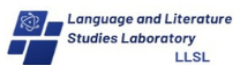
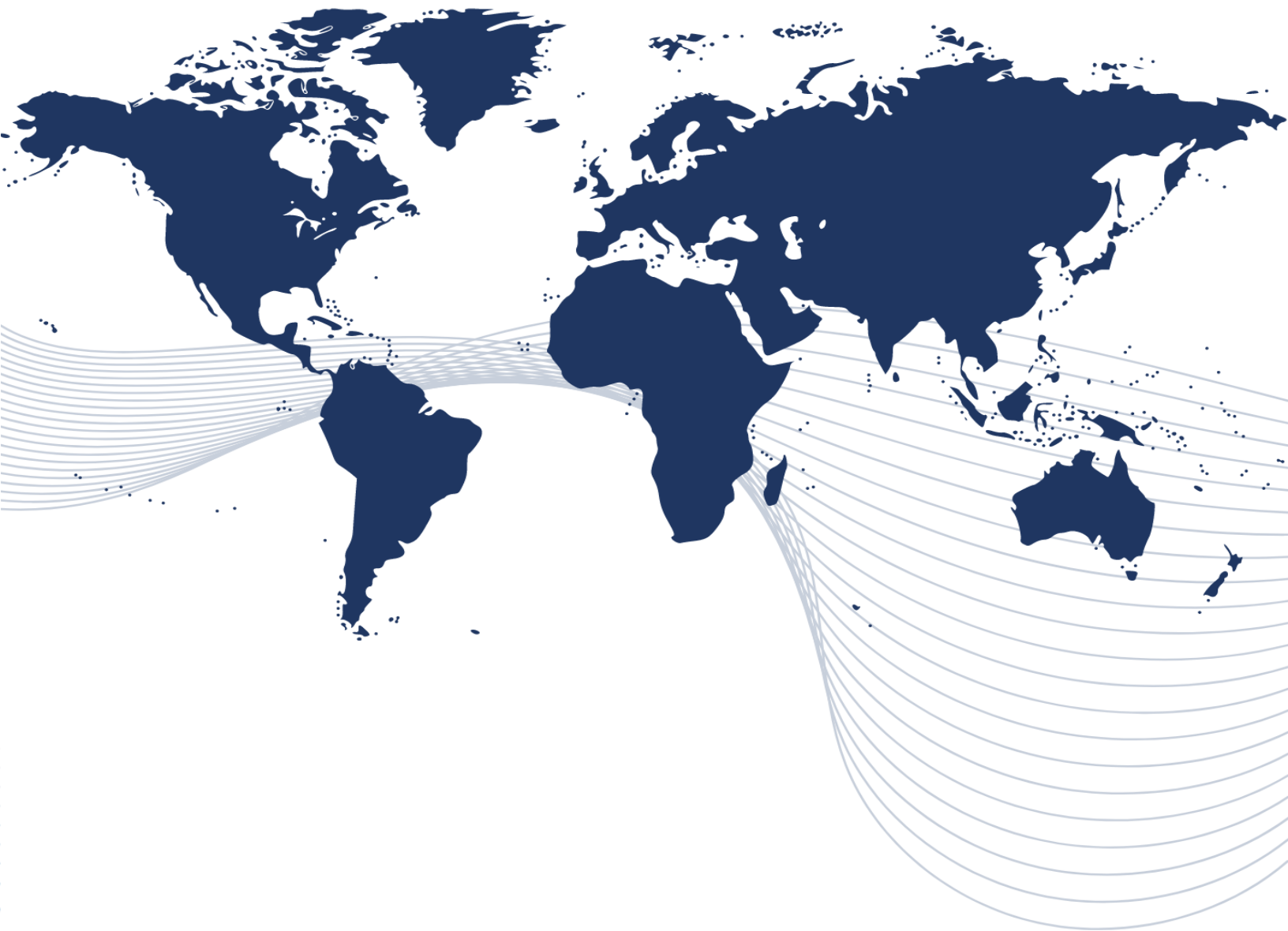


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Using Direct Reading Thinking Activity (DRTA) Technique to Teach Reading Comprehension for Eleventh Grade Students

