IMPLEMENTATION OF DRTA (DIRECTED READING THINKING ACTIVITY) IN INCREASING STUDENTS' READING ACHIEVEMENT

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Abstract

Tujuan penelitian ini adalah untuk mengetahui apakah ada perbedaan terhadap nilai membaca siswa dalam teks naratif sebelum dan setelah diajarkan melalui teknik DRTA dan untuk mengetahui apakah ada peningkatan dari nilai pemahaman membaca siswa dalam teks naratif setelah diajarkan melalui teknik DRTA. Penelitian ini menggunakan pendekatan kuantitatif dan melibatkan kelas XI Lintas Minat 3. Tes pemahaman membaca diberikan untuk mengumpulkan data. Hasil analisis data menunjukan bahwa ada perbedaan dari nilai pemahaman membaca siswa setelah diajarkan dengan menggunakan teknik DRTA. Hal ini dapat dibuktikan dari adanya peningkatan nilai rata-rata siswa dari pretes ke postes yaitu 65.32 naik menjadi 77.95 dan peningkatannya adalah 12.36. Selain itu uji hipotesis menunjukan t-value lebih tinggi dari t-table (15.111 > 2.080). Oleh sebab itu dapat disimpulkan ada peningkatan yang signifikan dari nilai membaca siswa setelah diajarkan melalui teknik DRTA.

The aims of this research were to find out whether there was a difference of students' reading comprehension achievement of narrative text before and after being taught through DRTA technique and to find out whether there was an increase of students' reading comprehension achievement of narrative text after being taught through DRTA technique. Quantitative approach was conducted in class XI LM 3. Reading comprehension test was administered to collect the data. The result of the data analysis showed that there was a difference of students' reading achievement after being taught through DRTA. It could be proven from the increase of students' mean score from pre-test to post-test, which was 65.32 up to 77.95, and the gain was 12.36. Besides, the hypothesis test showed t-value was higher than t-table (15.111>2.080). Therefore, it can be concluded that there was a significant increase of students' reading achievement after being taught through DRTA technique.

Keywords: DRTA technique, increasing, reading achievement

INTRODUCTION

Reading is one of the four basic language skills that must be mastered in language learning, especially in English learning. Reading is a skill which is commonly considered as the difficult one for the students. Based on the purpose of teaching English in curriculum 2013, the teachers have to: (1) develop the ability of communication in oral and written. These capabilities include listening, speaking, reading, and writing; (2) grow awareness of the importance of English as a foreign language to be a major tool of learning. In reading aspect, the competence that should be mastered by students is to understand the various meanings (interpersonal, ideational, and textual) in a variety of written texts interactional and monologue.

Pre-observation was conducted at SMAN 9 Bandar Lampung and it was found that there were several problems. One of them was the students' difficulties in comprehending the text. According to the teacher, when they were teaching about reading texts, the teacher usually used DRA (Direct Reading Activity) technique. The teacher asked the students to read a whole paragraph of the text before answering the questions. So there were no special techniques to attract the student to read. On the other side, according to the students, reading section was disliked especially in answering questions of national examination. They had some reasons, such as the students were not able to read a very long paragraph, they did not know about the meaning of the words in the text, it wasted their time to read the whole texts and the students got difficulties in finding the information of the text.

Based on the problems, the researcher applied one of effective techniques that hopefully can improve the students reading comprehension. According to Stauffer (1969: 27) DRTA technique is used to increase students' achievement in reading. Students are guided through the process of sampling text, making predictions based upon prior knowledge and textual information, re-sampling text, and confirming or adjusting predictions in light of new information.

DRTA is one of the techniques that make students active in learning process, because this technique teaches the students to open their mind and use their imagination to create or continue the plot of the story. Students need to think about the next event that happens in the next paragraph of the text. The students can guess the blank paragraph of the story by reading the previous paragraphs.

DRTA was developed in 1969 by Russell Stauffer. DRTA was intended to develop students' ability to read critically and reflectively and it was fundamentally different from the DRA. DRTA attempted to equip readers with the ability to determine purposes for reading; the ability to extract, comprehend, and assimilate information, the ability to examine reading materials based upon purposes for reading, and the ability to suspend judgements.

In accordance with Allen (2004: 56), the value of DRTA is to make predictions before reading each section. Requiring students to make predictions can encourage the use of context clues and establish a purpose for reading. This cycle requires students to use their background knowledge to set purposes for reading and develop their questioning ability. It aims to verify their predictions while reading extend thoughts and promotes interactive learning. The power of DRTA

increases when the teacher guided students to check their predictions after reading.

The researcher investigated students' reading comprehension by implementing DRTA technique to increase their reading comprehension achievement. Narrative text was used as the material in the learning process. In applying this technique, the students were focused on five aspects, such as identifying main idea, determining reference, finding specific information, making inference and also understanding vocabulary.

