

THE EFFECTIVENESS OF USING DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION AT SMP SWADHARMA MOPUGAD

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Abstract: The purpose of this study is to find out whether Directed Reading Thinking Activity (DRTA) Strategy is effective in teaching reading comprehension in class VIII of Swadharma Mopugad Junior High School. The DRTA (Directed Reading Thinking Activity) reading strategy is a direct reading and thinking strategy, so that students can focus on the text and predict the content of the story by proving it while reading. The researcher used quantitative research method through pre-experimental design with one group pre-test and post-test design and the sample of this research was students of class VIII B SMP Swadharma Mopugad consisting of 28 students. The research instrument used in this study was a multiple choice test. Based on the results of the pre-test and post-test in class VIII B, the average during the pre-test was 46.79 with an achievement of 46.79%, while the average during the post-test increased to 87.68 with an achievement of 87.68% or reached 88%. The mean value for the Post Test is in the score interval 81-100 which is included in the Very High category. The increase in the average score from pre-test to post-test was 40.89 or with a percentage of 40.89%. Based on these data, it can be concluded that the directed Reading Thinking Activity (DRTA) Strategy is effective in improving students' reading comprehension.

Keywords: *Effectiveness, Directed Reading Thinking Activity (DRTA) Strategy, Improving, Reading Comprehension, Student*

INTRODUCTION

The nature of language appears normal at first glance. However, if we dig deeper, the most fundamental and sentimental worth is found in language. Because of its universal nature, language serves as a bridge for the understanding and study of many different fields of knowledge (Wena et al., 2023; Kansil et al., 2022; Somba et al., 2022). Can you picture our situation if we were illiterate in the language? Of

course, there is a tremendous lot of science that we don't know. We won't be able to convey our thoughts or understand the feelings of others, and there won't be any creativity or new discoveries. At the very least, we acknowledge the importance of language's essence since it serves as the foundation for our comprehension of the world around us.

In general, language can be interpreted as a means of conveying information. Language can also be construed as a means to convey or express thoughts, ideas, aspirations, artistic creations, religion, and technology to others (Liando, 2012; Liando et al., 2021; Marianca et al., 2022). Language is the most crucial subject in everyday life because language is a structured means of communication. In addition, Sudarsono et al., (2016) stated that "In other languages to communicate with each other, people include meaning in their language, although sometimes there are languages that have no meaning or no meaning". According to Hampp (2019); Liando et al., (2022); Liando et al., (2023), Language is a tool for self-expression, a communication tool and a social control tool. "Language is a verbal tool for communication". Based on the statement above, language is an ability possessed by human using signs such as words and gestures (Chaer, 2003).

According to Kasihani (2001), "The first foreign language that is seen to be crucial for information access, assimilation and advancement of science, technology, arts, and culture, as well as forging international ties, is English.". English is the most common language used by many countries so that English is referred to as an international language. Where, this is because English is the official language of nearly 60 sovereign countries. Since English is an international language, it is crucial to use it for communication between people in different parts of the world and for necessities in the globalization era, such as commerce, science, education, technology, and so forth. In addition, mastering English is a must for everyone so that they are not left behind in the progress of the globalization era. So, the ability to speak English is necessary in order to be able to communicate and interact well with the surrounding environment and with the outside environment.

Regarding the four fundamental language abilities that every person has to possess, they are speaking, writing, listening, and reading. Additionally, someone can

use these four fundamental talents as a guide for interacting and communicating with others. Thus, these four skills must be mastered by someone. The author teaches reading comprehension in this section by using an approach called Directed Reading Thinking Activities. Reading is a method and an action that helps you get knowledgeable about the material. Reading is necessary for students to comprehend the reading goal of learning, particularly while reading texts, and to digest the information. The majority of students still find it difficult to understand texts and think reading is a challenging task. As a result, pupils struggle to pass the test and have poor reading habits. The goal of the directed reading thinking activity is to help students comprehend texts better and increase their reading comprehension. This study aims to investigate how well students' reading comprehension and reading habits may be enhanced through directed reading thinking activities.

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With the use of the DRTA (Directed Reading Thinking Activity) reading method, students may concentrate on the text and use research to support their predictions about what will happen in the story while they read. Russell G. Stauffer created the DRTA reading approach in 1969. Stauffer claims that because students make predictions and demonstrate them through reading, the DRTA method concentrates their interaction with the text. By engaging students intellectually and motivating them to create questions and hypotheses, process information, and assess temporary solutions, teachers can inspire students' efforts and concentration through the use of

the DRTA technique (Rahim, 2011). The DRTA learning strategy or Directed Reading Thinking Activity is a strategy for developing comprehensive reading skills, critical reading, and developing student experience acquisition based on the form and content of reading extensively. The DRTA strategy is a reading learning strategy that is carried out in reading learning, especially intensive reading by training students to concentrate and think hard in order to seriously understand the contents of the reading (Khomariyah, 2013; Liando et al., 2023).

