

**IMPROVING THE STUDENTS' READING ABILITY THROUGH DIRECTED
READING THINKING ACTIVITY (DRTA) STRATEGY AT SMKN 9
BANDAR LAMPUNG**

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Abstract: The objectives of this research were to improve the students' learning activity and reading ability by using Directed Reading Thinking Activity (DRTA). It was a kind of reading strategy that makes the students able to think actively while reading. In this research, the writer used Classroom Action Research as the design in collected the data. The research implementation of research was in two cycles. The sample of this research was in one class only with 29 students. To get the data of research, the writer used observation sheet and reading test. The test used in this research was multiple choice consisted of 20 questions, it aimed to get the score of students' reading ability and used observation sheet for the students' learning activity. The findings of this research showed Question Answer Relationship (QAR) successful to improve students' learning activity and reading ability. It can be seen from the average score of students' learning activity and reading ability. The average score of students' learning activity was increased from the first cycle 6.76 while in the second cycle 7.81, it was from less active to active criteria. Then, it was found that the average score in cycle 1 was 68.8 while in cycle 2 was 90.5. Therefore, the implementation of Directed Reading Thinking Activity (DRTA) was successful to be used in improving the students' learning activity and reading ability at the tenth grade of SMKN 9 Bandar Lampung in academic year of 2022/2023.

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

*Improving Students' Reading Ability through DRTA Strategy at
Tenth Grade of SMKN 9 Bandar Lampung*

INTRODUCTION

Reading is one of the English skills which are essential to be mastered by the students. Reading skills are necessary for students in acquiring knowledge and new information. Reading ability is one aspect of language skills that must be mastered by the student. To be able to interpret and absorb information from reading material, students should have good understanding ability. Reading ability is required in each subject, because each lesson is inseparable from the act of reading. Therefore, students are required to have good understanding capabilities.

In the fact, there are still many problems in the learning process of reading ability. Something students are only required to read the text in the heart, and then answer questions related to the content of the text. It is a way that does not involve the process of thinking students so that students are not involved in active reading process. Indeed, each lesson will not be aerated from the communicative method. But if in any learning simply used by communicative method the students will be visible only be passive and just as an object of learning do not as a subject of learning so that will be difficult to develop students' thinking process.

The used of suitable strategies that will be one of the determinants in teaching learning. Even in terms of leaning reading ability. The method or strategy used should be able to improve students' reading ability. The lack using of method or learning strategies become one of the bottlenecks achievements of learning goals. The selection of methods for each learning the teacher must attention the character of the students. Methods or strategies used is not only one, but also can be varied by other methods so that students do not feel tired or bored in learning process. When students are motivated to learn well, and it will facilitate in providing instruction to students so that learning becomes conducive and pleasant. Therefore, the goal of learning will be achieved.

The problems that found in SMK NEGERI 9 BANDAR LAMPUNG on the writer experience in teaching practice, the reality in the field, learning reading ability in class X SMK is still not as expected. The strategy or method that used by the teacher still conventional, the teacher just taught conventionally. They are only asked the students to do assignments in student textbooks and to reading ability learning, teacher just asked the students to answer the question based on the text.

It is known from the writer interview with some students in that school, beside that there are some students still difficult to answer the question based on the contents of the text. It is known from the low students' score in answering the question from the text, beside that the students still feel difficult to find the main idea in the text. It is known based on the writer experience when the writer asks the students to read the text some minutes and then the writer ask them orally "Who knows the main point of the text?" and almost all the students just silent, and only one two person that brave to answer the writer question orally. In other than that, students low in vocabulary and it is make them still confused in understanding of the text. It is known when the writer asks the students to retell the story of the text with their

own words, the students still afraid and at all cannot do that.

Therefore, to solve the problems of reading ability skills need to revise through learning strategies that can attract students and to make students motivate to improve their skills. In here the writer suggest a strategy Direct Reading Thinking Activity (DRTA) as one of the strategies to improve students' reading ability skills. Directed Reading Thinking Activity (DRTA) strategy is one of the strategies in the teaching of Reading Ability. Strategies Directed Reading Thinking Activity (DRTA) focusing student engagement with the text, because students must predict and prove when the students read. In teaching reading ability, students can find the main ideas in the text.

