

**THE INFLUENCE OF DIRECTED READING THINKING ACTIVITY STRATEGY ON STUDENTS' READING ABILITY AT THE TENTH GRADE OF SMK YPI AL MUBARAK SIDOMULYO IN 2022/2023**

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**Abstract:** This research aimed to know the influence of Directed Reading Thinking Activity Strategy on Students' Reading Ability. The writer used Quasi-experimental method. The population was 60 students from 2 classes. The sample was taken by used Cluster Random Sampling Technique. The writer took two classes for the sample. X RPL was an experiment class and X TKR was a control class. The experiment class consisted of 30 students and control class consisted of 30 students. The main technique in measuring students' reading comprehension was multiple choices which consisted of 40 items with 5 options a, b, c, d and e. The score of each item is 2,5 for correct answer. In analyzing data, the writer used ttest formula. Based on the data analysis,  $H_0$  was accepted. It was obtained that  $ttest = 3$  and  $ttable 0,05 = 1,67$  and  $0,01 = 2,39$  ( $3 > 1,67 < 2,39$ ). It means that there was a significant influence of using DRTA towards students' reading comprehension at the tenth grade of SMK YPI AL Mubarak Sidomulyo in 2022/2023.

**Keywords:** Directed Reading Thinking Activity (DRTA) Strategy, Reading Ability

## INTRODUCTION

Reading is a component that cannot be separated in human beings as it is considered an important skill that has to be learned because it can influence other language skills. According to Grabe (2009: 5), "reading can also be defined as a process in which readers learn something from what they read and become involved in the academic context as part of education." Learning to read is not the only process to gain information to be understood as the source of knowledge, but readers need an appropriate strategy to transfer more information from written form to the readers as the subject who is

active in taking the information itself.

Students should master English as an international language to be prepared to tackle the globalization era. Students must learn English skills that will aid them in communication to grasp English. It is important for the teacher in teaching English to develop the student's reading ability. The teacher should have many strategies in teaching English. There are strategies used by an English teacher to make language classes more fun and meaningful for the learners. Therefore, the teacher is supposed to be creative.

Based on the arguments above, the writer feels interested in raising this issue. The background of the writer is close to the world of education, specifically learning and teaching English skills to increase the writer's understanding and experience for the world of education in the future. Moreover, reading, which is one of the fundamental skills of the English language, is very important to examine it. The general problems are often found in reading. The students find it difficult to comprehend the exact meaning. They still need clarification about knowing the content of a text, and they only focus on finding the words' meanings in a dictionary to understand the content of the text. Generally, they also face difficulties in recognizing vocabulary.

Based on preliminary research at YPI AL MUBARAK Sidomulyo Vocational High School, especially in class X, was conducted by interviewing English teachers and collecting data on class X students. The writer found that students had difficulty reading. Students have problems reading long texts because foreign words must be found in the text. Then,

students have difficulty generating ideas from each paragraph, answering questions under the reading text because they do not understand the whole text. In addition to interviews with English teachers, the writer also took the data of students in the tenth grade.

The Directed Reading Thinking Activity (DRTA) approach is one of the tactics that can be used to teach reading. Stauffer devised the DRTA approach in 1969 to assist the students' ability to comprehend text, and The DRTA approach is one of several reading strategies that had been shown in numerous studies to improve students' reading comprehension. It provides a number of advantages in terms of reading instruction and learning. It can assist children in developing critical reading abilities, encouraging them to be active readers, and adjusting their expectations based on the material.

Based on the background of the problem above, the writer investigated research entitled: "The Influence of Directed Reading Thinking Activity Strategy on Students' Reading Ability at the Tenth Grade of SMK YPI AL

MUBARAK Sidomulyo in 2022/2023".

Related to the research background above, the formulation of the problem as follows: The formulated of the problem is: "is there an influence of Directed Reading Thinking Activity Strategy towards students Reading ability?"

## **METHOD**

In this research, the writer used quantitative research. According to Mackey and Gass (2005:363), "Quantitative is Research in which variables are manipulated to test hypotheses and in which there is usually quantification of data and numerical analyses." In this case, the writer described the data in numerical form. In conducting research, the writer used the Quasy experimental design. The population of the research was tenth-grade students of SMK YPI AL MUBARAK. The total number of students is 60 students in the tenth class. While, the research sample is taken from the population; the writer took two available classes. They are the experimental class at X RPL and the control class at X TKR. In the

experimental class, the writer taught reading used directed reading thinking activity strategies, and in the control class, the writer taught reading through traditional methods. In determining the sample of the research, the writer used random cluster sampling which a sample can be taken is to divide the area into a number of smaller and then randomly selected a number of these smaller areas. In this research, the writer used a test to collect the data. The kind of test used in this research is a multiple-choices test that consist of 40questions with 4 options (A, B, C, D and E).

