

# THE EFFECTS OF DIRECTED READING THINKING ACTIVITY (DRTA) METHOD TOWARDS THE ABILITY OF THE FIRST YEAR STUDENTS OF SMA NEGERI 10 PEKANBARU IN COMPREHENDING READING TEXT

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**Abstract:** *This one shot pre-test post-test design was aimed to find out the effects of Directed Reading Thinking Activity (DRTA) method towards the ability of the first year students of SMA N 10 Pekanbaru in comprehending text. This study answered the following research question: "is there any significant effect DRTA method to reading comprehension achievement of the first year students of SMA N 10 Pekanbaru in comprehending text?" The participants were 36 students of the first year students of SMA Negeri 10 Pekanbaru. The time of this research was on academic 2014-2015, from august - October at SMA N 10 Pekanbaru. This school is located on St.bukitbarisan, Pekanbaru. The data was collected by using pre-test and post-test. The data was analyzed by using SPSS Application. The research finding of this research showed that there is significant effect of Directed Reading Thinking Activity towards the ability of the first year students of SMA N 10 Pekanbaru in comprehending reading text. the finding also proved that in the pre-test students' average score was 6.82 and after the treatment applied there is contribution in post-test score 0.74.*

**Keywords:** *Directed Reading Thinking Activity (DRTA), Comprehending Reading Text, one shot pre-test post-test design.*

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**Abstract:** Penelitian berbentuk one shot pre-test post-test ini bertujuan untuk menemukan pengaruh-pengaruh metode DRTA terhadap kemampuan siswa siswi kelas I di SMA negeri 10 Pekanbaru dalam memahami teks bacaan dalam bentuk bahasa Inggris. Hasil Penelitian ini menjawab pertanyaan penelitian “adakah pengaruh yang signifikan dari metode DRTA terhadap pencapaian kemampuan pemahaman membaca siswa kelas satu sma 10 pekanbaru dalam memahami teks bacaan ?Peserta di dalam penelitian ini terdiri atas 36 murid dari siswa siswi kelas 1 di SMA negeri 10 Pekanbaru. Penelitian ini dilaksanakan di tahun ajaran 2014-2015, dari bulan agustus-oktober di SMA negeri 10 Pekanbaru. Yang berlokasi di jalan Bukit barisan, pekanbaru. Data dari penelitian ini didapatkan dari pelaksanaan pre-test dan post-test. Data di analisa dengan menggunakan aplikasi SPSS. Hasil dari penelitian ini menunjukkan bahwa metode DRTA memberikan pengaruh yang signifikan terhadap kemampun pemahaman membaca teks bacaan dalam bentuk bahasa Inggris dari siswa siswi kelas 1 di SMA negeri 10 Pekanbaru. Hasil penelitian juga menunjukkan nilai rata-rata siswa siswi di Pre-test adalah 6.8 dan post-test adalah 6.82. Dan metode ini memberikan kontribusi sebesar 0.72

**Keywords:** *Directed Reading Thinking Activity (DRTA), Comprehending Reading Text, one shot pre-test post-test design.*

## INTRODUCTION

English is one of the important languages in this time. As we know the domination of English language globally is undeniable, many schools around the world give English as a lesson to teach because English is one of languages that uses for international communication, business, tourism, education and diplomacy. Like another country, Indonesia also gives English as the first foreign language that teach at every school.

The Indonesia government chooses English as the first foreign language to teach in school and also as a major subject for the student elementary school to university students because they realize how important English for the better life of Indonesian. In English language, there are four basic language skills; speaking, writing, reading and listening. Those skills are interrelated each other and they cannot be separated.

One of those skills is reading. Reading is a thinking process to get information or an idea; according to Burnes and pages (1985) defines that reading is an interactive process. The process means that the reader engages in an exchange of idea with an author via the text. As we know to be able to comprehend the message or ideas of the whole text, the reader should know what they read.

For EFL students like student in Indonesia, One of the most difficult situations in reading teaching and learning process is in comprehending the text, there are many students that can read the English text but they do not know what they read. However, the teachers have tried many ways to teach the students to be able to read the text that written in English, but the fact there are still many students could not do it well though reading is one of the skill that teach in almost English class.

Those various methods have a low and insignificant impact to increase the comprehension of the students, the score of the students in reading, is unsatisfactory. It happened because of so many factors. Start from the students getting bored while in teaching progress, they are still lack of vocabularies, etc.

