USING DRTA (DIRECTED READING THINKING ACTIVITY) STRATEGY TO IMPROVE THE SECOND YEAR STUDENTS' ABILITY IN COMPREHENDING NARRATIVE TEXTS AT SMA N 5 PEKANBARU

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Abstract: *This classroom action research was aimed to find out if the Directed Reading Thinking Activitystrategy could improve the students' ability in comprehending narrative texts of the second year students of SMAN5 Pekanbaru. The class XI IPA 7 became the subject of the research, the participants were 39.The data were collected by using of tests, observations, and field notes. The data were analyzed byquantitative data and qualitative data. The research finding showed that the implementation of Directed Reading Thinking Activitystrategy as the teaching strategy could improve students' ability in comprehending narrative texts both at the first cycle and second cycle.It was also proved that applying the procedures of Directed Reading Thinking Activitystrategy in teaching reading could raise students' predictions, before reading, during and after reading in comprehendings narrative text, and motivation to shared with their friends in groups.*

Keywords: *Directed Reading Thinking Activity Strategy, Students' Reading Ability, Comprehending Narrative Text*

MENGGUNAKAN STRATEGI DRTA (*DIRECTED READING THINKINGACTIVITY*)UNTUK MENINGKATKAN KEMAMPUAN SISWA KELAS 2 DALAM MEMAHAMI TEKS *NARRATIVE* DI SMA N 5 PEKANBARU

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Abstrak: Penelitian tindakan kelas ini bertujuan untuk mengetahui bahwa startegi Directed Reading Thinking Activity dapat meningkatkan kempampuan siswa kelas 2 dalam memahami teks *narrative*di SMA N 5Pekanbaru. Penelitian di lakukan di kelas XI IPA 7. Pengumpulan data di lakukan menggunakan test, observasi, dan catatan. Analisis data di lakukan dengan cara kwantitatif data dan kwalitatif data. Hasil penelitian ini menununjukkan bahwa pelaksanaan dari strategi Directed Reading Thinking Activity sebagai strategi mengajar mampu meningkatkan kemampuan siswa dalam memahami teks narasi pada siklus 1 dan siklus 2. Ini juga membuktikan bahwa dengan mengaplikasikan prosedure dari strategi Directed Reading Thinking Activity dalam mengajarkan bacaan dapat menaikan prediksi siswa, sebelum membaca, pada saat membaca, dan setelah membaca dalam memahami teks *narrative*, serta motivasi untuk berbagi dengan teman-teman dalam satu grup.

Kata kunci: Strategi Directed Reading Thinking Activity, Kemampuan Baca Siswa, Pemahaman Teks *Narrative*

INTRODUCTION

English is an International language that is used by many people in the world. English is learnt from many skills, there are the four language skills, listening, speaking, reading and writing. Reading is an important skill that must be learned by the students. If the students understand what they read, probably they will get much knowledge or information. According to Djuharie (2006), reading is a way of getting the meaning or knowledge from the printed page such as textbooks, newspapers, magazines, and novels.

According to Burnes and Pages (1991) reading is an interactive process, a process in which the reader engages in exchange of ideas with an author via the text. It means that reading is not only the process that is used by the reader to get messages, in which the writer has to deliver something through words media or written language

According to the 2006 curriculum, there are many kinds of text in reading comprehension such as descriptive, narrative, recount, spoof, report, review, etc. In this research, the writer focuses on narrative texts.The textsare simple but many second year students of senior high schools do not understand them.Narrative text is a type of text which is intended to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution (Doddy, 2008)

Based on the teacher's information in the school when the writer observing and interviewing the teacher,about 50% of the students did not reach the minimum criterion score of achievement. Many students have difficulties in comprehending the reading text.Most of them still get difficulty in getting the information from the text. The students' failure in comprehending reading texts may be influenced by many factors, such as: lack of vocabularies, the media, the strategy being used by the teacher, and the facilities. The writer wants to underline one of those factors that are strategy.

The writer uses the DRTA to help the students solve their problems in reading comprehension in narrative texts, and to see the increased their reading comprehension ability and finally to monitor their reading process by using the strategy. DRTA is one strategy that can stimulate students' ability in reading activity in the class. By applying DRTA strategy in reading activities, they predict the text by scanning the title so they will be easier to understand the content of a text. It can stimulate their motivation and interest to read. DRTA is an instructional strategy that encourages the students to make prediction and check their prediction during reading and after reading (Stauffer, 1981).

