IMPROVING STUDENTS' READING COMPREHENSION THROUGH DIRECTED READING THINKING ACTIVITY (DRTA) METHOD

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ARTICLE INFO	ABSTRACT
	The objective of the research is to find out whether Directed Reading Thinking Activity (DRTA) Strategy able to improve the students' reading comprehension at the Twelfth Grade Students of SMA Negeri 3 Bulukumba. The method of the research used pre-experimental design. It consisted of pre-test, treatment and post-test design. The population of this research is the twelfth grade students of SMAN 3 Bulukumba. The researcher used Purposive Sampling Technique which involve one class XII IIS 3. Total sample are 29 students. The result of the study showed that Directed Reading Thinking Activity (DRTA) Method could improve the students' reading comprehension especially in literal reading comprehension at the Twelfth Grade Students of the SMAN 3 Bulukumba. It was proved that the mean score of Pre-Test is 64 and the Post-Test mean score is 70,6. Based on the difference from the mean score students get in reading comprehension show the improvement from pre-test to post-test where the increase of students reading comprehension increased by 12%. The improvement of students' achievement significantly. Thus, the null hypothesis (H0) is discarded, while the alternative hypothesis (H1) is accepted. The researcher emphasizes that the Directed Reading Thinking Activity (DRTA) made active because its activity foresees various strategy and it was meaningful for the daily students life. Also, Directed Reading Thinking Activity (DRTA) strategy in the learning reading comprehension is very effective, because the students more easy to understand with the prediction that identifying main idea and supporting details and it can be seen from the result of students' reading scores is better.

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INTRODUCTION

The importance of learning English as a foreign language or second language is well-known, especially in the realm of academia. Even now, English is seen as playing a significant role in the educational system. The importance of the English language in Indonesia's educational system is not lost on the country's leaders. The National Examination in Indonesia includes English as one of the subjects that students must demonstrate mastery in. So many schools in Indonesia focus heavily on English instruction because of this. Listening, reading, writing, and speaking are the four pillars upon which a solid foundation in English can be built. Students' proficiency in English can benefit from their mastery of these four areas of language study.

As a foreign language, reading is essential. Language learning resources and English-language textbooks of various types. To fully grasp the ideas and information presented in a document, reading comprehension is essential. Weaver (2009) claims that reading is the process by which one can ascertain the reader's mental, emotional, and philosophical assumptions about the text. It indicates that the reader's own unique technique of making sense of the written text is what constitutes reading. Nonetheless, instructing students to read with comprehension is not a simple task. As a result, educators have a responsibility to enhance their approach or strategy in order to better equip students to understand the material presented in readings. To fully grasp the meaning of written text, readers must engage in extensive reading.

Brown (2015) outlines several reading indicators, including: ability to determine text's topic and main idea; ability to interpret and identify text's meaning in terms of the world and individual sentences; ability to determine text's facts; ability to infer meaning from context; ability to guess meaning of vocabulary, synonym, and antonym; ability to infer meaning from text's inference; ability to analyze generic structure; and ability to determine social function of kind of text. If you know how to read, you can better understand what you're reading. However, it is challenging for students studying English as a foreign language to read extensively by understanding the markers of reading comprehension that have been presented. Teachers are expected to make more efforts to teach English in schools where it is a required subject. Teachers use a wide variety of strategies, techniques, and approaches while instructing their students in English because they know that doing so will yield the best results.

According to Stauffer (1975) the Directed Reading Thinking Activity (DRTA) is a method 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. DRTA method activates students prior knowledge, teaches students to monitor their understanding of the text as they are reading, and helps strengthen reading and actual thinking skill.

Based on the observation when the researcher was intern in SMAN 3 Bulukumba, the researcher illustrated that the teacher needed inovative strategy to improve reading comprehension of the students because students have low score of reading comprehension.

Most of the students are passive in joining the lesson. Therefore the students need the DRTA Strategy to improve the reading comprehension of the students in SMAN 3 Bulukumba. The researcher assumes that DRTA Strategy is important to be implemented in SMAN 3 Bulukumba. DRTA focuses on students involvement with the text, students predict and prove the text while they are reading.