Based on the small observation that did by the researcher in SMA N 10 Pekanbaru, actually depends on the English teachers of SMA N 10 Pekanbaru, this problem also a problem that have to faced by them while in reading teaching and progress. Many of their student got difficulty in comprehending about what they read.

Based on the explanation above, the researcher is very interested to apply an appropriate method to see the effect of the method. There are many methods that appropriate for helping in comprehending reading text. One of the methods which is seemed to be appropriate for this kind of this situation is Directed Reading Thinking Activity (DRTA).

The Directed Reading Thinking Activity (DRTA) is a method developed by Russel Staufer in 1976. According to Manzo and Manzo (1990) students are led through a cycle of making predictions, reading to verify predictions, evaluating comprehension with respect to the predictions, and making new predictions based on acquired knowledge. DRTA may be used with an individual, a small group, or a whole class.

The reason why the teacher chose Directed Reading thinking Activity, because this strategy has some advantages that can improve students' ability in reading. The advantages of DRTA method, according to Tierney, Readence, and Dishner (1997) in teaching reading comprehension:

1. DRTA gives the students' ability to determine purposes for reading.
2. DRTA gives the students' ability to extract, comprehend, and assimilate information.

3. DRTA gives the students' ability to examine reading material based upon purposes for reading.
4. DRTA gives the students' ability to suspend judgments.
5. DRTA gives the students' ability to make decision based upon information gleaned from reading.

Although, DRTA has advantages; this method also has disadvantages like another method. Disadvantages of this method;

1. Only useful if students have read or heard the text being used
2. Classroom management may become a problem.
3. This method useful also depends on the situation of the class.

From the explanation before, DRTA has advantages and disadvantages, that is why the focused on this research is not in improving but to see the effect of DRTA method, and to see the effect of DRTA the researcher conduct this method to The first year student SMA N 10 Pekanbaru, because the researcher have been did small observation in there, and found this school also face their students difficult in comprehending text.

The text used in order to help the researcher to apply this method for this research is Narrative text, the reason why the researcher chose this text is According to the syllabus and the teacher, narrative text is one of the material that students' should learn. The researcher also interesting with this text because it is a text that uses to entertain so the researcher hopes it will help to avoid the boring situation.

According to the explanation above, the researcher is eager to find out the effect of Directed Reading Thinking Activity. this scientific research conducted with the title "THE EFFECTS OF DIRECTED READING THINKING ACTIVITY (DRTA) METHOD TOWARDS THE ABILITY OF THE FIRST YEAR STUDENTS OF SMA NEGERI 10 PEKANBARU IN COMPREHENDING READING TEXT.

## **METHODOLOGY**

The population of the research was the first year students of SMA N 10 Pekanbaru . The reason why the researcher choose this school because before this research the researcher ever do small observation to this school in order to prepare to choose which school that could be made as a sample. To choose the class to be the sample, the lottery technique was used and finally X MIA 1 as the sample. There were 36 students in it, and the researcher chooses all of them as the sample.

In doing this research, the way to collect the data has important role. In this research, the data of the study were taken from the result of the test (pre-test and post-test). The researcher used 12 texts of narrative for the test, six texts for pre-test and another for the post-test activity. The test that used for this research has to be valid and reliable in order to obtain the data related to the learning topic, it was the reason why at the first step the researcher used try –out. In this research, the researcher analyzed the result of try-out by using Heaton formula. Based to Heaton (1975), the question of the test would be accepted if the difficulty score is between 0.30-0.70. The question would be rejected if the score of the test less than 0.30 (too difficult) and more than 0.70 (too easy).

In try-out step the researcher prepared 30 questions; the researcher applied the test to a class X mia 3 at SMA N 10 Pekanbaru, the researcher used random sampling technique (probability Sampling) to choose it. After the try-out applied the researcher continue the steps.

The first step of the research was to find out the students' reading ability before using directed reading thinking activity method by given the pre-test. Next step the researcher applied the treatment; in this step the researcher applied Directed reading thinking activity as the method. After the treatment by directed reading thinking activity done for six meeting, the writer given the post –test to all students to find out whether the method taught to the students gives effect or not to the development of students' reading .the post –test has similar activities like pre-test.

