

ARTICLE

***The Effect of Applying DRTA (Directed Reading Thinking Activity)
on Students' Reading Comprehension at Eighth Grade of MTsN 1
Kediri in Academic Year 2015/2016***



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2017**



SURATPERNYATAAN ARTIKEL SKRIPSI TAHUN 2017



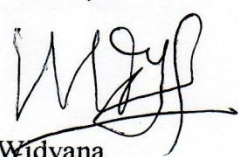
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***The Effect of Applying DRTA (Directed Reading Thinking Activity) on
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Abstract

Reading comprehension is a process in gaining the meaning of a written text. In this process the writer tries to convey and to present the message by using letter, magazine, symbols, and etc. In MTs N 1 Kota Kediri especially in G class, they are confused and not interested in reading text. During the reading class, they have low concentration and talk each other. By looking at this problem, the researcher tries to solve the problem by applying DRTA strategy in teaching reading. The purpose of this research are; 1) to know the student's reading comprehension before being taught using DRTA strategy on student's reading comprehension, 2) to find out the student's reading comprehension after being taught using DRTA strategy on student's reading comprehension, and 3) to know whether DRTA strategy has significant effect on student's reading comprehension. This research used pre-experiment with one group pre-test and post-test design. The subject of research is the eighth grade students of MTs N 1 Kediri in G class. This class consists of 39 students. Reading comprehension test was used as the tool of collecting the data. The process of collecting the data is; pre-test, treatment, and post-test. The data was analyzed by using t-test. The result of this research showed that students' reading comprehension increased after being taught using DRTA strategy. It can be seen from the result of t-test is the t-score is higher than t-table. The score of t-test was 16,58, and t-table in the degree of freedom of 38 at the level of significant of 5% is 2,704 and 2,423 at the level of significant 1%. It means that t-score (16,58) > t-table at the level significance of 5% (2,704). It means that there is very significant effect on students' reading comprehension after applying DRTA strategy at eighth grade students of MTs N 1 Kota Kediri. Besides, this strategy makes the students' ability in comprehending the text much better.

Keyword: Reading comprehension, DRTA strategy

A. INTRODUCTION

In language learning, there are four basic language skills that have to be mastered for students who learn English, those are listening, speaking, reading and writing. In this basic skill, reading has

important role in our life, through reading the learners can improve their knowledge, cultural information, enrich their vocabulary and change their behavior. Reading is one of skills that should be mastered by every

student who learnt English as a foreign language. According to Nunan (2003: 69) reading is an essential skill for learners of English as a second language. By mastering reading, students will get a lot of information for their learning. They will share information from text that they have read to the others.

In addition, reading comprehension is one of the most important factors that can influence the learning outcome. Student needs comprehension skills to get the ideas of text, information, and get the meaning of the text. Snow (2002; 11) speculates that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. From this reasons, students should have ability to read and to understand the reading text well. The goal of reading activity is to enable students to read with understanding and apply comprehension strategies to different type of text for variety of reading purposes. Without comprehension, there would be no purpose in reading words.

In teaching reading, teacher has to focus about the material that is used, like topic and type of reading. The purpose of teaching reading is to provide the students skill in reading and to increase student's knowledge and information in learning foreign language. Klingner et.al (2007; viii) define teaching reading comprehension is an instructional technique and activities that are scientifically validated, moving reading comprehension to teaching students how to flexibly and effectively use multiple comprehension strategies.

In summary, the teacher should focus and know what case arises in teaching reading. Then the teacher has to decide what to be done. The goals of teaching reading are the students understand reading text and get point about the text. The professional teacher can guide students to find the important information from the text as much as possible.

Based on the result of the interview researcher did through discussion and observation with students in MTsN 1 Kediri, almost all of students in class VIII G

confused and not interested with reading text. They usually only read the text and answer the questions. Besides that, they have to spend a lot of time to catch the information between or among the lines. They also lack of vocabularies, they will translate the word one by one and construct the meaning in appropriate way. Based on thus reasons, the researcher tries to solve the problem in teaching and learning reading by using DRTA strategy.

