

THE EFFECT OF DIRECTED READING THINKING ACTIVITY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMP BABUSSALLAM PEKANBARU IN COMPREHENDING RECOUNT TEXTS

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Abstract: *This pre experimental research is aimed at finding out the effects of Directed Reading Thinking Activity (DRTA) on the reading comprehension ability of the second year students of SMP Babussalam Pekanbaru. The participants were 20 students of the second year students of SMP Babussalam Pekanbaru who have similar characteristic in term of academic achievement and age factors. This research was conducted from 16 January to 31 January 2018. It took place in SMP Babussalam Pekanbaru which is located at Jl. H.R Soebrantas , Pekanbaru. The data were collected by using pre-test and post-test. The data were analyzed by using SPSS(Statistical Product and Service Solutions). The research finding of this research showed that there is significant effect of Directed Reading Thinking Activity on the reading comprehension ability of the second year students of SMP Babussalam Pekanbaru. The Post-Test result (77.25) was higher than Pre-Test result(58.37). The differences between the mean scores of pre-test and post-test is as big as 18.88. The result also showed that the value of t-test (9.68) was higher than t-table (2.086) at the significance level 5 %. Therefore ,the hypothesis was accepted . Hence, there is an effect of Directed Reading Thinking Activity on the reading comprehension ability of the second year students of SMP Babussalam Pekanbaru.*

Keywords: *Directed Reading Thinking Activity(DRTA), Reading comprehension, Recount text*

PENGARUH KEGIATAN BELAJAR MEMBACA TERARAH TERHADAP KEMAMPUAN MURID KELAS DUA SMP BABUSSALAM DALAM MEMAHAMI RECOUNT TEKS

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Abstrak: Penelitian pre eksperimental ini bertujuan untuk mengetahui pengaruh Kegiatan Belajar Membaca Terarah (DRTA) terhadap kemampuan pemahaman bacaan siswa kelas II SMP Babussalam Pekanbaru. Para peserta adalah 20 siswa dari siswa tahun kedua SMP Babussalam Pekanbaru yang memiliki karakteristik serupa dalam hal prestasi akademik dan faktor usia. Penelitian ini dilakukan dari 16 Januari hingga 31 Januari 2018. Acara ini berlangsung di SMP Babussalam Pekanbaru yang terletak di Jl. H.R Soebrantas, Pekanbaru. Data dikumpulkan dengan menggunakan pre-test dan post-test. Data dianalisis dengan menggunakan SPSS (Statistical Product and Service Solutions). Hasil penelitian dari penelitian ini menunjukkan bahwa ada pengaruh yang signifikan dari Kegiatan Membaca Directed Reading terhadap kemampuan pemahaman bacaan siswa kelas II SMP Babussalam Pekanbaru. Hasil Post-Test (77,25) lebih tinggi dari hasil Pre-Test (58,37). Perbedaan antara nilai rata-rata pre-test dan post-test adalah sebesar 18,88. Hasilnya juga menunjukkan bahwa nilai t-test (9,68) lebih tinggi dari t-tabel (2,086) pada taraf signifikansi 5%. Oleh karena itu, hipotesis diterima. Oleh karena itu, ada pengaruh Kegiatan Thinking Terarah Membaca terhadap kemampuan pemahaman bacaan siswa kelas II SMP Babussalam Pekanbaru.

Kata kunci: *Directed Reading Thinking Activity* (DRTA), Membaca pemahaman,
Teks recount

INTRODUCTION

There are four English skills that should be mastered by students. Those are listening, reading, speaking, and writing. As stated in the 2013 curriculum, English lesson is aimed at develop students ability in communicating by that language either spoken or written. Reading is one of English skills that should be mastered by students. Reading skills are necessary when students want to further their study, especially at the Junior high school level. They need good reading skills for acquiring knowledge and learning new information. Reading is a complex cognitive process and mastery of all aspects of reading is crucial for academic success and achievement, Al-odwan (2012).

