reading assessment served as the study's main tool. To determine whether or not the students understood the text's substance, a matching word, true or false, and a multiple choice test was given. The tests had 40 questions: 15 matching word questions, 15 true or false questions, and 10 multiple choice questions. Prior to and following treatment, it aimed to determine the pupils' reading comprehension. A narrative text was provided to the students for both assessments.

3. RESULTS AND DISCUSSION

The researcher lists the frequency and percentage of the students' pretest and posttest results in this classification in Table 1 below.

Table 1. The frequency and percentage of the students' pretest and posttest

Classification		Pre-Test		Post Test	
		F	%	F	%
86-100	Very Good	5	15.63	13	40.63
71-85	Good	6	18.75	10	31.25
56-70	Fair	9	28.12	7	21.87
41-55	Poor	6	18.75	2	6.25
≤ 40	Very Poor	6	18.75	0	0
Total		32	100	32	100

Table 1 above demonstrates that none of them received a very good grade; just 5 students (15.63%) did so, but following the post-test, the number of students who received a very good grade jumped to 13 (40.63%). There were 6 (18.75%) students who had good scores, but 10 (31.25%) pupils did so following the post-test. Although 9 pupils (28.12 percent) received fair scores, only 7 students (21.87 percent) did so following the post-test. Only 2 (6.25 percent) of the students who took the post-test received a bad grade, compared to 6 (18.75 percent) of the students who took the pre-test. There were 6 (18.75%) pupils who received extremely low scores, however, there were none after the post-test. According to the analysis, it is clear that they significantly improved following the treatment. The mean score and standard deviation are presented in the following Table 2

Table 2. The Mean Score and Standard Deviation

Group	Pretest		Posttest	
	Mean score	Standard deviation	Mean score	Standard deviation
Experimental	62.89	18.838	79.92	12.881

The mean score and standard deviation between the pre-test and post-test are displayed in Table 2 above. The study deduced from the aforementioned mean scores that DRTA uses improved students' reading comprehension. In the pre-test, the students had a mean score of 62.89 and a standard deviation of 18.838, whereas the post-test had a mean score of 79.92 and a standard deviation of 12.881.

The difference between pre-test and post-test scores. The increased score demonstrates that students' reading abilities have improved. The gain was 17.03 points because the mean

score in the pre-test was 62.89 and the post-test score was 79.92. It implies that using DRTA has advantages over other methods. The frequency and rate percentage of students' pre-test and post-test on literal level on Table 3 below.

Table 3. The Frequency and Rate Percentage of Students' Pre-Test and Post-Test

Classification		Pre-Test		Post Test	
		F	P (%)	F	P (%)
86-100	Very Good	14	43.75	21	65.63
71-85	Good	1	3.13	3	9.38
56-70	Fair	5	15.63	4	12.5
41-55	Poor	2	6.25	2	6.25
≤ 40	Very Poor	10	31.25	2	6.25
Total		32	100	32	100

The scores of the students on the literal level are shown in Table 3 above before and after the treatment. In the pretest, 14 students (43.75%) were rated as "very good," 1 student (3.13%) received a "good" score, 5 students (15.62%) a "fair" score, 2 students (6.25%) a "poor" score, and 10 students (31.25%) a "very poor" score. The frequency and percentage of the students' post-test results were different after the treatment. 24 students (or 75% of the class) received a "very good" grade, 3 students (9.38%) a "good" grade, 2 students (6.25%) a "Fair" grade, 1 student (3.13%) a "Poor" grade, and 2 students (6.25%) a "Very Poor" grade.

Table 4. Inferential Analysis

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest -	-	19,700	3,482	-	-9,929	-	31	,000
	posttest	17,031			24,134		4,891		

The significant value (0.000) in Table 4 above is less than 0.05, as can be seen. It denotes the significance of the post-test results. We can infer that DRTA has an impact on students. Student test results corroborated it and support by results research, like [Andriani \(2017\)](#); [Hasan \(2017\)](#); [Akmal \(2018\)](#); [Kurniawan et al. 2018](#); [Kara & Doi \(2021\)](#).

4. CONCLUSION

The researcher draws the conclusion that utilizing the DRTA technique improves the students' reading comprehension at MTs As'adiyah Putra 2 Sengkang in the first year as evidenced by the outcome of the significant analysis of the student's scores in the pre-test and post-test. The t-test value of the post-test is 0.000, which is smaller than $(\alpha)=0.05$, and the mean score of the students' post-test (79.92) was greater than the mean score of the students' pre-test (62.89). It indicates that the H1 of this investigation was approved. It can be said that DRTA improved students' literal, interpretative, and extrapolative comprehension, but the literal level showed the greatest gain.

It was demonstrated that DRTA increases students' reading comprehension. DRTA is an efficient method of teaching reading that will increase students' learning efficiency and reading comprehension.

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