

ARTICLE

***THE EFFECT OF DIRECTED READING THINKING ACTIVITY TO THE
STUDENTS' READING COMPREHENSION AT THE ELEVENTH
GRADE AT SMA PGRI 1 PLOSO JOMBANG
2016/2017***



BY:

Ria Andriani

11.1.01.08.0163

Advisors By :

1. Yunik Susanti M.Pd.

2. Lina Mariana S.S.,M.Pd

**ENGLISH EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2017**

SURAT PERNYATAAN
ARTIKEL SKRIPSI TAHUN 2017


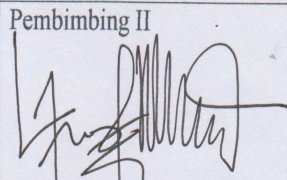
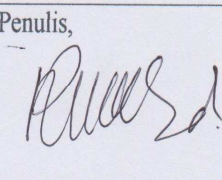
Yang bertanda tangan di bawah ini:

Nama Lengkap : Ria Andriani
NPM : 11.1.01.08.0163
Telepon/HP : 0856-0828-9595
Alamat Surel (Email) : riaandriani310816@gmail.com
Judul Artikel : The Effect Of Directed Reading Thinking Activity To
The Students' Reading Comprehension At The Eleventh
Grade At Sma Pgr 1 Ploso Jombang 2016/2017

Fakultas – Program Studi : FKIP-Bahasa Inggris
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri
Alamat Perguruan Tinggi : Jl. K.H. Ahmad Dahlan No. 76, Mojoroto, Kediri, Jawa Timur 64112

Dengan ini menyatakan bahwa :

- artikel yang saya tulid merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiarisme;
 - artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.
- Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggungjawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 23 January 2017
 Pembimbing I Yunik Susanti M.Pd. NIDN. 0718017801	 Pembimbing II Lina Mariana S.S., M.Pd NIDN. 0710097401	 Penulis, Ria Andriani NPM. 11.1.01.08.0163

THE EFFECT OF DIRECTED READING THINKING ACTIVITY TO THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADE AT SMA PGRI 1 PLOSO JOMBANG 2016/2017

Ria Andriani

11.1.01.08.0163

English Education Department

The faculty of Teacher Training and Education University of PGRI KEDIRI

Riaandriani310816@gmail.com

Yunik Susanti M.Pd and Lina Mariana S.S.,M.Pd
UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRAC

The senior high school reading comprehension not interested students feel confused with material from her teacher This problem can be caused by some factors, such as inappropriate teaching technique applied by the teacher and students' low motivation in reading material. Thus, the researcher chooses directed reading thinking activity technique as an alternative way to teach reading. The researcher attempts to know whether there is effect of directed reading thinking activity technique o the students' reading comprehension at the eleventh grade of SMA PGRI 1 Ploso Jombang or not. In order to achieve the objective of the study, the researcher used experimental quantitative research. They using pre-test and post-test. The population of this research was the eleventh grade students of SMA PGRI 1 Ploso Jombang and total sample is 20 students consisting 4 male and 16 female. This research was held in four meetings involved pre-test, first treatment, second treatment, and post-test. The researcher used test as the instrument to collect the data. The research was carried out from September2016 up to January 2017. After collecting the data, the next step was analyzing them by using SPSS vs 21 to know the effect of numbered head together on students' reading comprehension. The finding showed the students' reading comprehension increased after being taught directed reading thinking activity It was proven by the mean after being taught using DRTA (85,0000) was higher than the mean score before being taught using DRTA (76,2500). The result reports that the *t-test* was higher than *t-table* (14, 78649 >2,132) it means that *H₀* was rejected and *H_a* was accepted. From the finding above, it can be concluded that DRTA technique was effective on students' reading comprehension. The researchersuggest to the English teacher should teach the students using DRTA because it was suitable technique which makes the students more easy to comprehend the text

Keywords : Reading Comprehension, Directed Reading Thinking Activity (DRTA)