Directed Reading Thinking Activity (DRTA) strategy which is attempts to equip readers with the ability to determine the purposes of reading, the ability to extract, comprehend, and assimilate information, the ability to make predictions to examine reading materials based on the purposes of reading, the ability to pass judgments, and finally the ability to make decisions based upon information gleaned from reading.

With the prediction of the strategy of Directed Reading Thinking Activity (DRTA) strategy students automatically questioning their own questions that are part of the process of understanding a text. Students will be carefully and will be of critical thinking in reading so that students understand the reading text. Based on the description above, the writer is interested to improve students' reading ability by applying. Directed Reading Thinking Activity (DRTA) strategy in teaching reading. Directed Reading Thinking Activity (DRTA) is an ability strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. Therefore, this research entitles "Improving the Students' Reading Ability through Directed Reading Thinking Activity (DRTA) Strategy at the Tenth Grade of SMK Negeri 9 Bandar Lampung in the Academic Year 2022/2023"

METHODS

In conducting research, the writer used classroom action research. The classroom action research is research that improve the quality of the teaching learning process in order to obtain better result that before. In this research the researcher used Classroom Action Research (CAR) because the researcher wants to encourage the students to be active in learning process and improving students' Reading Ability by using Directed Reading Thinking Activity (DRTA) Strategy. According to Arikunto (2006:72), CAR is type of research that has characteristic, reflective, participative, collaborative, and spiral with purpose to solve and enhance the system, method, process, substance, competence, and condition. In CAR, there are four components in a cycle with several repetition to achieve the goal of the research.

RESULT

1. Result of the data in Cycle I

The teaching Reading Ability through Directed Reading Thinking Activity (DRTA) Strategy was solution to solve the problems that exist in SMKN 9 Bandar Lampung. The Directed Reading Thinking Activity (DRTA) Strategy made the students' knowledge better because they knew some stages of Reading Ability. Data from the cycle I of the students learning reading outcomes can be seen in the table:

Table 2
The Result of Cycle I

No	KKM	Pre-Cycle	Cycle 1		Criteria
			The number of Students	Percentage	
1	≥ 70	6 (20.69%)	7	24.14%	Passed
2	< 70	23 (79.31%)	22	75.86%	Failed

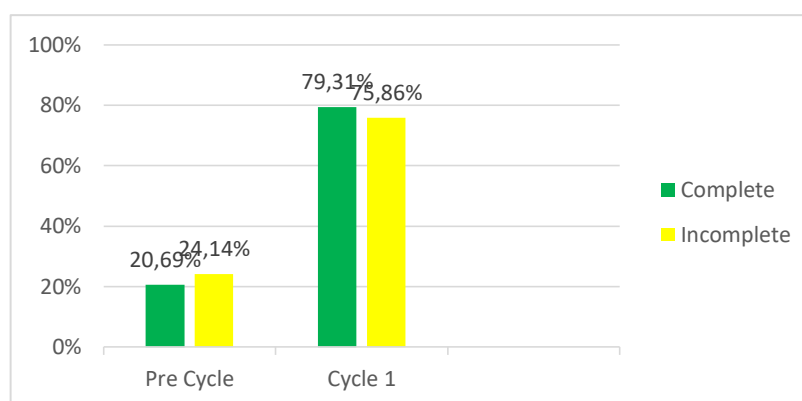
The successful criteria of Classroom Action Research are as follow:

No	Range of Score	Category
1	>8.00	Very active
2	7.50 – 7.99	Active
3	7.00 – 7.49	Quite active
4	6.00 – 6.99	Less active

Adopted from Aqib, et al (2011: 269)

The result of Cycle I and the criteria of students' learning achievement that was 6.76. It can be concluded that the complete result, the writer presents the result in from diagram as follows:

Diagram 1
The Result of Pre-Cycle to Cycle I



Based on the diagram above that clear the use of Reciprocal Teaching Strategy was successful but the criteria of successful in the KKM is at least 75% students who passed the Minimum Mastery Criteria (KKM).