RESEARCH METHOD

The researcher employed a pre-experimental strategy, taking into account the available data and the aims of the study. They used a design with a baseline test, an intervention, and an outcome test. The study sampled one student from IIS 3 in grade XII using a method called "purposive sampling." The sample size is 29 total students. The wide range of students' prior knowledge and skill levels is just one of the reasons this class could serve as a representative representation of the population. The reading exam will be used as the research instrument. In both the pre- and post-test phases, the test would be used. Students' reading comprehension is assessed both before and after they participate in a directed reading thinking activity strategy, with the former serving as a pre-directed reading thinking activity strategy diagnostic tool.

RESULT AND DISCUSSION

The Result of Students' Reading Comprehension using Directed Reading Thinking Activity (DRTA) Method at the Twelfth Grade Students of the SMAN 3 Bulukumba

The result of the students' ability to Reading Comprehension using Directed Reading Thinking Activity (DRTA) Method at the Twelfth Grade Students of the SMAN 3 Bulukumba as a result of the students' assessment of Pre-Test and Post-Test is described as follows:

Table 1 Result of Students Reading Comprehension in terms of Main Ide Supporting Details

No	Indicator	Mean Score	Mean Score	Results
		Pre-Test	Post-Test	Improvement
	Main Idea	29	30	
	Supporting Details	35	40,6	
1	Total	64	70,6	10%

The table above showed that, the students" scores improved after using Directed Reading Thinking Activity (DRTA) Method in teaching and learning process. It is proved by comparing students" score in pre-test and post-test. The mean score of students in Main Idea indicator is 29 and for supporting details 35 in Pre-Test. Meanwhile, in Post-Test in terms of main idea 30 and supporting details 40,6. Total of mean score of Pre-Test 64. Meanwhile the Post-Test 70,6. The mean score of the students prove that there is improvement after implementing DRTA Strategy. The students" percentage of improvement between pre-test and post-test is 10%. After being implementing the result of students Reading Comprehension become 10%.

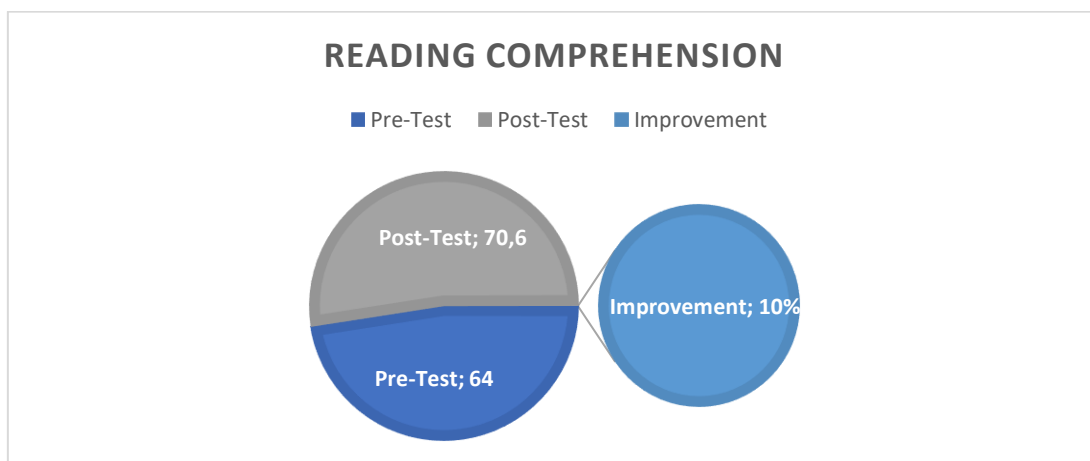To see clearly the result of the students‟ reading comprehension can be presented as the following chart:

Figure 1 Students Mean Score of Reading Comprehension

Figure 1 showed the students' mean score of reading comprehension show improvement. The mean score of Pre-Test is 64 and the Post-Test mean score is 70,6. Results from a pre- and post-test demonstrate a 10% increase in student proficiency in reading comprehension, as measured by the difference in mean scores. It mean that the applying Directed Reading Thinking Activity (DRTA) Method was good to improved the Students Students' Reading Comprehension at the Twelfth Grade Students of the SMAN 3 Bulukumba.