I. BACKGROUND OF THE PROBLEM

Reading is a skill that should be mastered by learners in acquiring language because it can help the learners to be successful in their education. According to Brown (2003:185), "Reading is likewise a skill that teachers simply expect learner to acquire. Reading is arguably the most essential skill for success in all education

contexts." This statement means that reading is important to be learned by language learners because it can enlarge their knowledge so that they are successful in their school Reading is important for everyone especially for the students. According to Nunan (2005: 69) : Reading is a set of skill that involves making sense and deriving meaning from the printed word. " This statement means that reading

is important skill for the students because it can help the students to increase their knowledge and get the information from the books they read and book is a window of the world. The reading teaching learning process is important for the student, according to Harmer (1998: 68), “Reading is useful for other purpose too: any exposure to English (provided students understand it more or less) is a good thing for language students”. It means reading gives benefit on the teaching learning process for the students. Reading also provides opportunity to study the language component according to harmer (1998:68), “Reading provides opportunities to study language, they are; vocabulary, grammar, punctuation, and the way we construct sentences, paragraph, and text. In short, reading involves the entirely language component.

Students face many problems in reading, El-Koumy (2006:1) found that in Egyptian secondary school the student’s experienced difficulty when responding to inferential and referential reading comprehension, for referential comprehension. The students did not understand the relationship among words, sentences, paragraphs and the whole of the text, and in the inferential students difficult to infer the text included the main idea, and additional details not explicitly stated

in the text. The result indicated that 34 out of 40 students obtain very low score on reading comprehension test.

Besides that, some students’ think that reading comprehension is difficult. According to Lewis and Doordag (1999) in Wolley (2011:20), “there may be a multiplicity of factors that contribute to reading difficulties for many students with special need and underlying causes of their reading. It means some students have problem with their reading in and out of school when they learn. In addition

According to Brown (1982) in Wolley (2011:22), states that “while navigating some text readers may access background knowledge that may be in error leading to difficulties with comprehension. The student’s senior high school usually find some problems in the reading comprehending text. They often feel confused with the text especially about the structure of the text and the next story about. Usually they make some mistakes when they read English literature. It is predictable that they infBesides, according to Mason and Au (1990:126) in Erliana (2011:49), “Students have more trouble comprehending exposition because (1) they do not have much experience reading expository text, (2) teachers do not usually teach students structures needed for understanding expository text, and (3)

students may not have sufficient background knowledge of the topic, of the selection or of the structure of the text. It means students had many problems when they learn about the reading comprehension when their teacher started teaching learning process. Fluenced by their native language on their first language.

Based on the background above the writer knows that reading is one of the important subjects. But the students' ability in reading comprehension is low because the students are difficult to understand the content of the texts and they often make mistake when they read and understand the content of English literature.

Based on those facts the teacher must work harder to teach reading comprehension to increase the students' ability in reading comprehension. Directed reading thinking activity (DRTA) is one of technique to teach of reading comprehension that can help teacher to manage the class when their teach in the classroom. For the reason the writer wants to know the effect of Directed Reading Thinking Activity technique in teaching reading.

the writer limits the problem on teaching reading comprehension of using Directed Reading Thinking Activity

technique at SMA PGRI 1 PLOSO JOMBANG using narrative text and the writer choose eleventh grade exact class. In this research focus only on the reading comprehension using directed reading thinking activity.

II. RESEARCH METHODOLOGY

In the process of gathering the data, this article the use experiment research with one-group pre test and post test design to measure the dependent variable after being controlled using independent variable. According to Arikunto (2010:161) "*Variabel adalah gejala yang bervariasi, yang menjadi objek penelitian*". It means that variable is important for the research because it make object of the research. Based on title "*The Effect of Directed Reading Thinking Activity in Teaching Reading Comprehension to the Eleventh Grade at SMA PGRI 1 Ploso Jombang*". There are two variable in this study as follows:

1. Independent variable

Independent variable is the influences variable. for in this case, independent variable is using directed reading thinking activity. DRTA is one of technique for students work together to predict and some prediction in narrative text by help teacher. The steps in applying in DRTA: 1) Previewing, 2) Verifying, 3) Reflecting on Reading.