2. Result of data in Cycle II

The Directed Reading Thinking Activity (DRTA) Strategy in Cycle II was successful because it gained the successful criteria of learning outcomes. Data from cycle II of the students' Reading Ability can be seen in the table as follows:

Table 2
The result of Cycle II

No	KKM	Cycle 1	Cycle 2		Criteria
			The number of Students	Percentage	
1	≥ 70	7 (24.14%)	27	93.10%	Passed
2	< 70	22 (75.86%)	2	6.89%	Failed

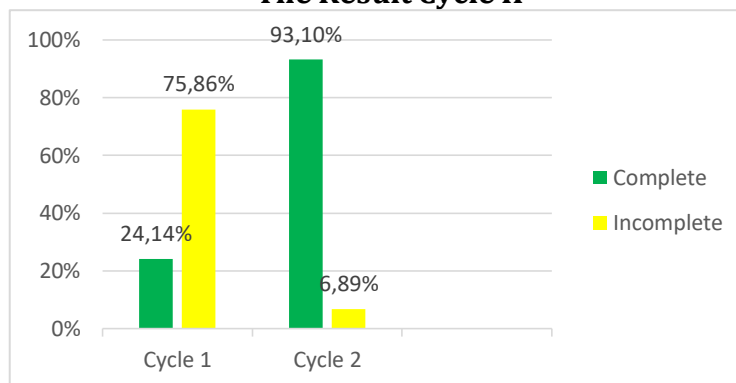
The successful criteria of Classroom Action Research are as follow:

No	Range of Score	Category
1	> 8.00	Very active
2	7.50 – 7.99	Active
3	7.00 – 7.49	Quite active
4	6.00 – 6.99	Less active

Adopted From Aqib, et al (2011: 269)

The result of Cycle II and the criteria of students' learning achievement that was 7.81%. It can be concluded that the complete result, the writer presents the result in from diagram as follow:

Diagram 2
The Result Cycle II



Based on the diagram above, it is clear that the use of Reciprocal Teaching strategy was successful because it was obtained 93.10% and it gained the successful criteria that at least 75% students who passed the Minimum Mastery Criteria (KKM). The improvement of students' learning activity and Reading Ability from cycle 1 to cycle 2 as follows:

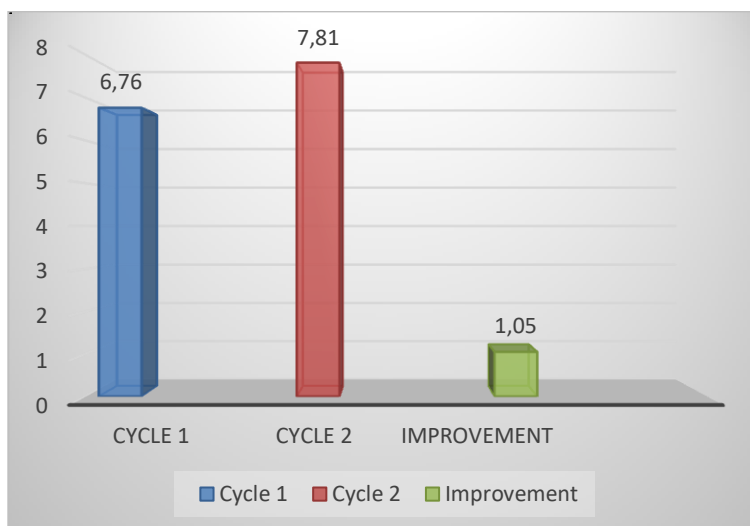
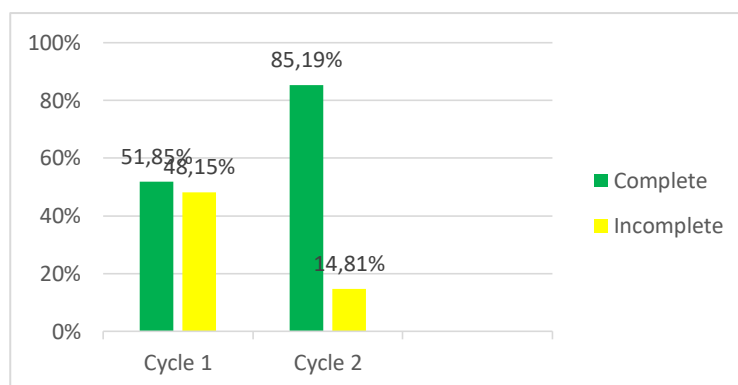