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Abstract

This research is using the Direct Reading Thinking Activity (DRTA) Technique to Teach Reading Comprehension for Eleventh Grade Students. The research problems of this research are how the use of the Direct Reading Thinking Activity (DRTA) technique may increase reading comprehension for eleventh grade students and what are the obstacles of the students in using the Direct Reading Thinking Activity (DRTA) technique in reading comprehension. The purposes of this research are to find out whether the Direct Reading Thinking Activity (DRTA) technique may increase reading comprehension for eleventh grade students and to know the obstacles the students face in using the Direct Reading Thinking Activity (DRTA) technique in reading comprehension. The subject of this research was the students of the second grade of SMAN 1 Kuta Baro in the academic year 2017-2018, which consisted of 18 students. The research was started on October 10th, 2017 and continued until October 24th, 2017. This is quantitative research with two research instruments, namely a test (pre- and post-test) and a questionnaire. Finally, the researcher concludes by suggesting that English teachers can use the DRTA technique as a good alternative method for teaching reading. However, it aids students' reading ability and comprehension by making texts easier to understand, making students more interactive, and encouraging students to engage in more active and critical thinking.

Keyword: Metode, Education, Learning, Direct Reading Thinking Activity (DRTA) Technique

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INTRODUCTION

Reading is an activity with a certain purpose as a reader's read. The student may read in order to gain information or verify existing knowledge or to change knowledge of the language being read. The purpose of students' learning at school is to understand the content of short functional texts in order to receive the message state in narrative, explanation, and discussion written form, determine the appropriate approach to reading comprehension, and access information in a daily context (Harmer, 2002:80). This is related to the 2006 Competence-Based Curriculum, which claims that reading is one of the four language skills to be taught in senior high school. The students are expected to understand and respond to a variety of short functional texts and monologs, as well as essays, procedures, descriptions, recounts, narratives, reports, news items, analytical expositions, hortatory expositions, spoofs, explanations, and discussion contexts of their daily lives. Therefore, the students of senior high school are expected to comprehend the reading of some English texts.

Based on the explanations above, it seems clear that there are still problems in teaching reading comprehension. It will be the English teachers' task to solve the problems. There are many ways to solve the problems, and one of them is the use of the Directed Reading Thinking Activity, developed in 1969 by Russell G. Stauffer. The Directed Reading Thinking Activity (DRTA) is a technique that guides students in asking questions about a text, making predictions, and then reading to confirm their predictions. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension.

A DRTA may be used with an individual, a small group, or a whole class. This activity can be easily adapted for a variety of subjects and reading levels. This technique helps strengthen reading and critical thinking skills. As the teacher guides the process, the DRTA encourages students to determine the purpose of reading and make adjustments to what they think will come next based on the text.

METHOD

1. Research Design

The researcher used a quantitative approach in this research. A quantitative approach is used to describe a type of information that can be counted or expressed numerically. Furthermore, data in research is usually classified as primary data and secondary data. Suryabrata (2010) defined primary data as data that is directly collected by the researcher from a prime source. In the same book, Suryabrata (2010) defines secondary data as data that has been collected by other people rather than the researcher. The primary data in this research is the result of the test and spreading questionnaire section that the researcher held. The secondary data is data about active students that the researcher got from one of the eight classes of eleventh grade in SMAN 1 Kuta Baro, Aceh Besar; it is class XIIA.

2. Population and Sample

This research was conducted at SMAN 1 Kuta Baro, Aceh Besar. The population of this study was the second year students of SMAN 1 Kuta Baro in academic year 2017/2018. The sample of this research is the students of XIIA class which consist of 18 students at SMA SMAN 1 Kuta Baro .