## **RESULTS AND DISCUSSION**

### **The Data Normality Test**

Based on the calculation, it was obtained the result of the experimental class is  $\chi^2_{\text{ratio}}$  4.32 and 3.32 for the control class at significant level of 0,05 is 7,81 and also 0,01 is 11,3 that  $\chi^2_{\text{ratio}} < \chi^2_{\text{table}}$ . So,  $H_0$  was accepted which means the data had normal distribution.

### **Homogeneity Test**

Based on the data,  $F_{\text{ratio}}$  was 1.06  $F_{\text{table}}$  at the significance level of 0.05 was 1.90 and 0.01 were 2.49.

Therefore,  $H_a$  was accepted and  $H_0$  was rejected ( $1.06 < 1.90 < 2.49$ ). It means that the variance of the data in experiment class and control class were homogenous.

### **Hypotheses Test**

Based on the calculation on significance level 5% ( $\alpha = 0.05$ ) and 1% ( $\alpha = 0.01$ ) the value t-test (3) was bigger than the t-table (1.67 and 2.39).

## **RESULT**

Based on the data analysis by using t-test and testing of the hypothesis, the writer got  $t_{\text{test}} = 3$  and  $t_{\text{table}} 0,05 = 1.67$  and  $0,01 = 2.39$  which means that  $t_{\text{test}}$  was higher than  $t_{\text{table}}$  with significant level 5% and 1% ( $3 > 1.67 > 2.39$ ). Therefore,  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there was significant influence of DRTA strategy towards students' reading comprehension at the tenth grade of SMK YPI AL Mubarak Sidomulyo in 2022/2023.

## **DISCUSSION**

Reading is a skill that is required for English language learners. One of the main goals of education is reading. For both children and

adults, reading opens up new worlds and opportunities. It enables people to engage in routine activities that are a part of modern life, like reading newspapers, articles, and maps, as well as to learn new things, appreciate literature and enjoy literature. Nunan (2003:69) said, "With strengthened reading skills, learners will make greater progress and development in all other areas of learning." If students simply read the material without understanding it. It implies that they were unable to understand the paragraph. It is automatically easier for children to comprehend all of the information from the text if they have strong reading skills.

Therefore, to improve students' reading comprehension, the teacher must choose the right strategy to make easier the process of capturing meaning. Strategy becomes important to achieve the purpose of reading. In that sense, the Directed Reading Thinking Activity Strategy (DRTA) is one of the tactics that can be used in teaching reading comprehension. According to Stauffer (Lester et al., 2001:19), "Directed Reading-Thinking activity engages students in a step-by-step process that guides them through

informational text. It is designed to move students through the process of reading text."

Before the writer was taught by using the Directed Reading Thinking Activity Strategy, the students got difficulties comprehending reading text. They got difficulties in getting information from the text, finding the details, and finding the main ideas. The first teaching-learning activity started with Pre-activity, the teachers started the class with greetings. The teacher gave the to brainstorm the material based on their background knowledge. It is used to build the students' thoughts before they learn further about narrative text. The teacher informed the material they are going to learn, the goals of learning to achieve, and the reading strategy the students use.

The second is While-Activity, the teacher has displayed a title of the text or showing pictures of the following important events of the text. The teacher explained to the students that today they would be reading the narrative text. Students are asked to look and think about the title or picture of the text that has been given by the teacher, and the teacher gives some questions based

on the title or picture. The teacher explained to the students about the important events based on the title or picture. The teacher asks one of the following questions, which will have them relate to their own personal experience.

Next, the teacher asks students to answer questions about each event that will predict what will happen in the story. Then students brainstorm among their peers for the answers to these questions and write them on paper. The last is Post-activity, a teacher uses the text to review the main events to verify comprehension. The teacher has a question and answer session with students having them review the main events in the story. The teacher closed the meeting with a review and asked students what they had learned and made some summary based on the story.

