

# ***THE EFFECT OF DIRECTED READING THINKING ACTIVITY ON THE ABILITY OF THE FIRST YEAR STUDENTS OF SMAN 2 TELUK KUANTAN IN READING COMPREHENSION***

**Sista Khairunnisa, Erni, Masyhur**

e-mail: sistakhairunnisa97@gmail.com , masyhurr20@yahoo.com, erni.rosda@yahoo.co.id

Phone Number: +682169904809

*Students of English Study Program  
Language and Arts Department  
Faculty of Teachers Training and Education  
Universitas Riau*

**Abstract:** *This research is aimed to finding out whether there is a significant effect of Directed Reding Thinking Activity strategy on the ability of first year students of SMAN 2 Teluk Kuantan in reading comprehension. The research design was a pre-experimental research with one group pre-test and post-test design. The sample was X IS was chosen by using cluster random sampling technique. The result showed that the mean score of post-test (76.00) was higher than mean score of pre-test (70.03). The value of t-test (15.48) was higher than t-table (2.04) at 5% of the significance level. Therefore, Alternative Hypothesis (Ha) was accepted and Null Hypothesis (Ho) was rejected. It could be concluded that there was a significant effect of Directed Reading Thinking Activity strategy on the ability of first year students of SMAN 2 Teluk Kuantan in reading comprehension.*

**Key Words:** *Directed Reading Thinking Activity, Reading Comprehension*

# **PENGARUH DARI STRATEGI AKTIFITAS MEMBACA DAN BERFIKIR SECARA LANGSUNG TERHADAP KEMAMPUAN SISWA TAHUN PERTAMA DI SMAN 2 TELUK KUANTAN DALAM PEMAHAMAN MEMBACA**

**Sista Khairunnisa, Erni, Masyhur**

e-mail: sistakhairunnisa97@gmail.com , masyhurr20@yahoo.com, erni.rosda@yahoo.co.id  
No. HP: +682169904809

Mahasiswa Program Studi Bahasa Inggris  
Jurusan Bahasa dan Seni  
Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Riau

**Abstrak:** Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari strategi aktifitas membaca dan berfikir secara langsung terhadap kemampuan siswa di tahun pertama di SMAN 2 Teluk Kuantan dalam pemahaman membaca. Desain penelitian yang digunakan adalah pre-eksperimental dengan satu grup tes awal dan akhir. Sampel penelitian adalah kelas X IS yang ditentukan dengan menggunakan teknik pemilihan kelompok. Hasil menunjukkan bahwa nilai rata-rata tes akhir (76.00) lebih tinggi dari pada nilai rata-rata tes awal (70.03). Hasil juga menunjukkan bahwa nilai t-test (15.48) lebih tinggi daripada nilai t-tabel (2.04) pada tingkat signifikan 5%. Oleh sebab itu Hipotesis Alternatif ( $H_a$ ) diterima dan Hipotesis Nol ( $H_o$ ) tidak diterima. Dapat disimpulkan bahwa terdapat efek yang signifikan dari strategi aktifitas membaca dan berfikir secara langsung terhadap kemampuan siswa di tahun pertama di SMAN 2 Teluk Kuantan dalam pemahaman membaca.

**Kata kunci:** Aktifitas membaca dan berfikir secara langsung, Pemahaman Membaca

## INTRODUCTION

Reading is one of the important skills that should be mastered by the students in learning English. Reading becomes an activity that cannot be separated from students' daily life because it is a key to find the information in education areas. According to Grellet (2010), there are two main purposes of reading which are reading for getting information and reading for getting pleasure. In classroom, the purpose of reading is reading for getting information. In order to get information, students need to comprehend what they have read. Reading would be meaningless without comprehension.

Based on the interview with an English Teacher of SMAN (State Senior High School) 2 Teluk Kuantan, Mr. Aprizal said that students lack of interest to read the texts and lack of vocabulary. These are probably the causes of the students' difficulties in comprehending texts. In addition, based on the interview with the students, they said that they feel bored and they are not interested in learning process because they need some new activities that can change classroom atmosphere.

Based on the English syllabus of tenth grade 2013's Curriculum, students are expected to be able to comprehend texts including narrative text. Narrative text is a story which is connected with events based on the plot in order to entertain the readers. The generic structures of narrative text are orientation, events, resolution, and coda (optional). Grabe (1991) says that strategy is the important element in the learning process in order to help students to comprehend the texts. In helping students to comprehend narrative texts, Directed Reading Thinking Activity (DR-TA) strategy is used in teaching narrative texts. According to McKenna (2002:88) the directed reading thinking activity is a reading strategy used to introduce a reading selection and to encourage students to form predictions as a means of making their reading more purposeful. It means that, prediction is emphasized in DR-TA strategy. The result of the study is expected to give contribution for a teacher and students in teaching learning.

## METHODOLOGY

The participants of this research were the first year students of SMAN 2 Teluk Kuantan. The researcher did the research on class X IS which consisted of 35 students. The sample was selected by using cluster random sampling technique.

The procedures of data collecting that was used in this research is pre-test, treatment and a post-test.