3. Technique of Data Collection

a. Test

A test is a set of questions and exercises used to measure the achievement or capability of an individual or group. The test is given to find out whether the Direct Reading Thinking Activity (DRTA) technique may increase reading comprehension for eleventh grade students and to know the obstacles the students face in using the Direct Reading Thinking Activity (DRTA) technique in reading comprehension. The writer applied two kinds of tests, namely, a pre-test and a post-test. A pre-test was given at the first meeting to find out the students' abilities prior to applying the DR-TA. In the pre-test, there was a test consisting of a text and some questions that were multiple choice, where the students were given four choices (a, b, c, and d). The multiple-choice questions consisted of five items. The writer will score 20 points for the right answer and 0 points for the wrong answer. If students can answer all the questions, they will get 100 points. Whereas the post-test was conducted at the last meeting after the application of DR-TA in order to measure the students' reading ability.

b. Questionnaires

A questionnaire is a document containing questions and other types of items designed to solicit information appropriate for analysis (Ears, 2004). In this research, the writer gave a question for the eleventh-grade student of SMAN 1 Kuta Baro, Aceh Besar. This question would represent the important question that must be answered by the students. The result of the question is to find out whether the Direct Reading Thinking Activity (DRTA) technique may increase reading comprehension for eleventh grade students and to know the obstacles the students face in using the Direct Reading Thinking Activity (DRTA) technique in reading comprehension. The questions were modified into close-ended questions consisting of 20 questions. The questions would be distributed after the teaching-learning process was finished.

4. Technique of Data Analysis

a. Test

In analyzing the score of the test, the writer calculated the mean of the students' scores in both the pre-test and post-test by using a statistical formula (Arikunto 2010).

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

b. Questionnaire

According to Sudjono (2008), the result of questionnaire would be analyzed by using the following formula:

$$P = \frac{f}{N} \times 100\%$$

RESULT

1. The Analysis of the Test

The tests (pre-test and post-test) distributed by the researcher are to find out the students' reading comprehension before and after the treatment was given to them. A pre-test was given in the first meeting, and a post-test was given in the last meeting. The lowest score of the pre-test was 20, and the lowest score of the post-test was 40. Meanwhile, the highest score of the pre-test was 100, and the highest score of the post-test was 100. After the researcher knew the scores of the tests, he had to find the mean of the pre-test and post-test. The mean of the pre-test and post-test scores were:

a. The mean of pre-test

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

$$\bar{X} = \frac{(20 \times 3) + (36 \times 4) + (52 \times 6) + (68 \times 4) + (84 \times 0) + (100 \times 1)}{18}$$

$$\bar{X} = \frac{888}{18}$$

$$\bar{X} = 49,33$$

b. The mean score of post-test

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

$$\bar{X} = \frac{(40 \times 2) + (52 \times 4) + (64 \times 0) + (76 \times 6) + (88 \times 0) + (100 \times 6)}{18}$$

$$\bar{X} = \frac{1334}{18}$$

$$\bar{X} = 74,66$$

From the formula above, it showed that the mean of the pre-test score and post-test score were different. Furthermore, the mean pre-test score and post-test score were significantly improved, indicating that the use of the Direct Reading Thinking Activity (DRTA) technique increases reading comprehension for eleventh grade students.

2. Analysis of Questionnaire

NO	QUESTIONNAIRRE	PERCENTAGE		TOTAL
		YES	NO	
1	Do you like English lessons?	100%	0	100%
2	Do you like Reading Comprehension?	100 %	0	100%
3	When learning comprehension reading, do you often have difficulties?	94,5 %	55,5%	100%
4	Do you have difficulty understanding the text when you are reading text?	88,89 %	11,11 %	100%

NO	QUESTIONNAIRRE	PERCENTAGE		TOTAL
		YES	NO	
5	Do you having difficulty in understanding the text, the teacher provides an interesting method when teaching reading comprehension?	94,5%	55,5%	100%
6	Does the teacher explain clearly about the DRTA method?	100%	0	100%
7	Is the teacher able to teach Reading Comprehension using DRTA method well?	100%	0	100%
8	If you are given text that is difficult to understand, do you use the DRTA method to understand?	77,78%	22,22%	100%
9	Are you interested in learning Reading Comprehension using the DRTA method?	100%	0	100%
10	Does using the DRTA method improve you in learning Reading comprehension?	100%	0	100%
11	Does this DRTA method give you an edge in learning reading comprehension?	100%	0	100%
12	Do you have difficulty in determining the main idea in the text after following the implementation of the DRTA method?	72,23%	27,77%	100%
13	Do you have difficulty while searching for word meaning after using DRTA method?	38,89%	61,11%	100%
14	Is following the application of the DRTA method you are motivated to read?	100%	0	100%
15	Is following the implementation of your DRTA method motivated to make predictions about the content of the reading?	94,5%	55,5%	100%
16	Is following the application of the DRTA method you are motivated to understand the content of the reading?	100%	0	100%
17	Does the DRTA method make it easier for you to learn Reading Comprehension?	100%	0	100%
18	Do you generally like this method?	88,89%	11,11%	100%
19	Did you find any difficulty during learning Reading Comprehension using DRTA?	27,78%	72,22%	100%