It is easy for students to identify the main idea, from (step 2) "Ask students to brainstorm a list of ideas that come to mind when they think about the title or topic. Write those ideas on the board." This activity requires students to develop keywords and explicit or implicit messages in the text. This trains

students in constructing the meaning of the text. So that students can easily determine and identify the main idea of a story or read text.

They are also easy to find supporting ideas after they confirm their predictions. Activating prior knowledge and predictions in the DRTA strategy makes them more memorable and can highlight information in the text. That's because students associate stories with their experiences and make predictions based on their experiences and knowledge. This process directly involves students personally, so it can affect students' memory. As said by Mihalca et al. (2011), prior knowledge is a subject characteristic, and students with more prior knowledge may have more working memory capacity available to process their current learning tasks.

By discussing questions/predictions and using media such as pictures, students can easily understand the vocabulary contained in the reading text. This process stimulates students' knowledge of new words they get from the text, it also spurs students to process every word they find and this helps increase the student's

vocabulary bank.

“Have students make predictions about what they will read about in the text. Use all available clues, including the index, table of picture contents, charts, and tables in the text” (step 3). This activity trains students to interpret words or phrases, symbols, indexes, etc., used by the author as cues for readers to find meaning elsewhere in the text. With this, students become accustomed to processing and interpreting a sign in the text.

“After reading, ask questions that stimulate students' thinking and discussion” (step 7). From this activity, students find it easy to identify conclusions from the text they read. Questions and discussions that stimulate students can help students think and process the information they absorb from reading, then generate opinions for discussion and, ultimately, make conclusions.

Based on the data analysis by using  $t_{test}$  and testing the hypothesis, the writer got the result that  $H_0$  was rejected and  $H_a$  is accepted. It showed the result  $t_{test}$  was higher than  $t_{table}$  at significance level 5% and 1% ( $(3.00 > 2.00 > 2.42)$ ). It can be concluded that there was significant

influence of DRTA towards students' reading comprehension at the tenth grade of SMK YPI AL Mubarak Sidomulyo in 2022/2023. It is supported by Opitz and Lindung (2009) also added that DRTA is a strategy that can improve students' reading comprehension by making transparent predictions made by readers and confirming them when they read. It means that DRTA encourages the reader to use their minds while reading a text.

DRTA create an active and interactive learning environment. Through the application of this DRTA, students will be able to share their difficulties in understanding the text. By increasing reading comprehension through DRTA, students will be able to answer questions related to the text because they have understood what the author said, and will add to the students' knowledge. It is in line with a theory stated by Friska (2015) there are reasons why using DRTA strategy in reading class such as: It encourages students to be active and thoughtful readers. The process of predicting, reading, and proving make the students are not passive in reading class. They use their mind to be

more aware of the topic given, which may not be known yet by the students. In addition, it activates students' prior knowledge. It will appear prior knowledge by predicting the topic and new information will add students' knowledge.

In this case, it means that teaching reading comprehension by using DRTA can influence students' reading comprehension than teaching without the strategy. Therefore, the strategy can be used by teachers in teaching learning process especially for reading comprehension, and the writer recommends the DRTA to apply in classes in teaching reading.

## **CONCLUSION**

Based on the result of the data analysis, the writer concluded that, there was a significant influence of using DRTA towards students' reading comprehension at the tenth grade of SMK YPI AL Mubarak Sidomulyo in 2022/2023. It can be seen that the result:  $t_{test}$  was higher than  $t_{table}$  at significance level 5% and 1% ( $3 > 1.67 > 2.39$ ).

## **SUGGESTION**

Based on the result of the research, the writer gave some

suggestions as follows: For the teachers, in teaching reading using the DRTA strategy the teacher must prepare varied and interesting topics, so as to make students enthusiastic in participating in learning. The teacher must be able to anticipate the noise that occurs in the class due to discussions carried out by students, so that the class remains conducive and does not disturb other classes. The teacher should implement the DRTA strategy carefully, the teacher must be able to ensure students apply the step by step of the DRTA strategy series of procedures so that the purpose of using the DRTA strategy can be achieved properly.

For further research, The writer hopes that the findings from this study can develop future researchers to be able to conduct research on the DRTA strategy at a broader scope, such as at the junior high school or university level, this aims to prove that the DRTA strategy can be used for readers at all levels. Further researchers can also use other types of text such as Recount, Exposition, news, descriptive, procedure text, etc. To prove the DRTA strategy is flexible for all text types. Future researchers can also use more than two research variables to gain

broader knowledge about the DRTA strategy.

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