When students learn reading in English, they are usually given a text that should be read and understood. It is not easy for Junior High school students to read an English text because they are expected to comprehend the meaning of the text. Problem that many Indonesian students have in comprehending an English text is lack of vocabulary and unfamiliar to learn English by reading a text or paragraph. Syatriana (2013) stated that reading is a complex process that involve not only the reader ability to read a text but also the reader ability to comprehend every words and sentences in English that make up the text. The next problems come from the teacher related to the strategy, the methodology, the technique of teaching reading used by the teacher. In a majority of classrooms today, reading instruction is text-centered and does not provide for direct comprehension instruction. In these classrooms, teachers typically use textbook questions to check for students' understanding of text, but rarely teach students the strategies and skills necessary to comprehend what they have read Durkin (1999). The effective reading comprehension models involve both the teachers and the students in an active, on-going pursuit of meaning construction. Unfortunately, conventional and text-centered classrooms do not provide instruction in the skills and strategies necessary for students to learn how to comprehend text. Tivnan & Hemphill (2005) .

Problem in learning reading material also occurred in students of SMP Babussalam Pekanbaru. Based on The researcher's experience as practicing teacher in this school in September – December 2016, most students' reading abilities were not good. Based on the result of English test that the writer gave to the students when became practicing teacher in this school, only 24 out of 64 students were able to achieve standard competency. Based on the researcher observation, the teacher usually asked every students to read orally then asking them to translate the story, then the teacher gave them some minutes to do exercises meanwhile most of students did not comprehend about the text.

Based on the problem above, it is necessary to find out a suitable strategy related to students' condition. Then the researcher is interested in investigating how Directed Reading Thinking Activity (DRTA) is effective to measure student's reading comprehension ability. According Bainbridge and Sylvia (1999), DRTA is one of strategy to show the active role of readers. Prior to reading, the students are asked to generate prediction of story development based on some limited information such as the title of the reading selection, the author's name, or a few illustrations. Schumm (2006) stated that there are several steps in DRTA strategy. First, the students survey the text to be read. Second, students should make predictions based on the survey to have students justify their predictions, or give a reason why they think their predictions are correct. The third set a purpose by reading having students read to find out if their predictions are correct. Fourth, ask the students confirm their predictions based on the new

information read and create new prediction. The last, ask students read the next section and continue with confirming or altering and creating new prediction until the reading is complete. In this research, the writer adapted the steps of DRTA from Schumm.

The writer chose DRTA because it has been proven able to increase the reading ability of the students. DRTA is effective to increase the students reading ability because this strategy encourages students to be active and thoughtful readers. The process of predicting, reading and proving makes the students are not passive in reading class .They use their mind to be more aware about the topic given may be known yet by the students. That is why the researcher decided to conduct a research by applying a strategy that might be effective to measure reading comprehension ability of recount the second years students of SMP Babussalam Pekanbaru .

METHODOLOGY

This research was conducted from 16 January to 31 January 2018. It took place in SMP Babussalam Pekanbaru which is located at Jl. H.R Soebrantas , Pekanbaru. This research was conducted by using pre-test – treatment – post-test design. One group pre-test – post-test design involved a single group that is pre-test , exposed 6 treatments and post-test and one class had been involved in this research. The writer compared the scores in pre-test and post-test to see whether the treatment was effective or not on the students' reading ability. The population in this research was the second year students of SMP Babussalam Pekanbaru. They are VIII.1 – VIII.5. The sample class of this research was class VIII 2 which consists of 20 students. This study used quantitative data in which the students were assessed by their score. the writer gave pre-test and post-test of recount text to measure reading ability of the students. The instrument that be used is objective test. The form of text in the test is recount text. The blue-print of the test can be seen on the table below :

Table 1 Blueprint of the Test (pre-test)