RESEARCH METHOD

This study used quantitative research as its research methodology. The quantity of data that researchers obtain in the form of numerical and tangible data is highlighted by the quantitative research approach. According to Arikunto (2010), "A quantitative approach is a method of conducting research that relies heavily on statistics for everything from data collection and interpretation to study outcomes presentation. Whereas Cohen, Manion & Morrison (Cohen, L., Lawrence Manion., 2000) say, "The reality that researchers purposefully influence and alter the circumstances that affect the events in which they are interested is an important aspect of experimental research". Using this approach, variables are manipulated and their impact on different sets of variables is measured. Pre-experimental design was the experimental technique design selected by the researcher.

Pre-test and post-test designs are one kind of pre-experimental design that was used by the researchers. Before and after treatment, the student will take a pre-test to determine their comprehension of the content, and then a post-test. This study uses quantitative data, which is the main kind of research data in the form of learning outcomes utilizing the Directed Reading Thinking Activity (DRTA) Strategy technique both before and after the test (pretest and posttest). The pretest results indicate the pupils' initial level of understanding of the subject matter. Meanwhile, the outcomes of the posttest establish the extent to which students have met the last cognitive components of the curriculum. When evaluating the test, student scores are calculated using a formula. The stages in the data analysis process are as follows.

A. Scoring pre- and post-testing, the formula is:

$$S = \frac{r}{n} \times 100$$

S = test score

r = the number of correct answers

n = number of items

B. Average calculation

The mean is a formula used to determine a student's average value. The formula is:

Explanation:

$$M = \frac{\sum X}{N}$$

M = Grade point average of students

X = Number of student scores

N = Number of students

(Sukardi, 2003: 88)

C. Normality Test

A normality test is a statistical analysis requirement or basic assumption test that must be met before sample data is tested with further statistical testing). According to Biu, Nwakuya & Wonu (2019) Kolmogorov-Smirnov is more appropriate for large samples or more than 40. However, for small samples, the Shapiro-Wilk test yields better results. The statistics program SPSS used with the normalcy test in this research. In decision making, the error rate is fixed at $\alpha = 5\% = 0.05$. When deciding between sig. α or p-value as criteria, (Quraisy, 2020). The normality test uses the following criteria to make decisions:

1. If the significance value, or Sig., is less than 0.05, the data is not regularly distributed.
2. The distribution of the data is regularly distributed if Sig. (significance) > 0.05.

D. Paired t-Test Sample

Arikunto (in Sudyana & Frantius, 2016) They explained that, provided the data is normally distributed, they can use the t-test to determine the treatment's success in the pretest and posttest designs. One of the testing techniques for parametric statistical tests is the t-test. According to Ghozali (in Magdalena and Krisanti, 2019), The statistical test known as the t test is used to determine the extent to which one independent variable may explain a dependent variable. The significance level for this t-test, also known as the t-statistic, is set at 0.05 ($\alpha = 5\%$). The following criteria are used to determine whether this hypothesis test is accepted or rejected (Walpole and Myers, 1995):

1. The non-significant hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected if the significance value is greater than 0.05. This indicates that there is no discernible relationship between the independent and dependent variables.
2. The alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected if the significant value is less than 0.05. This indicates that there is a substantial relationship between the independent and dependent variables.

E. Gain Normality Test (N-Gain Test)

The researcher examined the results after collecting the pretest and posttest results. The gain normality test is the analysis used. The purpose of this test is to evaluate how well the prescribed treatment is working. Meltzer's formula for determining the normalcy of gain is as follows (in Kurniawan & Hidayah, 2021):

$$g = \frac{\text{Skor}_{\text{post test}} - \text{Skor}_{\text{pre test}}}{\text{Skor}_{\text{max}} - \text{Skor}_{\text{pre test}}}$$

Description:

- a. g states the gain normality test value
- b. Score (pre test) states the pretest score

- c. Score_(post test) states the post test score
- d. Score_max states the maximum ideal score