Turner (1988: 160) revealed that a reader can be said good in understanding the reading material if the readers are able to (1) recognize the words or sentences in reading and know its meaning, (2) connect the meaning of the experience that has gotten before with the meaning in the reading, (3) understand the whole meaning contextually and (4) make a judgement on the content of reading material based on his reading experience.

RESEARCH METHOD

This study used a quantitative approach. One group pre-test and post-test was used in this research. It was used to investigate whether there was a difference of students' reading comprehension before and after being taught through DRTA technique and to find out whether there was an increase of students' reading comprehension achievement after being taught through DRTA technique. To collect the data, pre-test and post-test were administered. The pre-test was conducted to measure students' reading comprehension achievement before treatment and the post-test was conducted to find the students' reading

comprehension achievement after being taught through DRTA technique. The students' increase could be seen from the students' achievement in the post-test which was higher than that of the pre-test.

The population of this research was the second grade students at SMAN 9 Bandar Lampung in academic year 2014/2015. It consisted of 11 classes, they were XI Science 1-6 and XI Social 1-5. The sample of this research was XI Lintas Minat 3 as the experimental class. In addition, the researcher took XI Lintas Minat 1 as the try-out class. Class XI LM 3 consisted of 22 students, while class XI LM 1 consisted of 24 students. Class XI LM was a class of the students who took English subject as specialization. Therefore, those classes were chosen and purposive random sampling was used.

The pre-test was administered to the students before giving the treatment in order to know the basic of students' reading comprehension and the students' mean score in reading comprehension before treatment. The students were given 30 items of reading test of narrative that should be answered within 60 minutes. The test was in form of multiple choices questions in which the students were asked to choose one correct answer from the options a, b, c, d, or e.

The post-test was administered after conducting the treatments. The post-test was given in order to know the progress of students' reading comprehension after being taught through DRTA technique. The students were given 30 items of reading test of narrative and it should be accomplished within 60 minutes. Multiple choices question were given in which the students were asked to choose one correct answer from the option a, b, c, d, or e.

Try-out was administered in control class. The purpose of try out test was to measure whether the test was good and applicable to be used during the research. Try out test was the question to formulate the pre-test and post-test. A measurement of a good test considers several factors such as: validity (content validity, face validity and construct validity), reliability, level of difficulty and discrimination power.

RESULTS OF DATA ANALYSIS AND DISCUSSIONS

The research was carried out to find out whether there was a difference between the students' achievement before and after being taught through DRTA technique and to investigate whether there was an increase of the students' achievement in reading comprehension after being taught through DRTA. In this research, the instrument was tried out to make sure that the instrument was good. It was administered in class XI LM 1 to analyze the validity, reliability, level of difficulty, and discrimination power of each items of the test. After getting the result of the students' try-out, the data were analyzed and revised for preparing the pre-test. Then, the pre-test and post-test were administered in class XI LM 3 to measure the students' achievement in reading comprehension before and after being taught through DRTA technique. The treatments were conducted six times in experimental class, that was class XI LM 3. It was done in order to make the students able to apply the DRTA technique well and increase their achievement in reading narrative text.

After conducting the pre-test, the data were analyzed by using SPSS 16.0 and it showed that the total score for pre-test was 1437. The mean of pre-test was 65.31;

the highest score was 77, the lowest score was 47; the median was 67; the mode was 67. From the students' scores of pre-test, it was found that there was one student who got score 47, two students got score 50, three students got score 60, three students got score 63, four students got score 67, four students got score 70, three students got score 73, and two students got score 77. Overall, there were 22 students who joined that pre-test. It showed that there were 11 students who did not pass the standard minimum score.

The treatment was done to see whether there was an increase of students' reading achievement. It was conducted in class XI LM 3 as the experimental class to observe the teaching learning process concerning with the students' interest, participation and obstacle during the treatments. The treatment was held six times.

In the first treatment, the students were taught about generic structure of narrative text and also how to identify the main idea. The obstacle which was found was that the students could not differentiate the topic sentence and supporting sentence. In the second treatment, the students were taught about kinds of narrative text, and presented a text which the paragraph was deleted. The students were assigned to get informations from the text to answer the questions. Besides, they were asked to find the reference in the text. In the third treatment, the students were assigned to accomplish the story by using their own prediction. Making inference was taught in this treatment. The students had to use their critical thinking in continuing the story.

In the fourth treatment, students' vocabulary mastery was tested. The students were asked to find the difficult words of the text. The other students should guess

the meaning of the words, but they were not allowed to open the dictionary. And it was found that many students still had lack of vocabulary. In the fifth treatment, the students were asked to work in group. They were taught about the elements of narrative text. Each group was given a text, and the group had to identify the theme, plot, setting, characters, point of view and moral value of the text. The students should accomplish the last paragraph which was blank. And in the sixth treatment, all five aspects were discussed. The students were asked about each aspect which had been learnt in previous treatments. To see the students' mastery of five aspects of reading, they were given evaluation.