Title of Texts	Criteria	Items Number
1. Granpa's Birthday	Finding Main Idea	2,6,11,12,18,20,24,36
2. My vocation to Yogyakarta	Identify Factual Information	4,5,9,13,17,19,22,27,37
3. Visiting friend's house		
4. A Terrible accident	Vocabulary	7,10,26,28,30,35,40
5. The Stopped Clock in the New Year		
6. A Trip to the zoo		
7. Miss the Bus	Identify Reference	3,8,15,23,25,31,34,38
	Finding the Generic Structure	1,4,16,21,29,32,33,39
Total :		40 items

Table 2 Classification student's score by Harris (1974)

Level of ability	Test Score
Excellent	81-100
Good	61-80
Mediocre	41-60
Poor	21-40
Very poor	0-20

In this research, the writer analyzed and processed the data by using statistic calculation of T-test formula. The data were calculated by using SPSS (Statistical Package for the Social Science) 16.00 to measure and compare the student's score in reading comprehension between the pre-test and the post test result.

RESULT AND DISSCUSSION

The Result of Pre-Test

Pre-test was conducted to assess the students' reading comprehension ability before the treatment using Directed Reading Thinking Activity. The students need to answer 40 questions and the test was given in the form of recount texts. This test was intended to know the students reading comprehension ability before the treatment.

The result of students score in pre-test is shown on the Table 3 below :

Table 3 Descriptive Statistic of the Pre-Test

	N	Mean	Median	Mode	Std. Deviation	Std. Error Mean
Pre-Test	20	58.37	60	75	14.98	3.35

Based on Table 3, the mean score of Pre-test is 58.37. According to the table of student's level of ability, the student's ability is in mediocre level. Meanwhile, the median score is 60. Finally, the most frequent score is 75 as the mode

The students level of ability was classified into five categories which are adapted from Haris (1974) . The percentage of each categories can be seen on the Table 4.4 below:

Table 4 Student's Level of Ability in Pre-Test

Test score	Level of ability	Frequency	Percentage
81-100	Excellent	0	0%
61-80	Good	10	50%
41-60	Mediocre	6	30%
21-40	Poor	4	20%
0-20	Very poor	0	0%
Mean score		58.37	

Based on Table 4, there are no student who achieved excellent level. While , only 10 students (50%) who pass in the test are in good level . The rest of the students are unsuccessful in the test with percentage (50 %). It can be concluded that the ability of the students in pre- test is not good .

The Result of Post Test

After the treatment, the students was given the post-test to measure their ability in reading comprehension of recount texts and compared it with the result of pre-test. The post- test was given by asking students to answer 40 questions in the form of recount texts. This test was intended to know the students reading comprehension ability after the treatment.

The result of students score in post-test is shown in the Table 5 below:

Table 5 Descriptive of Post-Test

	N	Mean	Median	Mode	Std. Deviation	Std. Error Mean
post-test	20	77.2500	77.5	70	11.97311	2.67727

Table 5 shows that the mean score of Post-test is 77.25. According to the table of student's level of ability, the students's score is in good level. Meanwhile, the median score is 77.5. Finally, the most frequent score is 70 as the mode.

The students' level of ability was classified into five categories which are adapted from Haris (1974). The percentage of each categories can be seen on the Table 4.7 below:

Table 6 Student's Level of Ability in Post-Test

Test score	Level of ability	Frequency	Percentage
81-100	Excellent	7	35%
61-80	Good	12	60%
41-60	Mediocre	1	5%
21-40	Poor	0	0%
0-20	Very poor	0	0%
Mean score		77.25	

Based on Table 6, it can be seen that the ability of students in comprehending recount texts is very good .19 students (95%) pass in the test and only 1 students (5%) is unsuccessful in the test. It can be concluded that there is an effect of Directed reading Thinking Activity on the reading comprehension ability .