FINDINGS AND DISCUSSION

In this study, a pre-experimental design with a one-group pretest and post-test was employed by researchers in a quantitative investigation with a sample of 28 students. Students take a pre-test to gauge their comprehension of the text before treatment, and a post-test to gauge their understanding of the text following treatment. Researchers studied at Swadharma Mopugad Middle School prior to data analysis. During the initial meeting, the researcher administered a pre-test consisting of narrative text material, specifically in the form of legendary stories. The pre-test had 20 multiple-choice questions and required 30 minutes to complete. Researchers noticed that while students worked on the pre-test questions, some of them struggled because they didn't grasp the reading material or the questions' meaning. In addition, reading the text carefully takes a lot of time for students in order to comprehend the questions. As a result, studies find that kids struggle with English vocabulary. The researcher then started using the Directed Reading Thinking Activity (DRTA) Strategy after gathering the pre-test questions.

However, the researcher first provided an explanation of the narrative text material before administering the treatment in the form of the Directed Reading Thinking Activity (DRTA) Strategy. The researcher defined narrative text, discussed its social function, talked about its types, talked about its basic structure, and talked about its linguistic properties. The researcher used the tale of Bali Strait and Lake Toba to explain the material. In order to facilitate students' comprehension of the material delivered, researchers tell stories. After giving the students 20 minutes to comprehend the text, the researcher asked them to identify the general structure, social function, and moral lesson. Students were asked to inquire about anything they did not understand by the researcher. Because they were actively participating in the story rather than only providing an explanation of the subject, the researcher saw that students were very engaged in this exercise.

Next, at the second meeting, the researcher divided the students into four groups of seven, using the Directed Reading Thinking Activity (DRTA) Strategy. In creating groups, researchers chose randomly and did not leave group selection to students. This is done so that students can work together with many different students. students are then asked to read the material aloud one to one to determine which pupils have stronger and lower reading ability after the groups have been formed; this aims to make one group consist of 2 people who have higher and lower reading abilities so that later students who have higher and lower reading abilities are motivated or can compensate for students who have higher abilities. After the group formation, the researcher gave each group a reading text entitled Bali Strait and Toba Lake.

At the conclusion of the activity, the researcher administered a post-test consisting of 20 questions at the same period of 30 minutes, similar questions for each group, and after all groups reported the outcomes of their conversations. In this test, students quickly understood the questions from the test given. Students have seen the pre- and post-test data that researchers have gathered after doing research at SMP Swadharma Mopugad. The relevant data is shown below.

Table 1. The students' results from the pretest (T1) and posttest (T2)

STUDENTS	SCORE (T1)	SCORE (T2)
Ahnad Riskiawan Pansur	40	90
Dedek Oka Surya Pratama	35	75
Desak Made Sri Juanita	50	85
I Dewa Made Parida	35	80
I Gede Agustia	50	90
I Gede Hendra Yana	35	90
I Ketut Mertha Purna	30	85
I Komang Ari Sanjaya	45	100
I Putu Irfan Pranaya	55	90
I Wayan Aditia	50	95
I Wayan Aditya Gautama	40	95
I Wayan Dika Pratama	40	85
I Wayan Saputra	45	90
I Wayan Sukrayasa	60	100
Kalyana Pierce Hartawa	45	75
Made Riski Adi	35	90

Ni Kadek Wulan Mertha Sari	55	85
Ni Made Aulandia	60	80
Ni Made Srimuliasari	50	90
Ni Made Susanti	50	85
Ni Wayan Arini Hermawati	60	100
Ni Wayan Keysia Sri Dewi	50	100
Putu Lia Ristiani	40	85
Salman Mustofa	50	75
Sang Ayu Putu Sintiya	60	90
Susanto Prayitno	40	80
Usman Fahri	45	80
Wayan Sri Dewi	60	90
SUM	1.310	2.455
MEAN	46.79	87.68

According to Table 1's experimental class score data, there was a 40.89-point gain in student scores among the 28 students in the class, with an average pre-test score of 46.79 and an average post-test score of 87.68. In the pre-test, the highest tiny score was thirty, and the highest score was sixty. In the meantime, the post-test result ranged from 75 to 100, with 100 being the highest score. Following the implementation of the Directed Reading Thinking Activity (DRTA) Strategy as a teaching intervention for reading narrative texts, the scores were determined. The achievement of the students on the pre- and post-tests differs significantly.