2. Dependent variable is something that is influenced by another variable. In this research, dependent variable is reading skill. Reading skill is specific abilities which help readers put their thoughts into words in a meaningful form and to mentally interact with the message. There are some indicators show in reading comprehension: 1. Detect such relation as main idea, 2. Supporting idea, 3. New information, 4. Given information, 5. Distinguish between literal, 6. Implied meaning, 7. Guessing the meaning of word from context.

There are many research designs, that can help and enable the research to collect the data analyze. According to Arikunto (2010: 203) "*Metode penelitian adalah cara yang digunakan oleh peneliti dalam mengumpulkan data penelitiannya*". It means that method is basically a scientific way to get the data with particular purposed and usefulness and This research uses quantitative research, according to Arikunto (2010: 27) "*Kuantitative, sesuai dengan namanya, banyak dituntut menggunakan angka, mulai dari pengumpulan data, penafsiran terhadap data tersebut, serta penampilan dari hasilnya*". It means that quantitative method is a method is used statistical formula to analyze the data obtained.

Technique that is research is quantitative. The researcher used this technique because the research has purpose to know the effect of technique in teaching and learning process of reading comprehension, so this research data is result of research record in number and fact . It means that data is the number of fact it as found by researcher as result of research. This article had place and time This research is conducted at SMA 1 PGRI Ploso Jombang. The researcher selects this location because the teachers of this school never use this technique and to know how far the students understand their reading comprehension especially using DRTA technique and It necessary to arrange the time for schedule of the research according to the activities, which are done during the research. The researcher held the research during the first semester of the eleventh grade of SMA PGRI 1 Ploso Jombang in academic year 2015/2016. Whereas the process of doing start from September 2016. The population and sample, Arikunto (2010: 173) state that "*populasi adalah keseluruhan subjek penelitian. Apabila seseorang ingin meneliti semua elemen yang ada dalam wilayah penelitian, maka penelitiannya merupakan penelitian populasi*". So population is total number of research subject that will be observe by researcher

and make conclusion of the research, By understanding this opinion, the reader know that population is an object of the experiment. So, in choosing population, and The researcher got 11A class as an experiment class and also to sample of this research use clustering sampling. They are consisting 40 students and which contains 19 male and 31 female. There are many technique of collecting the data, one of the ways using a test. According to Arikunto (2010: 203) "*Instrumen penelitian adalah alat atau fasilitas yang digunakan oleh peneliti dalam mengumpulkan data agar pekerjaannya lebih mudah dan hasilnya lebih baik, dalam arti lebih cermat, lengkap, dan sistematis sehingga lebih mudah diolah*". It means that instrument is making easy the researcher to process the data, the researcher use reading test. The aim of the test to get the data the students of SMA PGRI 1 Ploso Jombang in order to know students reading comprehension and the technique of collected he data There are many collecting the data one of the writer choose test. According to Arikunto (2010: 266) "*Untuk mengukur ada atau tidaknya serta besarnya kemampuan objek yang diteliti, digunakan tes*". In this written test is held in SMA PGRI 1 Ploso Jombang. The technique of collecting the data use pre-test and post-test. There are three steps of data collection.

The test is intended to know the students' reading comprehension in narrative text. It involves pretest that gives in the early meeting to know the initial ability in reading comprehension in narrative text and posttest that gives in the last meeting that is used to know the differences.

1) Pre- test

For the first the students are asked to answer the question about narrative text use multiple choice. The pre-test was done Monday, November 21, 2016. The researcher gives exercise to the students who are taught without DRTA technique. In this pre-test the researcher asked students to do exercises which consist of twenty multiple choices, then the researcher given time duration for fifteen until twenty minutes to tell about it.

2) Treatment

After giving the pre-test, the researcher teach using DRTA and divides the class into three or four groups. Researcher asks students to listen to the text that read by the teacher with different title. Second, the students are asked to listen to the text that look at the picture and beside that the student take notes for the important things like generic structure, language feature, implied meaning and make their prediction about the next

story about. After they finish taking notes for the important things and their prediction, the students are asked to share their notes to other group and other group analyzed the content of the text from other group and the researcher gives score of the test. The researcher uses the result of this pre-test to know the student's reading comprehension in narrative text. Then, researcher give score of the test and the score takes from students' answer the question and write their prediction about the story. the researcher use post-test to know students' final written of narrative text after get the pre-test.