NO	QUESTIONNAIRRE	RESPON
20	What difficulties did you encounter during the reading study using the DRTA method?	lack of vocabularies and incapability in understanding the meaning of the difficult words in comprehending ideas or messages in paragraphs

This question is different from another question because the question of number 20 responds to the question of number 19, so there are 5 students who respond to this question. It has the same reason: a lack of vocabulary and their inability to understand the meaning of difficult words when comprehending ideas or messages in paragraphs.

DISCUSSION

After analyzing all of the data that was collected from the experimental group using a statistical formula, Moreover, it was necessary to discuss the results of this research. Based on the data obtained during the research, the writer will answer the research questions. The first research question is, "How may using the Direct Reading Thinking Activity (DRTA) Technique increase reading comprehension for eleventh grade students?" After the writer did the treatment and test, the research result showed the Direct Reading Thinking Activity (DRTA) Technique may increase reading comprehension for eleventh grade students. By using the Direct Reading Thinking Activity (DRTA) Technique, they found it easier to understand the reading text and also to predict the text in their own language. According to the data, there is a significant score between and after the treatment. In the pre-test, the low score is 20 and the higher score is 100, with a mean of 49.33, while in the post-test, the low score is 40 and the higher score is 100, with a mean of 74.66. Since the result of the t-test indicates that the t-score was bigger than the t-table ($3,38 < 2.89$)

The second research question was about students' obstacles to learning reading comprehension by using the DRTA method. The obstacles are as follows:

1. They lacked vocabulary and grammatical knowledge important to understanding the text.
2. Inability to understand the difficult words in comprehending ideas or messages in paragraphs
3. They almost could not find the main idea and some of the supporting details of the text; even they often misunderstood some of the information presented in the text. All they knew was to translate every single word unfamiliar to them.
4. They had not learned to guess meaning using context or to employ their background knowledge related to the text.

In this case, the writer found some difficulties for students in learning reading comprehension by using this method. The first one is that in question number twelve, the students said that they have difficulty determining the main idea in the text after following the implementation of the DRTA method. There are 13 students (72,23%) who have the same answer. The second one is question number thirteen. The students have difficulty searching for word meaning after using the DRTA method. There are 7 students (38,89%) who chose the same answer. The last one is question number nineteen. Five students (27,78%) found difficulty learning reading comprehension using DRTA because of a lack of vocabulary. As a result of the above, even though there were no significant problems during learning reading comprehension by using DRTA, it did increase students' reading comprehension.

CONCLUSION

This study was conducted at SMAN 1 Kuta Baro. It took 18 students of the XI IPA as samples. The samples consist of 18 students. This experiment was taught using the direct reading thinking activity (DRTA) technique to teach reading comprehension. After conducting the experiment and implementing it in teaching reading (narrative text), it was found that the students' scores in reading could be improved.

Based on the research results and discussions, the writer concludes that the use of the DRTA technique helps students' reading abilities. It is proven by the improvement of students' reading. The mean score of the post-test is higher than the pre-test (74,66 > 49,33). It indicates that there is a significant difference in score between the two means. It can be concluded that the students have improved their reading comprehension skills. While the result of the t-test was 3,38, the critical value was 0.05, and the degree of freedom (df) = N-1 = 18-1 = 17 is 2.89. The obtained t-score was 3,38. So the t-score was higher than the t-table (tscore = 3,38 > ttable = 2.89).

Then the students are also interested in learning by using the DR-TA method. But there were some difficulties that were faced by students during learning by using the DR-TA method, and the most common problems were a lack of vocabulary and their inability to understand the meaning of the difficult words in comprehending ideas or messages in paragraphs.

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