Table 2. Shows the Average Score from the Pre-Test and Post-Tests

	Pre-Test (T ₁)	Post-Test (T ₂)
Mean Score (M)	46.79	87.68

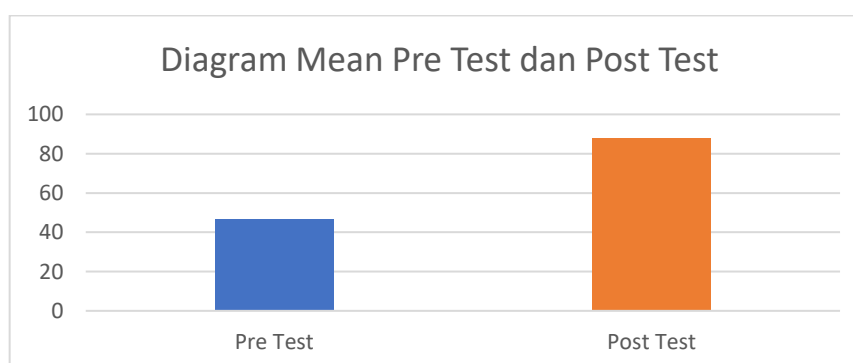
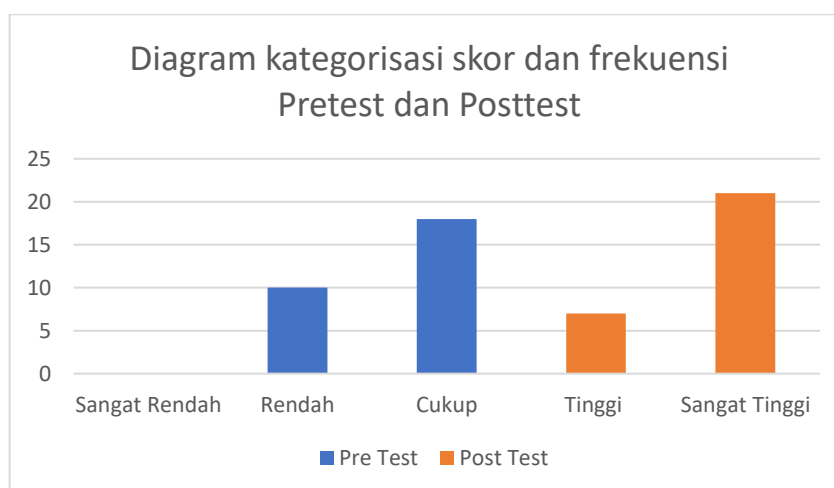


Table 3. Categorization of Student Test Score

No.	Score Interval	Categories	Pre Test		Post Test	
			Frequency	%	Fre	%
1	0 - 20	Sangat Rendah	0	0	0	0
2	21 - 40	Rendah	10	36	0	0
3	41 - 60	Cukup	18	64	0	0
4	61 - 80	Tinggi	0	0	7	25
5	81 - 100	Sangat Tinggi	0	0	21	75
SUM			28	100	28	100



The lowest score, highest score, and average score all showed an increase based on the pre-test and post-test results for class VIII B as a whole.

Table 4. Min and Max Score

	Pre Test	Post Test
Nilai Min	30	75
Nilai Max	60	100
Mean	46.79	87.68

The average score for class VIII on the pretest was 46.79, with an achievement of 46.79%, according to the mean pretest and post-test diagram. On the post-test, the average increased to 87.68, with an achievement of 87.68% or 88%.

Table 5. Categories

Score Interval	Categories
0 - 20	Sangat Rendah
21 - 40	Rendah
41 - 60	Cukup
61 - 80	Tinggi
81 - 100	Sangat Tinggi

The post-test mean value falls to the Very High category of the score interval criterion table, namely within the range of 81-100. From the pre-test to the post-test, the average score increased by 40.89, or 40.89%, on average. Testing for normalcy in the data must be done prior to performing additional statistical analysis. Testing the normal distribution of research data is the goal of the data normalcy test. Because there were fewer than 40 samples in the data set ($N < 40$), the Shapiro-Wilk Test was utilized for the normalcy test in this investigation. Following testing with the statistical program SPSS, the following outcomes were found:

Table 6. Pre-Test(T1) and Post-Test (T2) Normality Test Results Data

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Spre	.140	28	.168	.932	28	.069
Spost	.164	28	.051	.928	28	.054

The output results above demonstrate that the post-test and pretest variables have Shapiro-Wilk significance values greater than 0.05 (Sig. > 0.05). The variables in this study are generally distributed, as indicated by the test's significance of 0.069

and the post-test's significance of 0.054. Therefore, in order to move on to the t-test, the results of the pretest, post-test, and both are anticipated. The t-test, which aims to determine the data's significance, is the analytical step that comes following the normality test. The pretest and post-test data's t-test findings are as follows.