After conducting the treatments to the students, the post-test were administered to determine whether there was an increase of students' reading comprehension achievement after getting the treatments. Nuttall (1982: 17) stated that the purpose of reading comprehension is a part of the process of reading comprehension. That is characterized by the process when the readers get the messages and meaning of the text they have read. Furthermore, the message or the meaning conveyed can be in the forms of information, knowledge, and even happy or sad expression messages.

In the post-test, there were 30 questions that should be answered within 60 minutes. The same items were given in the pre-test and the post-test but the numbers of the items in the pre-test were changed randomly for the post-test. The data analysis showed that the total score of the post-test was 1715. The mean score was 77.95; the highest score was 90; the lowest score was 67; the median was 78.50; the mode was 83. The gain from pre-test and post-test was 12.64.

From score of the post-test it was found that there was one student who got score 63, 67, and 70, four students got score 73 and 77, three students got score 80, six students got score 83, and one student got score 87 and 90. There were two students who did not pass the standard minimum score. Overall, there were 22 students who joined that post-test.

It was found that there was an increase between the mean score of the pre-test and post-test in experimental class. The mean score in the pre-test was 65.32; meanwhile the mean score in the post-test was 77.95. The increase of the mean score was 12.64. From the statistical calculation formula by using SPSS 17, it was also found that t-value was 15.111, in which the data based on t-table was at least 2.080. Thus, t-value was higher than t-table ($15.111 > 2.080$) and the two tails showed that $p < 0.05$ ($p = .000$). Therefore, it could be stated that there was a significant increase between pre-test and post-test score of students' reading comprehension. Furthermore, the students' achievements of five reading aspects were also analyzed and the result showed that all the aspects of reading comprehension increased, as on the following table.

Table of Students' Achievement of Reading Comprehension Aspects

No.	Aspects	Percentage of Pre-Test	Percentage of Post-Test	Increase
1.	Main Idea	59,84%	78,78%	18.93%
2.	Specific Information	58,58%	78,78%	20.20%
3.	Reference	60,22%	80,68%	20.45%
4.	Inference	56,81%	73,48%	16.66%
5.	Vocabulary	60,90%	81,81%	17.27%

From the table, it can be seen that the five aspects of reading in the post-test is higher than that of the pre-test. The aspect which had the highest increase was the reference, that was 20.45% and the inference was the lowest aspect which had 16.66% increase.

This finding supports Smith's theory (1982: 295) that reading comprehension is an activity which is undertaken by the reader to connect new information with old information in order to gain new knowledge. This activity is carried out by the reader in understanding the literature and it can be classified into literal comprehension, interpretive comprehension, critical comprehension and creative comprehension.

In accordance with the result of the research, it can be seen that there was a difference of students' reading comprehension achievement before and after being taught using DRTA technique. It was proved from hypothesis testing. It indicated that the hypothesis proposed was accepted. The difference can be seen by comparing the mean scores of the pre-test and post-test, that is from 65.31 up to 77.95 with the gain scores was 12.64. It can be concluded that there was an increase of students' reading achievement after being taught through DRTA technique because the five aspects have been taught to the students.

CONCLUSIONS AND SUGGESTIONS

In line with the result of the data analysis and discussion which have elaborated the answer to two research questions presented in the first chapter, the conclusions were drawn as follows.

1. DRTA technique shows the difference of students reading comprehension achievement. It can be seen from the students' activity during the implementation of DRTA in classroom. The students become more interested in reading activity and they participate actively in teaching learning process.

2. The implementation of DRTA technique can increase the students' achievement of reading comprehension in narrative texts. It can be seen from the score of the students when they get their evaluation after getting the treatment. And it increases in every treatment.

3. DRTA technique is one of successful instructional technique that can be used by the teachers as their effective means for teaching reading comprehension.

4. DRTA technique can improve other skills besides reading. After applying this technique, the researcher realizes that this technique not only improves students' reading skills but also improves speaking and writing skills.

5. DRTA technique helps the students to master five aspects of reading. By implementing DRTA technique, the researcher can teach the students easily about the aspects of reading, such as identifying the main idea, specific information, inferences, references and vocabulary.

6. Implementing DRTA through learning in a group improves students' cooperation. It happens because when the students work in a group, it makes them easier to get the information from their friends

Referring to the conclusion above, the researcher would like to propose some suggestions as follows;

1. English teachers are recommended to apply DRTA technique as one of the appropriate techniques in teaching reading comprehension of narrative text. It is because this technique can build up students' confidences and also activate students' background knowledge which is related to the text.

2. English teachers are suggested to apply this technique when they discuss a new topic which is never discussed before. It should be done because if in applying this technique the teachers use the story that has been known by the students before, the technique cannot work well.

3. English teachers should know the characters of the students. It is important because when the teachers use this technique, sometimes there are some students who do not want to speak up. So that the teachers should approach and encourage the passive students to express their ideas.

4. English teachers should be able to manage the condition of the class. When the teachers decide to use this technique, they should have a good way to make the situation of learning process conducive.

5. English teachers are suggested to have creativity when they conduct teaching and learning so the students will be more interested in following the lesson. The teachers must prepare instructional media such as picture.

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