3) Post test

The researcher give the students post test to know the students score after giving treatment. It was also same with pre test. The researcher after giving treatment the students ask to do test of written test, they predict some picture with question multiple choice and they give twenty minutes until thirty minutes to do the task their result in front of class with their group .After all of process had finished .The researcher analyzed the students score using statistic analysis to prove the hypothesis with comparing the pretest and pos-test score. All the data collected from the pre-test score and post test score will

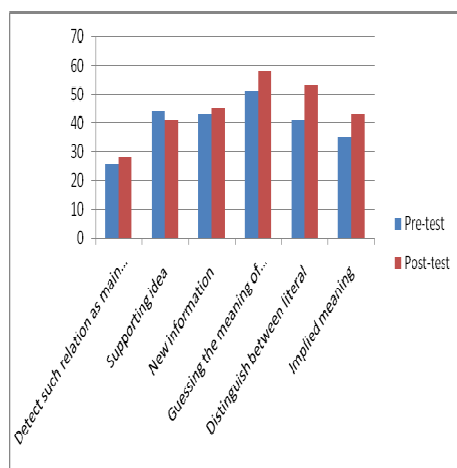
be analyzed using SPSS Version 21. The data which get from the pre-test score compared with the post-test score using the formula of paired sample t-Test with the taraf significance 5 % (0,05). To know the difference students' Reading Comprehension before and after being taught using DRTA and to prove the hypothesis. If there is students score average is no significance difference the(H_0) is accepted and (H_a) is rejected, but if the students score average is significance difference the (H_0) is rejected and (H_a) is accepted.

III. RESULT AND CONCLUSION

The data of pre-test showed how the students' reading comprehension before the researcher gave them treatment. From the result above, the total score of was the Guessing the meaning of word from context 50 highest score than the other aspect. Followed by New information 45, then Supporting ideawith total score 43, then Implied meaningwith total score is 38, thenDistinguish between literalwith total score is 37 and the last is Detect such relation as main idea with total score 32. the researcher sum the point from all aspect into (Σ). After that, conversed the total point (Σ) into score use formula ($\Sigma/\max (20) \times 100$). Thus, the researcher got range score from 60 into 95. In the pre-test, there are 2 students got score 60,

simki.unpkediri.ac.id
|| 7 ||

2 students got score 70, 4 students got score 75, 5 students got score 80, 2 students got score 85, 1 student got score 90,. The total score of pre-test is 1220 and the post-test there are the highest component that students got is Guessing the meaning of word from context with the total score 58, the second is Distinguish between literal with the total score 53, the third New information with the total score 50, the fourth is Implied meaning, with the total score 43, the fifth is new information 41, and the last is Detect such relation as main idea with total score 28. The total score from every component was increase. In this test there are 1 student got score 70, 3 students got score 75, 6 students got score 85, 3 students got score 90, and 2 students got score 95, from the result we can know that the total score and the total score for all component were rise. The increasing score also occur for each component of reading, the increase score was provided the data into diagram below:



From the diagram above, we can see that **guessing the meaning of word from context** got the highest increasing score from 35 into 43. The second is **Distinguish between literal** from 41 into 53. The third is **new information** from 43 into 45. The fourth is **implied meaning** from 35 into 43. The fifth is **supporting idea** from 41 into 44, The last is **Detect such relation as main idea** from 26 into 28 The researcher also provides the different score of pre-test and post-test. In other hand, the researcher also analyzed the data using SPSS version 2.1 and the result is provides on the table below:

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre - Post	-875,000	1,132,849	283,211	-1,478,649	-271,351	-3,090	15	,005