### a) Pre- Test

The students are given a pre- test as the first step of collecting data. The test consists of 40 objective questions. The researcher makes assessment after the students finishing the pre-test. The indicators of the test consist of 5 elements which are finding main idea, identify factual information, vocabulary ,identify reference, and finding the generic structure.

b) Treatment

The treatment in this study is conducted in 4 meetings with time allocation 2 x 45 minutes ( per meeting ). The students are given a text which they should read and understand. The students as the experimental group are taught by using Directed Reading Thinking Activity.

c) Post-test

Post-test is the last step to get a data of this research. It is administrated to measure the data after get a treatment , the students are given objective questions to measure their comprehension in reading whether using Directed Reading thinking Activity improve the students ability or not. The indicators of the questions are the same with the indicators of questions in the pre-test.

There are some formulas that will be used in analyzing the data. It can be seen as follows:

1. To analyze the difficulty level of each question:

$$FV = \frac{R}{N} \times 100\%$$

Where:

FV= Facility Value

R = Number of correct answers

N = Total number of students

(Heaton, 1988)

2. To analyze mean score:

$$M = \frac{x}{n} \times 100$$

Where:

M= Individual Score

X= Correct Answers

N= Number of Items

(Heaton, 1988)

To analyze the data in this study, the researcher assessed the students's score by using the classification score by Harris(1974) :

Table1. The Classification of Students' Scores

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

(Adopted from Harris, 1974)

## RESULTS FINDINGS

Pre-test is intended to find the achievement of the students' reading comprehension before treatment was applied. Table (1) represents the results.

Table 2. Descriptive Statistics of Pre-test Score

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Score	35	53	85	70.03	8.475

Table (2) shows that the mean score of 35 students was 70.03. Meanwhile, the minimum score that students reached in pre-test was 53 and the maximum score was 85.

Table 3. Classification Students' Score in Pre-test

No	Test Score	Level of Students' Comprehension	Frequency	Percentage
1	81 – 100	Very Good	3	9%
2	61 – 80	Good	27	77%
3	41 – 60	Mediocre	5	14%
4	21 – 40	Poor	0	0%
5	0 – 20	Very Poor	0	0%
Total			35	100%

Table (3) shows the result. None of students (0%) is classified into “very poor” level and “poor” level. Mostly students (77%) are classified into “good” level. Furthermore, 5 students (14%) are classified into “mediocre” level. Meanwhile 3 students (9%) are classified into “good” level.

Table 4. Descriptive Statistics of Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test	35	60	90	76.00	7.971

In performing pre-experimental research with one group pre-test and post-test design, hypothesis is tested at the 0.05 level of significance. The mean of pre-test score (X) achieved by the first year students is 70.03. The difference could be seen in their mean score as shown in post-test results (Y) that is 76.00. The margin of pre-test and post-test achieved is 5.97.

Table 5. Paired Samples t-test

	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference			
				Lower	Upper		
Pre-test	-						
Post-test	5.971	2.281	.386	-6.755	-5.188	15.485	34 .000

Table (5) shows the results of the  $t_{obs}$  was 15.48, meanwhile  $t_{table}$  is 2.042 (see appendix). The result showed that  $t_{obs}$  is higher than  $t_{table}$  ( $15.48 > 2.042$ ). It can be concluded that there is a differences between the pre-test and the post-test. Directed Reading Thinking Activity strategy could give a statistically significant difference between the achievement of students' score in pre-test and post-test. The alternative hypothesis of this research, "There is a significant effect of Directed Reading Thinking Activity strategy on students' reading comprehension ability at tenth grade of SMAN 2 Teluk Kuantan" is accepted.

## Discussions

From the results and explanation above, it can be said that Directed Reading Thinking Activity strategy is a practical way to teaching reading comprehension. It can be seen from the improvement of students' score in the pre-test and in the post-test. The result shows  $t_{obs}$  is higher than  $t_{table}$  ( $15.48 > 2.042$ ). It can be concluded that there is a difference between the pre-test score and the post-test score.

In other words, the alternative hypothesis of this research, "There is a significant effect of Directed Reading Thinking Activity strategy on the ability of first year students' of SMAN 2 Teluk Kuantan in reading comprehension" is accepted.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

The improvement achieved might have been attributed to the way they were being taught using Directed Reading Thinking Activity Strategy. The result of t-test showed that  $t_{obs}$  is higher than  $t_{table}$ . It can be stated that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. Directed Reading Thinking Activity strategy gives positive and enjoyable learning environments in the classroom. It also enhanced the students' participation and interaction during the learning process. Students comprehend the story completely by making prediction that helped students to develop their reading through Directed Reading Thinking Activity.

### Recommendation

After getting the result of the study in this research, there are some suggestions which can be used to teach narrative texts as follows:

First, teachers are suggested to teach reading by using Directed Reading Thinking Activity as one of strategies to improve the students' ability in comprehending narrative texts.

Second, the teachers should involve the students more in learning process in order to make them more active in the class, ask the students to make a question and predict the story by their own sentences. One of the ways is by practicing reading more often in which the students are trained to read for pleasure.

The last, teacher should explain the procedures of the strategy that are going to be used before the learning process in order to make the students understand the texts well.

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