According to Friedman (2003) there are some reasons for Using Directed reading Thinking Activity (DRTA) of language. The DRTA strategy has many advantages in the teaching and learning of reading. First, the DRTA strategy can help to develop critical reading skills. Second, the strategy can encourage the students to be active readers. Third, it can activate the students' prior knowledge. Then, the strategy can monitor students' reading comprehension as they are reading. Finally, the strategy can enhance students' curiosity about particular texts or text types. From the statements above, it is obvious that the DRTA strategy is effective to improve the students' reading comprehension; so it is appropriate to be used by English teachers in teaching reading.in The Disadvantages of DRTA strategyare only useful if students have read or heard the text being used and classroom management may become a problem

Related to the explanation above the writer is interested in conducting a research entitled" Using DRTA (Directed Reading Thinking Activity) Strategy to improve The

Second Year Students' Ability in Comprehending Narrative Textsat SMA N 5 Pekanbaru"

METHODOLOGY

This research is a Classroom Action Research. Tomal (2003) simply stated that, action research is a systemic process of solving educational problems and making improvements. Kemmis (1988) states that action research is a self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situation in which these practicesand carried out".The participants of this research were the second year students of SMA N 5 Pekanbaru. For this purpose, class XI IPA 7became the subject of the research which consist of 39 students.

The data were collected by using of tests(multiple choices), observations, and field notes. The data were analyzed by quantitative data and qualitative data.The writer gives treatment as a way to improve the students' ability in comprehending narrative texts.The application Directed Reading Thinking Activity strategyis an effective way to solve the students' problems in reading. The material were prepared lesson plans for two cycles, teaching materials and media, observation sheets and field notes to note specifics things, weakness, strengths or suggestions related to teaching and learning process as well. The score in Pre-test as a guidance to conduct this research.The procedure of the teaching learnign DRTA, (a)The teacher writes the title of the reading passage on the board and asks the students to read it,(b) The teacher asks the students to make prediction about the title, (c) The teacher lists the prediction on the board and invites a discussion with the students by asking them to respond, (d) The teacher invites the students to work in small groups to complete the discussion following the same format,(e) The teacher ask students to read the passage silently to comfirm or reject their own prediction. (f). The teacher asks the students to reflect on their prediction by responding the question**.**

FINDINGS AND DISCUSSION

The main purpose of this study was to find out the students' reading ability after being taught by using Directed Reading Thinking Activity (DRTA) strategy. The writer involved 39 students of SMAN 5 Pekanbaru in collecting the data. The collaborator analyzed the students' progress during the treatment and also observed both the teacher and the students' activities during the treatment through observation sheets and field notes.

The writer gave the students a post test 1 at the end of cycle 1. The purpose ofgiving the post-test was to know the ability of the students after being taught by Directed Reading Thinking Activity strategy. If the result of the quantitative and qualitative data in the cycle 1 did not show a significant improvement yet, the writer

decided to continue to cycle 2. Consequently, the writer gave the students post-test 2 at the end of cycle 2.

In addition, the quantitative data of this study was collected through the writte n tests (Pre-test, Post test 1, Post test 2), and the qualitative data were collected by using the observation sheets(Teacher and student)and field notes.

The Pre-test was administered before respondents were given a treatment by applying Directed Reading Thinking Activity strategy. The number of students who took the tests was 39 students. As assumed before, the average of pre-test score was lower than the minimum passing criteria (78). The total score of the pre-test was 2159, 6 and the mean score was only 55,4 . The level of ability was poor to. So that, the treatments were needed to increase students' reading ability.

The result of Pre-test showed that most of students in this class still low level ability in comprehending narrative texts. From 39 students there were 4 students or about 15,4% reachedpoor level. There were 23 students or 59,0 % reachedmediocre level. Then, 10 students or 25,6% were in good level. The last, there was no one could reach good to excellent level.

In cycle 1, the students' ability in comprehending narrative texts wasgood enough, even though most of them were still in below of Minimum Passing Criteria (KKM) 78 only 9 students were achieve the Minimum Passing Criteria (KKM) . The total score of the post test 1 was 2838and the mean score was 72,3 that ranged in good level. The score of the students was in excellent 4 students or 10,3%. 29 students got 74,3% were in mediocre level. Then, there were 6 students 15,4% reached mediocre level, and no student fell into poor level.