1. **The Classification of the Students' Reading Comprehension Pre-Test and Post-Test**
a) **Pre-Test**

Table 3 The Rate Percentage Score of Students Reading Comprehension

No	Classification	Score	Frequency	Percentage
1	Very Good	91-100	0	0%
2	Good	76-90	4	13%
3	Fairly	61-75	11	37%
4	Poor	51-60	10	33%
5	Very Poor	Less than 50	5	17%
	Total		30	100%

Table 2 shows that 100% of the pupils were assigned the Very good category, whereas 0% were assigned the Fair category, 33% were assigned the Poor category, 33% were assigned the Poor category, and 17% were assigned the Very poor category. From the data shown above, we can infer that pupils' reading comprehension levels are, on average, high.

The explanation of students pre-test of students reading comprehension of at Twelfth Grade Students of the SMAN 3 Bulukumba can be seen by following chart:
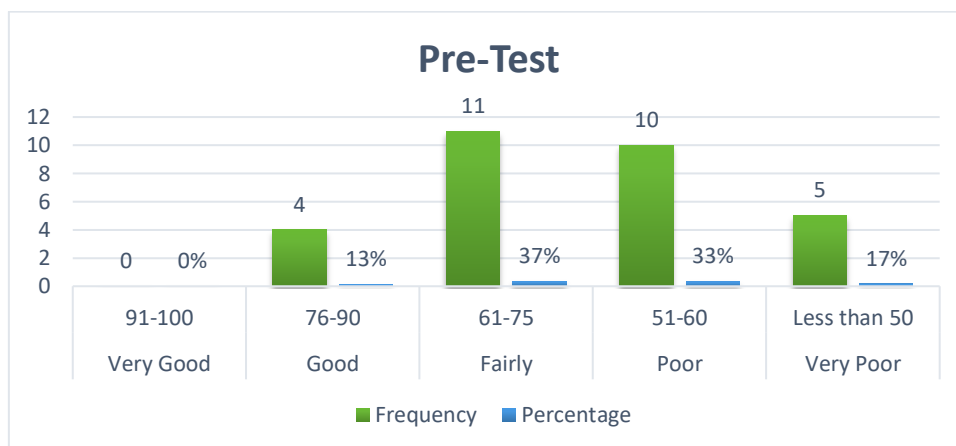

Figure 2 The Frequency and Percentage Pre-Test Score of students Reading Comprehension.

Based on figure 2 above showed the result of pre-test students. In pre-test students were classified into 4 categories where only 4 students (13%) were classified in good category, 11 students (37%) in fairly category, while 10 students (33%) classified as poor category. Last, 5 students (17%) clasified as very poor category. The dominant categories for pre-test is fairly category.

b) Post-Test

Table 4 The Rate Percentage Score of students Reading Comprehension

No	Classification	Score	Frequency	Percentage
1	Very Good	91-100	0	0%
2	Good	76-90	10	33%
3	Fairly	61-75	11	37%
4	Poor	51-60	7	23%
5	Very Poor	Less than 50	2	7%
	Total		30	100%

The table 3 showed that there were none of students classified into Very good score, there were 10 students (33%) students' classified into good score, there were 11 students (37%) students' classified into Fairly category, and 7 of students (23%) classified into Poor Category. There were 2 students (7%) classified very Poor Category. From the result it can be concluded that the students' to increase reading comprehension of students in the classification of fairly.
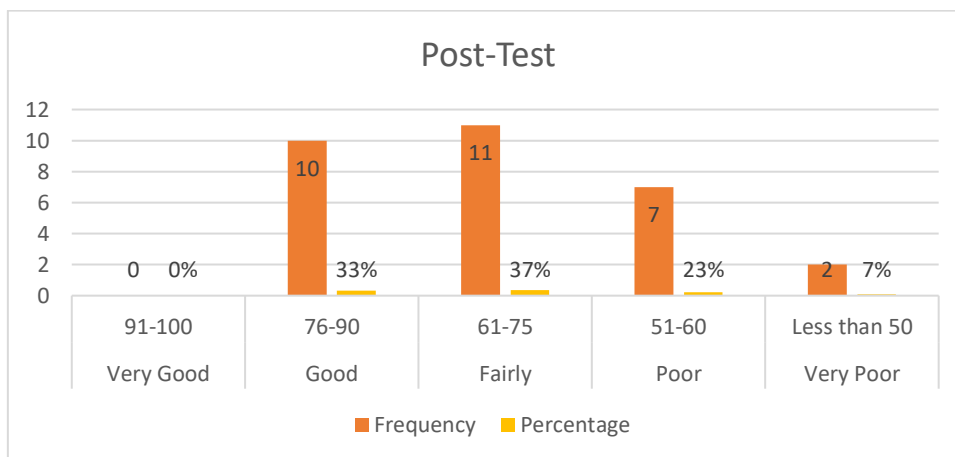
Figure 3 the Frequency and Percentage Score of Students Reading Comprehension