Figure 1: The Improvement of Learning Activity

Meanwhile the improvement of students' Reading Ability as follows:

Figure 3
The Improvement of Reading Ability in Cycle 1 to Cycle II



DISSCUSION

This research was conducted in 2 cycles with the total 6 meetings. In which 4 meetings for treatment and 2 meeting for reading test. Based on the results of the reading ability test taken by the students in cycle 1, 7 out of 29 or 24.14% of the students received scores above the Minimum Mastery Criteria, and 22 out of 29 or 75.86% received scores below the Minimum Mastery Criteria. This information showed that the Directed Reading Thinking Activity (DRTA) strategy's application had not improved students' reading ability as intended. Because most students still struggle to understand the main idea, supporting idea, reference, inference and vocabulary particularly when they run into word or sentence problems, their reading ability need to be improved. According to the students' observation sheets for cycle 1's learning activities, the mean score for all of the students' learning activities was 6.76, and the overall average score was 196. It met the poor or less active criteria as a result. In other words, cycle II is necessary to increase student's ability and raise test scores.

In the first cycle, there were some problems faced by the writer in teaching by using Directed Reading Thinking Activity (DRTA) strategy. The problems that existed at the first cycle that many students cannot identify main idea of the text. It seemed that the students confused to follow the instruction of Directed Reading Thinking Activity (DRTA) strategy. The students were also not understanding the text fully because they have limitation of vocabulary knowledge.

In doing test, many students who asked for more time to think about the answers of questions. The classroom situation was not really good because the students keep asking for the example about the narrative text of a topic to their friends and the writer. Besides the students were not really quiet in doing the text. It made the classroom was not conducive.

Meanwhile, in the second cycle the students were enthusiastic to follow the instruction of Directed Reading Thinking Activity (DRTA) strategy. On the first meeting, the writer explained the new material especially about how to identify main idea, supporting idea, reference, inference and vocabulary. She also gave the example. Sometimes, the writer asked the students to give another example of material, and many students increased to give the teacher an example, their enthusiastic better than before to answer the teacher's question. In the second meeting, most of students were deliver their ideas when the writer asked them about narrative text material. They were also asked the writer to clarified some unfamiliar words. The students were more enjoyable during the teaching learning process because the writer guided them briefly and gave the explanation slowly.

Based on the data that had obtained from observation sheet, and test, the writer found an improvement in learning process especially in reading ability by using Directed Reading Thinking Activity (DRTA) strategy. It is in line with a theory stated by Tankersley (2005) that Directed Reading Thinking Activity (DRTA) allows students to higher-order thought processing and provides teachers with a significant amount of information about each student's ideas, thought processes, prior knowledge and thinking skills.

The use of Directed Reading Thinking Activity (DRTA) improved the students' learning activity and reading ability. It is supported by a theory stated by Renn (2019:15) that using Directed Reading Thinking Activity (DRTA), students are guided through the process of sampling text, making predictions based on prior knowledge and textual information, re-sampling text, and confirming or adjusting prediction considering new information. Directed Reading Thinking Activity (DRTA) can easily be adapted for any selection and any level of difficulty. It offers several important advantages to students and teachers. It increases comprehension through it is strong emphasis on students generated prediction, speculation, and conclusion which are based on and grow from prior knowledge and experience.

Based on these results, it is clear that the use of Directed Reading Thinking Activity (DRTA) strategy is successful to be used in improving students' reading ability. After achieving the target research of where minimally 75% students who passed the Minimum Mastery Criteria. Therefore, the writer decided to stop Classroom Action Research because it had already succeeded. The writer did not have to revise the plan, because every action was planned as good as possible, so that teaching learning activities could be accomplished well.

CONCLUSION

The writer conducted the research of teaching Reading Ability at the tenth grade of SMKN 9 Bandar Lampung by using Directed Reading Thinking Activity (DRTA) strategy and it was obtained the conclusions as follows:

1. The implementation of Directed Reading Thinking Activity (DRTA) strategy can improve students' learning activity.
2. The implementation of Directed Reading Thinking Activity (DRTA) strategy can improve students' reading ability.

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