Based on students' score in the pre-test and post test 1, there was an improvement. The average score in pre-test was 55,4 (mediocre), while the average score in the post test 1 was 72.3(good). it means that the students' achievement in readingbecame better after implementing Directed Reading Thinking Activity Strategy which would improve the Reading ability. The improvement can also be seen from the seven aspects aspects of reading in cycle 1. The persentage of the Correct Answer in Each component of Reading Comprehension in Post-Test 1. Finding the Factual Information was 74,0%, Finding The Main Idea score was 77,0%, Next, Finding The Certain Word the was 66,5%, Identifying Referenceas was 62,0%. Making Inferencewas 67,0%, General Structure was 71,5%Language Feature was 63,0%.

From the students' test result on cycle I, it could be seen that the students still had problems in comprehending narrative texts , because the averages were still below of Minimum Passing Criteria, 78 even the students' test results on those skills were still categorized good level. But the focus was more in comprehending narrative especially in low score. So, it was the focus of the writer to make improvement in cycle II.

The result of cycle 2 showed the total score of post test 2 was 3077 and the mean score was 70,9. The level of ability was good. The level of the students' ability in this cycle was better than in the previous cycle. It was proved that there were 12 students or 30,8% who reached excellent level, 26 students or 66,7% who reached good level, 1 student or 2,6% who reached mediocre level and there was no student who reached poor level. In other words, the improvement occurs in the post-test 2. It was also supported by the students' Observation of Three Treatments In Cycle 2 First meeting was 73,5%, Second meeting was 79,2%, Third meeting was 89,2% and the total result of them 80,6%

Referring to the above cycle II data, the writer and the collaborator/teacher concluded that the students' ability in comprehending narrative texts increased as well as the score from cycle I to cycle II, and the improvement of the scores was better because the average score was 79,0 and it had passed the Minimum Passing Criteria (KKM). In addition, there were 22 students (54,6%) of students who could reach the KKM and there were 17 students who could not reach Minimum Passing Criteria KKM, which was 78. It means that this method could improve students' ability in comprehending narrative texts and it did not need to be rearranged the next cycle. This fact showed that the writer has been success to help students at SMA N 5 Pekanbaru to increase the student's ability in comprehending narrative text by applying Directed Reading Thinking Activity

In this study, the writerfound that there was improvement to the students reading comprehension in narrative texts by using DRTA. It could be seen from the pre-test, post-test 1, and post-test 2. The following table would show the level of the total students of the results of pre-test, post-test 1 and post-test 2.

The Level of Students' Reading Ability in Pre-Test, Post-Test 1, and Post-Test 2

No	Score	Ability Level	Percentages			Frequency		
			Pre-Test	Post-test 1	Post-test 2	Pre-Test	Post-test 1	Post-test 2
1	81-100	Excellent	-	10,3%	30,8%	-	4	12
2	61-80	Good	25,6%	74,3%	66,7%	10	29	26
3	41-60	Mediocre	59,0%	15,4%	2,6%	23	6	1
4	21-40	Poor	15,4%	-	-	6	-	-
5	0-20	Very poor	-	-	-	-	-	-
	Average		100%	100%	100%	39	39	39

CONCLUSION

The purpose of the research was to find out whether the teaching reading by Directed Reading Thinking Activity starategy could improve students' ability in comprehending narrative text. From the research findings, it can be concluded that the implementation of applying Directed Reading Thinking Activity as the teaching staretgy could improve students' ability in comprehending narrative texts both at the first cycle and second cycle. It could be seen from the data that showed in the pre-test where the average score was only 55,4 Fortunately, it improved to 72.3 in the post-test 1, and finally improved to 79,0 in the post-test.Applying the procedures of Directed Reading Thinking Activity starategy in teaching reading could raise students' prediction, interst and motivation to thinking and share ideas with their partner in pairs or groups. Directed Reading Thinking Activity starategy can used for elementary school, hunior high schoool, and senior high school.Then, applying Directed Reading Thinking Activity as a teaching starategy in English language teaching and learning

could also improve students' ability in comprehending narrative texts in terms of the finding the information, fainding the main idea, finding the certain words identifying reference, making inference, general structure and language feature. Based on the learning process, by using DRTA it is expected that students can apply this strategy continuosly in learning reading subject. The teacher should be able to create an interesting classroom situation for students during the teaching learning process with another variety of interisting teaching strategy. In this case student should be able to manage the time, so teaching and learning process will be going effectively.

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