Based on figure 3 above showed the result from the post-test is increased. In the post-test there are 10 students (33%) classified as Good. while in there were 11 (37%) classified as Fairly Category. There were 7 students (23%) classified as Poor Category. The were 2 students (7%). Based on the classification, there is improvement of the students at the Twelfth Grade Students of the SMAN 3 Bulukumba.

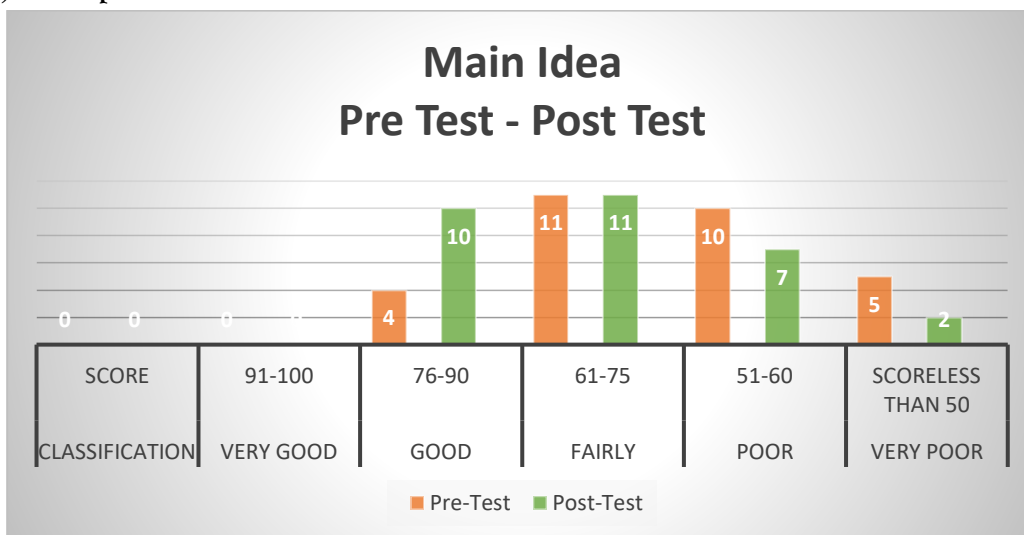**c) Comparison between Pre-Test Score and Post-Test Score**

Figure 4 Comparison between Pre-Test Score and Post-Test Score

Based on figure 3 above showed the result from the post-test is increased. In the post-test there are 10 students (33%) classified as Good while in the Pre-Test 4 (13%) classified as Good Category. There were 11 students (37%) classified as Fairly Category in Pre-Test while in Pos-Test 11 (37%). There were 10 students (33%) in Pre-Test while 7 (23%) in means there is increased from Pre-Test and Post-Test. Next, there only 5 students (17%) classified as very poor category in Pre-Test while 2 students (7%) in Post-Test. Based on the classification, there

is improvement of the students reading comprehension Twelfth Grade Students of the SMAN 3 Bulukumba.

d) Test of Significance Testing and Hypothesis

The researcher conducted a t-test analysis with a threshold of significance of (p) 0.05 and a degree of freedom of (df) + N-1, where N=the total number of subjects, to determine whether or not there was a statistically significant difference between the pre- and post-test scores (30 students). Reading comprehension scores were calculated using a t-test, and the results were displayed in Table 4.5.