DRTA strategy is strategy that guided students to have direct thinking in the process of understanding reading. According to Westwood (2001: 59) Directed reading thinking activity (DRTA) is an instructional strategy designed to give children experience in predicting what an author will say, reading the text to confirm or revise the predictions and elaborating upon responses. Meanwhile, Schumm (2006: 241) confirms that DRTA is designed to help students in setting a purpose for reading; making, justifying, and verifying prediction and coming conclusion. The students will survey the text to

be read, make prediction and justify their prediction.

Based on the explanation above, it can be concluded that DRTA is a strategy which makes students to be active in reading by making prediction, justifying, and revising their prediction and also helps students to gain the purpose in reading. In this strategy, students will make predictions about the text by looking picture, title, and illustration.

Teaching reading by using DRTA strategy has some procedures that can be applied by teacher. Westwood (2001: 59) affirms that the process of Directed Reading Thinking Activity involves the reader in three basic steps. First, predicting some of the information he or she may find or raising some questions he or she hopes to have answered in the text. Second, reading the text carefully, with predictions and questions in mind. Third, being able to prove, with evidence from the text, any conclusions made from the reading. Meanwhile, Blachowicz and Ogle (2008) gives three basic components of the DR-TA cycle, they are; ask students to make predictions about

what they think is coming next in the story. Then, ask students read to prove or disprove their predictions, noting information and evidence in the text. And last, at the designated stopping points, students discuss their predictions and reformulate new predictions to lead them into the reading of the next section of the text.

In conclusion, the students use their background knowledge to predict the information that given by the teacher. Then, they make prediction and think what the story next will be happen. They also can revise their prediction, confirming and making conclusion after they are getting the evidence of the text.

Related to the problem above, the objective of this research are formulates; 1) To know the student's reading comprehension before being taught using DRTA strategy on student's reading comprehension. 2) To know the student's reading comprehension after being taught using DRTA strategy on student's reading comprehension. 3) To find out the effect of applying DRTA strategy on students' reading comprehension.

B. RESEARCH METHOD

This research is pre-experimental research with one group pre-test and post-test design. This research takes in MTsN 1 Kediri. It is located in Raung Street, 87 Kediri. This research is conducted at the second semester at the eighth grade of students MTsN 1 Kediri in academic year 2015/2016.

The population of this research is eighth grade of second semester students in MTsN 1 Kediri in academic year 2015/2016. The researcher used technique random sampling, which all of the class have the same opportunity to be observed. In this research, the sample is class VIII G. This class has 39 students, 16 the boys and 23 the girls.

There are three procedures in collecting data, pre-test, treatment, and post-test. In getting the data, the researcher used test to collect the data. The researcher gave reading comprehension as the test for the students. The test is consisting of 20 multiples choice in the form of written. The first procedure is pre-test, the aims of

this test is to know the students' reading comprehension before they taught using DRTA strategy. The second procedure is treatment. The researcher gave treatment twice, after pre-test has finished. The third procedure is post-test that the purpose is to know the students' reading comprehension after being taught using DRTA strategy.

In analyzing data, the researcher uses t-test to prove the hypotheses and to know the student's reading comprehension before and after being taught using DRTA strategy and to know the effect of DRTA on student's reading comprehension has significant effect or not. The researcher used formula as follow;

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

D : The sum post test-pre test

$\sum D$: The sum deviation of mean difference

n : The number of sample

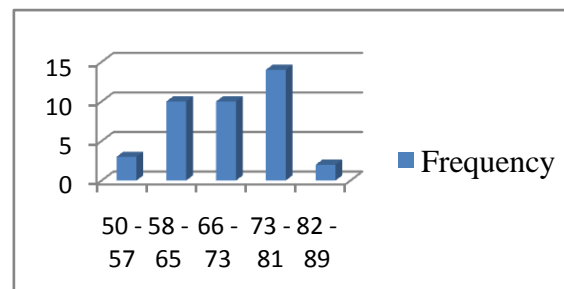
C. RESEARCH FINDING

The pre-test was done on Saturday, 30th April 2016. It is followed by all of students in VIII G class. The result of the total score pre-test of VIII G was 2735. For the highest score is 85, the lowest score is 55. The standard score of English subject for eighth grade students of MTsN 1 Kediri is 75. It means that there are several have not been achieved in reading comprehension.