Table 7. Paired Samples Test

Paired Samples Test								
Paired Differences								
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Differences		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1								
Spre-								
Spost	-40.893	9.723	1.838	-44.663	-37.123	-22.254	27	.000

The t-test for pretest and posttest scores produced a likelihood value of 0.000 based on the previously mentioned data. Given that the p-value is less than 0.05, it can be said that there is a significant difference between the pretest and posttest results. In addition, in order to bolster the study's findings, the effectiveness of the Directed Reading Thinking Activity (DRTA) approach was assessed using the Normalize Gain (N-Gain) test statistics. The N-gain test produced the following findings when it was examined with the SPSS program:

Table 8. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
n_gain_Score	28	50	1.00	.7695	.14231
n_gain_Score_Percent	28	50	100	76.95	14.231
Valid N (listwise)	28				

The results of the N-Gain calculation in the figure above show that the average value (mean) of N-Gain is 0.7695 or, if presented by, 76.95%. If we are guided by

using the standard interpretation of the effectiveness of N-Gain with the category (%) as used (Hake R.R, 1999) as follows:

Table 9. Percent

Presentase (%)	Tafsiran
< 40	Tidak Efektif
40 - 55	Kurang Efektif
56 - 75	Cukup Efektif
> 76	Efektif

Thus, referring to the standard interpretation of the effectiveness of N-Gain (%) as in the table above, the results of the N-Gain test fall into the effective category, namely with a mean percentage of 76.95%, which, when viewed in the standard interpretation above, is in the mean interval >76%.

Table 10. Classification of gain normality scores

Kriteria	Poin Gain
Tinggi	$g > 0,7$
Sedang	$0.3 < g < 0.7$
Kurang	$g \leq 0.3$

From the table Classification of normality gain values, the average N-Gain test calculation results are 0.7695 if rounded to 0.8. Thus, the Directed Reading Thinking Activity (DRTA) technique in class VIII B has resulted in an increase in student learning outcomes that falls into the high category when it comes to learning English.

The researcher presented the research findings based on the data analysis, finding that the student received an average score of 46.79 out of a possible 1.310 on the pre-test. In the meantime, a total post-test score of 2.455, with an average score of 87.68, was obtained after teaching narrative text to 30 study samples utilizing the Directional Reading Thinking Activity (DRTA) technique. This result indicates that the post-test performance of the students was superior to the pre-test performance. This score suggests that there was an improvement in the students' performance from the pre-test to the post-test. The average score's second interval is 40.89 (87.68

- 46.79). This indicates that, following therapy, there is a difference in the pre- and post-test results. This study included two treatments following the administration of the pre- and post-tests. Using the Directed Reading Thinking Activity (DRTA) method, the researcher presented narrative texts to the group. Following treatment, there was an improvement in the pre- and post-test outcomes for the students. Average for the student went from 46.79 (fair) to 87.68 (very high). This demonstrates how instruction using the Directed Reading Thinking Activity (DRTA) method has an impact on students' comprehension of narrative texts. Students in class VIII B at SMP Swadharma Mopugad benefit greatly from the Directed Reading Thinking Activity (DRTA) technique when learning reading comprehension in narrative texts. It indicates that teaching students to read narrative texts with comprehension was made easier and more realistic by implementing the Directed Reading Thinking Activity Strategy.

In order to prevent reading comprehension problems, the Directed Reading Thinking Activity (DRTA) method can help boost students' excitement in reading. In addition, so students do not have problems understanding reading texts, they must read books and the material provided by the teacher; as for the techniques that can be used in overcoming students' issues in understanding reading texts, namely by performing skimming techniques, scanning, reading aloud, and repeating readings. Students are also expected to remain focused and thorough in reading reading texts. Skimming is a way of reading a passage by glancing at it. Scanning is reading only the essential parts of a reading. Reading aloud is one way of understanding people's reading content very often. An equally easy way to do so that the content of a reading can be understood is by diligently repeating it. You need to use skimming techniques and mark essential points in a reading to make replicating it easier. You don't need to open all the pages and read the entire content; go straight to the marked sentences. However, nowadays, reading activities are no longer accessible, so students feel bored. As for overcoming boredom when reading, namely being able to focus and be calm, Target Reading at least once a day, Choose the

Right Place and Time, Next is to choose the right place and time, and Pause. Students can discuss becoming partners with friends.

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