From Paired Samples Test table above, it showed t-test is 3,090 and the t-table with degree of freedom 15 is 2,042 at the level of significance of 5%. It means t-test was higher than t-table (14, 78649 > 2,132 and Sig. (2-tailed) is 0,005 was lower than 0.05. Then, the means differences between pre-test and post-test score was -8, 75000. Therefore, according to the calculation of SPSS and the diagram above, the researcher concludes that the students reading comprehension score was increase

and DRTA technique have significance effect to the students reading comprehension to the Eleventh grade SMA PGRI 1 Ploso Jombang. This research is limited by the design. In this research the reseacher use one group pre test post test design and XI Exact of SMAPGRI 1 Ploso Jombang as the sample class. Finally in this design no control class is used and from the result of the research score. The researcher cannot that any improve in score is suitable to the DRTA technique

IV. BIBLIOGRAPHY

- Arikunto, S. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta. Rineke Cipta
- Brown, H.D. 2000. *Principles of Language Learning and Teaching*. San Francisco State University. Longman.
- Brown, H.D. 2001. *Teaching by Principles An Interactive Approach to Language Pedagogy*. Longman.
- Brown, H. D. 2003. *Language Assessment principles and classroom Prectice*. Longman
- Brown, H.D. 2004. *Language Assesment Principles and Classroom Practice*. New York : Pearson Education. Longman.
- Callela, T. 2000. *Reading Comprehension Tools For Tackling Text*. Creative Teaching Press.
- Clark, J.M. 1995. *Six Reading For Adult Education*. Ohio Dept of Education
- Crawford. A 2005. *Teaching and Learning Strategies for the Thinking Classroom*. The International Debate Education Association. New York
- El-koumy, 2006. The Effect of Directed Reading thinking Activity on EFL Students' Referential and Inferential Comprehension. Available at: <http://www.eric.ed.gov/>
- Erliana.S.2011.*Improving Reading Comprehension through Directed Reading Thinking activity (DRTA) Strategy*. Journal English as a foreign Language. Vol.1, No.1 (March 2011)
- Fathur.R. 2009. *Teaching Reading Ministry of National Education*.Jakarta.MGMP Bermutu
- Gordon, J. *Reading and Vocabulary Recourses*. Retrieved From Available at : jgordon@cntrmail.org.downloaded on 03/11/2015
- Harmer, J. 1998. *How to Teach English*. Longman Publisher. New York

- Harmer, J. 2001. *The Practice of English Language Teaching Third Edition*. London: Person Education Limited.
- Richardson, J. 2009. *Reading to Learning the Content Area*. United State America. Wadsworth Changage Learning
- Khand, Z. 2004. *Teaching Reading Skills Problems and suggestions (volume 5)*. Faculty of Language and Islamic Studies.
- Larsen, D. 2003. *Technique and Principle in Language Teaching*. New York: Oxford University Press
- Linse, C. 2005. *Practical English Language Teaching Young Learners*. New York. McGraw-Hill Companies, Inc.
- Meisuri. 2005. *Improving Students' Comprehension through Directed Reading Thinking Activity*.
- Moammadi.M.Y.2014.*The Explicit Instruction of Reading Comprehension Directed Reading Thinking Activity VS Guided Reading Strategy*. Australian International Academic Center. Vol.4, N0.3 (May 2015)
- Nunan, D. 2003. *Language Teaching Methodology: a text book for teachers*. Sydney: Macquarie University.
- Owdan, T. A. 2012. *The Effect the Directed Reading Thinking activity Through Cooperative Learning on Secondary stage students' reading comprehension*. The world Islamic Sciences and Education University. Vol.2, N0.16 (August 2012)
- Pang, E. S. et al. *Teaching Reading*. France by Sandag. Bellegarde.
- Richards, J . C., and T.S. Rodgers. 2001. *Approaches and methods in language Teaching*. Cambridge ; Cambridge university Press.
- Reynolds, P. 2012. *The Importance Of Reaing*. Al-Hekma International School
- .Rukamningsih. 2013. *Incorporating Directed Reading Thinking Activity (DRTA) Technique Into Extensive Reading Class*. Cendikia. Vol.12, No.2 (July-December 2014)
- Wainwright, G . 2007. *How to Read Faster and Recall More*. United kingdom. Oxford
- Wolley, G.2011.*Reading Comprehension:Assisting Children With Learning Difficulties*.Springer Scien+Biussines Media