Table 5 The Comparison of T-test and T-table Students' Reading Comprehension Score

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	64.0000	30	10.69966	1.95348
	Post-Test	70.6667	30	10.80655	1.97300

According to Table 5, the t-test values exceeded the t-table value. Students' pre- and post-test scores improved significantly with the implementation of Directed Reading Thinking Activity (DRTA).

The statistics reported in Table 5 are the performance scores of members of one group to whom students were taught and after they used the skimming strategy in reading comprehension. The output paired sample statistics indicate that there are mean differences between pre- and post-test. The mean pre-test score is 64,0 while the mean post-test score is 70,66. As a result, the mean post-test score is greater than the mean pre-test score. Each sample (N) has 30 respondents. To be precise, the pre-test standard deviation is 10.699, whereas the post-test standard deviation is 19.98575. The standard error mean for the pre-test is 3.89804, whereas the standard error mean for the post-test is 10.806. We may deduce that the value improves after the skimming strategy for reading comprehension is introduced.

e) Hypothesis Testing

Table 6 Paired Samples Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-Test – Post-Test	-6.66667	12.68541	2.31603	-11.40348	-1.92986	-2.878	29	.007

According to table 6, the output paired samples test demonstrates the outcome of this research conducted using SPSS. The mean column was included to determine the average score before and after students were instructed utilizing the skimming approach. The mean of the pre- and post-test results is -6.66667. The sign (-) indicates that the post-test mean is greater than the pre-test mean. The standard deviation for the next column is 12.68541, whereas the standard error mean is 2.31603. The difference has two values in the confidence interval; the lower is -11.40348 and the higher is -1.92986. t equals -2.878 with a degree of freedom (df) of 29 and a sign (two-tailed) of.000. The P-value (sig.) is .007, and the 0.007 threshold of significance is used. This indicates that the P-value (sig.) is less than the level of significance (0.007). Thus, the null hypothesis (H0) is discarded, while the alternative hypothesis (H1) is accepted. This indicates that there is a significant difference in pupils' reading comprehension ability before and after being taught the skimming strategy. This is the phase when the t table's significance and value are calculated by searching the table with the parameters of the df (degree of freedom) and the value of the t table's significant digit (a). Value is 0.007 with a df of 30, as seen in the output. The t-table value, as used in the distribution of t-table statistics, is 1.2878, with this figure serving as a reference point.

Thus, it cannot be disputed that there is a difference in the mean score of pre- and post-test learning outcomes; this indicates that Directed Reading Thinking Activity (DRTA) the has an influence on students.

Discussion

In this part, discussion deals with the interpretation of findings derived from the result findings about the students' reading comprehension. Reading comprehension is cognitive reading (reading to understand). In reading comprehension, the reader is required to be able to understand the contents of the reading. When you read something, you respond to the meaning you find there. When reading, one draws conclusions about the subject matter. It's clear that readers who reach this conclusion are engaged with the text.

The implementation of Directed Reading Thinking Activity(DRTA) in reading comprehension at Twelfth Grade Students of SMAN 3 Bulukumba improved the students' achievement based on the result of the Pre-Test and Post-Test of the students. Before implementing Directed Reading Thinking Activity (DRTA) the researcher hold Pre-Test to measure the students' prior knowledge in Reading Comprehension. After gave Pre-Test, the researcher found that the reading skill at Twelfth Grade Students of SMAN 3 Bulukumba was low category.

The Pre-Test tests score was that all of the students' got very low. To improve students' reading comprehension, the researcher decided to Directed Reading Thinking Activity (DRTA). The difficulty of the students' in reading comprehension had been analyzed, so the researcher had to think the solution of the problem. Based on the research findings, the students' achievement taught by using Directed Reading Thinking Activity (DRTA) is better

than before using Directed Reading Thinking Activity (DRTA). Student performance improved after incorporating Directed Reading Thinking Activity into the classroom, as evidenced by the study's findings (DRTA).