The Result of T-Table

As the researcher used pre-experimental research, the hypothesis was required to see if there is a significant effect after applying the research. The mean of the pre-test (O1) was 58.37. While the mean of post-test (O2) was 77.25. It means there is an improvement of student's score from the pre-test result to the post-test result. In order to make sure that the hypothesis could be accepted, the result of the t-test formula was required. The formula can be seen as follows:

$$\begin{aligned}
 t_{\text{table}} &= n-1(a5\%) \\
 &= 20-1(a5\%) \\
 &= 2.086
 \end{aligned}$$

Table 7 T-Test Paired samples statistic

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	58.37	20	14.98	3.35
Post-test	77.25	20	11.97	2.67

Based on Table 7, the mean scores of pre-test and post-test are 58.37 and 77.25. The differences between the mean scores of pre-test and post-test is 18.88 which means that there is a significant effect of DRTA on Reading comprehension. The standard deviation in the sample pre-test is 14.98 and the standard deviation in the sample post-test is 11.97. The standard error mean in the sample pre-test and post-test are 3.35 and 2.67.

Table 8 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-test-Post-test	1.8875	8.71610	1.9489	22.954	14.7957	9.685	19	.000

Based on Table 8, the result of the T-test is higher than T-table. It can be seen from the table that the results of T-test is 9.68 while the t-table is 2.086. This means, there is a significant difference between the pre-test and post-test result. As the table showed the result of paired samples test, the hypothesis of this study which is there is a significant effect of using directed Reading Thinking Activity on reading comprehension ability of recount texts of the second year students of SMP Babussalam is accepted.

DISCUSSIONS

The interesting thing to be discussed first is the number of students which increased on each level of ability. In the pre-test section, there were no students in the excellent level, while in good level had the highest number with 50 %, on mediocre level there were 6 students, followed by 4 students in poor level and no students were in very poor level. But, after the students got the treatment in learning process by using Directed Reading Thinking Activity, they could achieve higher score in post-test section which was proven by the number of students and percentage of level of ability that increased significantly. In post-test, there were 7 students in excellent level, 12 in good level and only 1 student was in mediocre level.

The result of Pre-Test and Post-Test showed that students could increase their reading comprehension effectively. Even though there were no students on the excellent

level in the pre-test section, but after the treatment, all students able to improve their comprehension so that each student could achieved higher level of ability. It also made the percentage of students for each aspect changed based on the scores that achieved in the post test.

The difference between t-test and t-table proved that there is a significant effect of Directed Reading Thinking Activity on reading comprehension ability of the second year students of SMP Babussalam Pekanbaru, even though junior high school students are quite young to comprehend reading text in English, but this strategy can help them to improve their reading comprehension. It helped students to understand the whole reading text because it created a condition in which students could practice and involve in active comprehension by calling on their personal prior knowledge and text knowledge. Before the treatment, the students were not understand about the text because they have no idea about what the texts were about and confused by a long text , but after giving the treatment and guiding them to make a prediction based on the title and picture on the text and relate it with their prior knowledge , it made them more enthusiastic to read the text and finally correct their prediction with the text knowledge which will help them to comprehend the texts. This strategy was much more effective compared to the text centered which does not provide for direct comprehension direction. While in this study, the teacher provided direction to help students to make prediction, to read, to think and to correct their prediction while reading which helped them to comprehend the text.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result of this study, it can be concluded that there is an effect of Directed Thinking Activity on reading comprehension ability of recount texts of the second year students of SMP Babussalam Pekanbaru. The significant result can be seen from the score of t-test is 9.685 which is higher than the t-table (2.086). This also indicated for the improvement of student's result in pre-test (5.87) compared to their post-test result (77.25).In conclusion, Directed reading Thinking Activity gives a significant effect on reading comprehension ability of recount texts of the second year student of SMP Babussalam Pekanbaru.

Suggestions

Based on the result of the research, the researcher would like to offer 3 suggestions. Firstly, teachers are suggested to teach reading by using Directed Reading Thinking Activity as one of strategies to improve student's reading ability. Secondly, teacher should involve the students more in learning process in order to make them more active in the class. Teachers should determine students' reading interest, besides motivating them to be interested in learning process, so that the students' interest in learning process could be improved. One of the ways is by practicing reading more often in which the students are trained to read for pleasure. They can read what they want, so that they would have an interest in reading. Lastly , teacher should explain the procedures of the strategy that going to be used before the learning process in order to make students more understand.

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