For the data, the writer used multiple choices as an instrument for pre-test and post-test. The test consisted of six passages with 5 or more questions for each passage. The students will give 60 minutes to answer the test includes some reading skill. The scoring system of Reading in this research will based on the number of their correct answer divided by the number of items ,and then the result are multiplied by 100. The formula that will use:

Students' reading score

$$P = \frac{x}{n} \times 100\%$$

Notation:

P: Individual score

X: correct answer

N: number of items

After the score collected, to know the mean score of the student, will calculate as follows:

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

Where:

$\bar{x}$  : The means score

$\sum x$  : The total of correction

N : the number of total respondent

(Hatch and farhady ,1982 :55)

To find whether the data will reach the standard significantly successful of “T” test or not, the researcher used an application for statistic, named SPSS. The researcher will compare the T –test and t-table or compare the significant and 0, 05.

## FINDING AND DISCUSSION

The objective of this research is find out the effect of Directed Reading Thinking Activity (DRTA) method towards the ability of the first year students of SMA Negeri 10 Pekanbaru in comprehending text. After all data had been collected the researcher continued to analyze the data. In this chapter, the result were analyzed but separated score can be seen in the appendices.

Before the data was given to get the data, it was necessary to do try-out in order to measure the validity and reliability of the test. The try out consist of 30 items reading comprehension. In this research the researcher used two try-out , first for the pre-test and the second for the post-test, the reason why the researcher use two try out because the test items for pre-test and post-test was different.

The try-out was carried out at class X MIA 3 in SMA Negeri 10 Pekanbaru. The result showed that 5 items for pre-test and 3 items for post-test were rejected because all of them were too easy.

Furthermore, after being calculated, it was found that the mean score of the try-out for pre-test was 28.5, for post-test was 18.16. The standard deviation of try-out for the pre-test was 3.44 and for the post-test was 3.7. After obtaining the mean score and standard deviation, the reliability of the items for pre-test was 0.40 and for the post-test was 0.27

The Pre-test was given to the X MIA 1 students of SMA N 10 Pekanbaru. The pre-test was given to the students in order to know the students' ability in reading narrative text before they had been thought by using Directed Reading Thinking Activity (DRTA).

After being calculated the mean score of the students' reading ability in Pre-test 6.08 the result can be seen in the appendix 1 at page 32 to make the explanation of pre-test result clearly the researcher also makes the classification of students 'score in the pre-test that can be seen in the following

Table 1.4

The classification of students 'score in the pre-test

Rank	Ability level	Frequency	Percentage
80-100	Good to excellent	2	5,56%
60-79	Average to good	20	55,55%
50-59	Poor to average	12	33,33 %
0-49	Poor	2	5,56%

We could be seen in that table only there are 2 students who reached "good to excellent" level (5.56%), 20 students "average to good" (55.55%), 12 students "poor to average" (33.33%) and 2 students "poor" level.

The post test was the test taken as a result of the treatment given in this case using DRTA strategy in teaching reading. After being calculated the mean score of the students' reading ability in Post-test, 6.82 the result can be seen in the appendix 4, the researcher also makes the average of classification of the students 'scores in the post test which can be shown in the following table.

Table 1.5  
The classification of the students 'scores in the post test

Rank	Ability level	Frequency	Percentage
80-100	Good to excellent	8	22,22%
60-79	Average to good	19	52,78%
50-59	Poor to average	9	25%
0-49	Poor	0	0%

From the data above we could be seen in that table only there are 8 students who reached “good to excellent” level (22.22%), 19 students “average to good” (52.78%), 9 students “poor to average” (25%) and 0 students “poor” level.

The researcher using “t-test formula” to find the comparison between the result of pre-test and post-test and want to determine whether the hypothesis can be accepted or not and also want to see and measure whether the new method in treatment can give effect and help students in reading ability or not. The writer has hypothesis in doing experimental research to see whether there is a significant different score or not.

The mean score of pre-test got by the first year students was 6.08. When the treatment had been implied to the students, the enhancement of students in reading ability was shown. The effect can be seen by their mean score of post-test, 6.82. After calculated the enhancement of pre-test and post-test (6.82-6.08) was 0.74, aside of the enhancement score of pre-test and post-test, to know the hypothesis can be accepted, it also needs the result of “t” test formula. In this research the researcher use SPSS to help her to decide whether the hypothesis can be accepted or not, the “t” test formula from SPSS was showed

Table 1.6  
Paired Samples Statistics

T-test table

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	6.8241	36	1.16697	.19449
	Pretest	6.0833	36	.84843	.14141

From the table can be seen that the mean of post-test is 6.8241 or 6.82 and the mean score of pre-test is 6.0833 or 6.08. The reason why the researcher made the post-test score as the first before the pre-test while counting it, is to avoid minus form of the score. From the table also can be seen that Std. deviation of post-test score is 1.16697 and from the pre-test is 0.84843 which means close each other or not really separated.