The use of the Directed Reading Thinking Activity (DRTA) is certainly useful for improving students' Reading Comprehension. One of the strategies that can make student become active readers is Directed Reading Thinking Activity. DRTA is a strategy that provides students with many abilities. DRTA provides the students the ability to use prediction while reading, activates their prior knowledge, determines purpose of reading, and encourages reading the text. Those theory in line with result of the research that showed that the students can predict the supporting details of the text while reading. Beside that students also sometime corelate their prior knowledge in reading activities. Those things seeing when the researcher give treatment for the students using DRTA Method. Also proven by the score of the students improve in Post-Test. Conner (2006) said that the DRTA strategy can be used by teachers in reading comprehension. In this strategy students are asked to provide predictions about what is contained in the reading text before learning by predicting the title of the reading, and during reading learning activities take place by predicting a reading. Results from the study corroborate the theory's plausibility by demonstrating that students' reading comprehension increases when DRTA is used to teach it.

The implementation of the Directed Reading Thinking Activity (DRTA) technique has been shown to be highly helpful in the improvement of reading scores, as students find it much simpler to comprehend what they read after making a prediction about it. The students' motivation to learn has improved during the treatment. Directed Reading Thinking Activity (DRTA) was developed by Stauffer and consists of three stages—prediction, reading, and proof—during which students and teachers engage in conversation about a text. Students in the class made a guess and then proved it, thinking about and discovering the solution in a way that helped them connect with the material.

The previous research was conducted by Lubis (2018) found that DRTA strategy has affect students' achievement in reading comprehension. The result of the research inline with the research, the researcher found that the effect of DRTA strategy affect to the achievement of the students it is declare by see the result of pre-test and post-test of the students, there is a significant improvement towards the students reading comprehension. Also, Kurniaman et al. (2018) was conducted research about Directed Reading Thinking Activity (DRTA) Strategy, the results of their research indicated that learning material by DRTA strategy was valid construct and content, it used students' reading skill effectively.

On the other hand, research was conducted by Akmal (2018) found that students can do the activity more actively and developed their prior knowledge of a topic/content of the text to be read, hypothesize about what might be addressed in the text, and establish meaningful purposes for reading the text. There has been a shift in emphasis among students toward the

significance of their education, with the realization that education serves not only as preparation for the next life, but also as preparation for this one.

Consistent with the benefits techniques of DRTA, the study found: The DRTA strategy accomplishes three goals: (1) it provides teachers with a wide range of reading techniques to choose from; (2) it facilitates an anticipatory understanding activity designed to help students form a comprehensive picture of the text they have read; and (3) it demonstrates how meaningful learning can be for students by connecting new information to their existing bodies of knowledge. Those benefits, when incorporated into the teaching and learning process, are what ultimately improve students' capacity for reading comprehension. After doing the Directed Reading Thinking Activity, students may successfully determine the central argument and its supporting elements (DRTA). At the end of the study, the author stresses the effectiveness of the Directed Reading Thinking Activity (DRTA) in imparting reading comprehension skills to students. A number of factors contributed to the success of the Directed Reading Thinking Activity (DRTA) in boosting students' comprehension while reading. There, students can experiment with their ideas and learn from the experiences of their peers. Teachers benefited from students spending more time engaged in the learning process and staying on topic during class. Both students and educators were able to clearly see the standards for engagement in class.

CONCLUSION

Based on the research findings and discussion in the previous, the researcher draws conclusion in the following statement. The application of Directed Reading Thinking Activity (DRTA) in teaching reading improved the students' reading comprehension significantly at Twelfth Grade Students of the SMAN 3 Bulukumba. Directed Reading Thinking Activity (DRTA) Method could improve the students' reading comprehension especially in literal reading comprehension at the Twelfth Grade Students of the SMAN 3 Bulukumba. It was proved that the mean score of Pre-Test is 64 and the Post-Test mean score is 70,6. Students' reading comprehension improved by 12% from the pre- to post-test, as measured by the change in mean scores. Students' performance has dramatically increased. Therefore, we reject H0 and accept H1. The study's author stresses the importance of the Directed Reading Thinking Exercise's (DRTA) activity, which foresees multiple strategies and has real-world relevance for the pupils. Improved reading scores can be demonstrated as a result of using the Directed Reading Thinking Activity (DRTA) technique for teaching reading comprehension, which makes it simpler for students to grasp the prediction that recognizing primary idea and supporting details.

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