After knowing the result of pre-test score, the researcher provides data the result of this research is presented in diagram below;

Diagram 1

The frequency score of pre-test



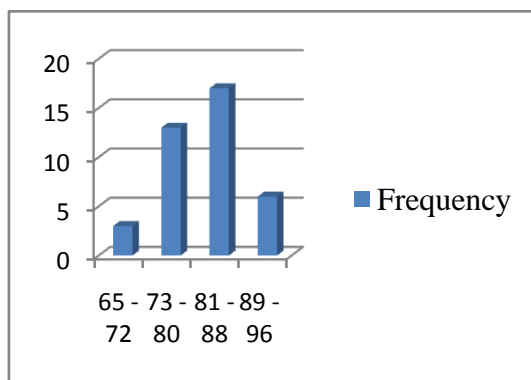
After treatment had finished, the researcher evaluated the students' reading comprehension by giving test. The test was conducted on 18th May 2016 after the second treatment had finished. The test was given in the last meeting after they had

treatment. The result of the total post-test scores of VIII G class was 3175. For the highest score is 95, the lowest score is 65.

To make it clear, the data of students' reading comprehension can be seen in the diagram presented below;

Diagram 1.2

The frequency score of post-test



To know the increasing of student reading comprehension, it can be seen in the table below;

Table 1

Mean Score between Pre-Test and Post-Test

N=39 Students	Pre-test	Post-test
Total score	2735	3175
Mean	70,13	81,41

From the result of table above, pre-test showed that the total score is 2735 from 39 students. The mean score of pre-test is 70,13. While, in

the result of post-test showed that the total score is 3175 from 39 students. The mean score of post-test is 81,41. So, it can be said that students' reading comprehension score is increasing after they are taught using DRTA strategy.

The result of t-score is compared with the result of t-table in the degree of freedom 38. The result of t-table is 2,432 in the degree of significance 1% and 2,704 in the degree of significance 5% and t-score is 16,58. It means that t-score is higher than t-table. The researcher summarized that t-score \geq t-table; it means that there is very significant effect on students' reading comprehension after applying DRTA strategy.

D. DISCUSSION AND CONCLUSION

Based on the research finding as explained above, the researcher concludes that teaching reading using DRTA strategy has very significant effect on students' reading comprehension to the eighth grade students of MTsN 1 Kediri in academic year 2015/2016.

Based on the result above, the researcher analyses some reasons why teaching and learning using

DRTA strategy has significant effect on improving students' reading comprehension. The first, this strategy makes the students much better in comprehending text. The students easily find the main idea, references, implied meaning, and supporting idea of the text. It can be said that they are easier to comprehend the text by making prediction and propping the prediction by themselves. Second, the effect of DRTA strategy can be seen in the process of teaching and learning. The students are more interested and enthusiastic, because this strategy makes every student active in a group, individual, and think critically to find the information from the text. This strategy also can increase the students' motivation during learning reading. Third, the students can express their knowledge to give argumentation in group when the discussion is taking place.

This finding is relevant with the study was done by Seftika (2016) that conduct a research about DRTA strategy to teach reading. The research finding is that DRTA strategy is very helpful

both in individual and group work task because DRTA also enhance the students participation in class interaction both in individual and group work discussion. It is proven from the result of post-test is higher than pre-test.

After conducting the research and knowing the result of the research about the effect of applying DRTA (Directed Reading Thinking Activity) strategy on students' reading comprehension, the researcher wants to give some suggestions to the teachers, students, and other researcher. First suggestion is for teachers, it suggests for teacher are; the first is the teachers should have the appropriate strategy in teaching reading to develop the students' ability. DRTA strategy can be one of an alternative strategy for students who get the problem in reading comprehension. Second, when the teacher applied DRTA strategy should be clear when giving the instruction and giving clue for the when they are difficult to predict the text.

The second suggestion is for students. It is suggest to the students that DRTA is help the

students to eliminate their fear in making mistakes in expressing their idea and making summary. The students should be active, critical and pay attention during teaching and learning process.

The last suggestion is for other researcher to study DRTA strategy in other skill and can be conducted with different kinds of proficiency level. This research also can be used as guidelines to complete other similar problems of the research.

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