For Std. Error mean of post-test is 0.19449 and pre-test is 0.14141 which means that the standard mistake for population which predict from sample using mean score. The score is 0.14141.

Table 1.7  
Paired Samples Correlations

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 Posttest & Pretest	36	.849	.000

For the output paired samples correlation table, we can see that the score of correlation is 0.849 with significant score is 0.000, that means there is a strong correlation between pre-test and post-test after the treatment because the score almost close with 1.

Table 1.8  
Paired Samples Test

Paired Samples Test								
Paired Differences								
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
Posttest	.7407	.63301	.10550	.52656	.95492	7.021	35	.000
Pretest								
Pair 1 –	4							

Depends on the calculation above to know whether there is or no significant effect between the pre-test and post-test score or not, we can see with comparing between t score count with t table.

From the table we can see that the Score of T test is 7.021 and significance is 0.000. To know the T table, can be seen from the statistic table on the significance  $0.005 : 2 = 0.0025$  (2 corners test) wit (df)  $n-1$  or  $36-1 = 35$  .the result for t table is 2.030. It means that T test > T table (7.021 > 2.030 ) or the significance (0.000 < 0.05)

In this research there are two kinds of hypothesis involved:

- Alternative hypothesis: there is significant effect of Directed Reading

Thinking Activity towards the ability of the first year students of SMA N 10 Pekanbaru in comprehending reading text



- Null Hypothesis: there is no significant effect of Directed Reading Thinking Activity towards the ability of the first year students of SMA N 10 Pekanbaru in comprehending reading text

So, from the explanation the writer can conclude that there was significant difference between pre-test and post-test. in another words the alternative hypothesis of this research was accepted and null hypothesis was rejected.

Based on the data analysis result, the researcher found out that the mean score of pre-test was 6.08. To make the explanation of pre-test result clearly the researcher also makes the classification of students 'score in the pre-test, in pre-test there are 2 students who reached "good to excellent" level (5.56%), 20 students "average to good" (55.55%), 12 students "poor to average" (33.33%) and 2 students "poor" level.

After the treatment, the researcher given the post-test .The means score of post -test was 6.82 the researcher also makes the average of classification of the students 'scores in the post test, there are 8 students who reached "good to excellent" level (22.22%), 19 students "average to good" (52.78%), 9 students "poor to average" (25%) and 0 students "poor" level.

After calculated the enhancement of pre-test and post-test (6.82-6.08) was 0. 74 which mean there was effect in their reading comprehension achievement after using Directed Reading Thinking Activity. And according to the hypothesis analysis, there was significant difference between pre-test and post-test. In another words the alternative hypothesis of this research was accepted and null hypothesis was rejected.

The researcher conclude that Directed Reading thinking activity is one of the effective method in teaching reading since there was good effects that first year students got in reading narrative text.

Based on the research result, it showed surprisingly enhancement in speaking ability. Their enhancement in reading score is proved by their post-test score is higher than their pre-test. The result can be drawn in the following table:

Table 1.9  
The comparison percentage between pre-test and post-test score

Rank	Ability level	Percentage of Pre-test	Percentage of Post -test
80-100	Good to excellent	5.56%	22.22%
60-79	Average to good	55.55%	52.78%
50-59	Poor to average	33.33 %	25%
0-49	Poor	5.56%	0%

Based on the table, it could be seen that there was good effect in their achievement in reading comprehension from pre-test to post-test in students reading ability

## RECOMENDATION

Based on the conclusion above, the writer had suggestion as follow: English teacher might be using this method in order to make the lesson more interesting. DRTA is one of a method that can make the situation of teaching reading more interesting, the teacher who wants to apply DRTA should explain to their student about what they are going to do while the activity and the teacher should be able to manage the time in applying this method, teacher has to be able in creating enjoyable atmosphere while in teaching activity to make the student fell comfort.

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