TEACHING NARRATIVE TEXT INERENCE BY USING DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY

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by:

Novita Arianti
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Jurisdiction Responsibility by:
Novita Arianti
F12108003

Approved By:

Supervisor 1  Supervisor 2

Drs. H. Sudarsono, M.A, Ph.D  Drs. Luwandi Suhartono, M.Hum
NIP. 195804141987031001  NIP. 196211011990021001

Legalized by:

Dean of Teacher Training and Education Faculty  Head of Languages and Art Department

Dr. H. Aswandi  Drs. Nanang Heryana, M.Pd
NIP. 195805131986031002  NIP. 19610751988101001
TEACHING NARRATIVE TEXT INFERENCE BY USING DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY

Novita Arianti, Sudarsono, Luwandi Subartono
English Education Study Program, and Languages and Arts Education Department, Teacher Training Education Faculty of Tanjungpura University in Pontianak
Email: novitaarianti9@gmail.com

Abstract: This research investigates the significance and effectiveness of teaching narrative text inference by using DRTA strategy. It is a pre experimental design with one group pre-test post-test design. The subject is Grade XI IPA 1, numbering thirty four students. The data were collected by giving 30 multiple choice items to the 34 students. The data were analyzed by t-test and effect size formula. The results indicate that teaching by using DRTA strategy increases students’ ability of narrative text-based inference-making significantly. Its effectiveness is high.

Key words: Inference, DRTA Strategy, Narrative

Reading is a process of perceiving and understanding written language, which involves a complex process. According to Patel and Jain (2008, p. 113), it is an active process which consists of recognition and comprehension skill. Readers need to be able to comprehend what they are reading that involves the process of acquiring grammatical structures and vocabulary and meaning. In reading comprehension, inference-making is a significant aspect in order to comprehend a reading text successfully. Inference-making was taught in Senior High school level. Students were instructed to predict and make inferences of the texts during the learning process in order to comprehend correctly and achieve the goal of learning successfully.

According to Tivnan & Hemphill (2005), conventional way of teaching and text-centered classrooms models do not provide instruction in the skill...
itself and strategies required by the students to learn how to comprehend a text. Therefore, the suitable reading comprehension strategy influence students’ ability in comprehending the reading texts. It involves may teachers and the students in an active teaching and learning process.

However, based on the researcher’s observation in the practice teaching at SMA Negeri 5 Pontianak, Grade XI students faced difficulties in narrative text inference. They felt difficult to get the implied information within the reading text. They mostly translated narrative texts by using dictionary; found the meaning through word by word comprehending process. The difficulty arose also because the teacher used a conventional way of teaching in the classroom. Hence, students were now at how to infer the implied meaning within a narrative text.

Based on the above problem, the researcher tried to apply DRTA strategy to solve it. Previously, it was applied by Talal Abd Al- Hameed Al Odwan (2012) to English secondary stage students’ reading comprehension in Jordan. Stahl (2008) used DRTA strategy to know its effect on the reading comprehension and content acquisition of novice readers. DRTA strategy consists of three steps: prediction, reading, and confirmation. It encourages students to make predictions and inferences. It also helps students to understand the whole reading text. In addition, it creates a condition in which students could practice and involve in active comprehension by calling on their personal prior knowledge and text knowledge. Thus, the researcher would apply this strategy to investigate whether it was also effective in Indonesia schools setting.

METHOD

This research is a pre experimental design, namely the one-group pre-test post-test design. Cohen, Manion, & Morrison (2000, p. 213) represent the one-group pre-test post-test design as below:

\[
O_1 \quad X \quad O_2
\]

The sample of the research is a cluster sampling technique. In cluster sampling, the researcher randomly selected a number of clusters from the collection of clusters of the entire population. The research sample, was Grade XI IPA 1 which consists of 34 students as sample of the research. It was randomly selected out of six classes of Grade XI students of SMA Negeri 5 Pontianak.

The present research applied measurement technique to collect the data. Weiner (2007, p. 4) defines measurement technique as a systematic, replicable process by which objects or events are quantified and classified with respect to a particular dimension and usually achieved by the assignment of numerical values. Measurement technique is a technique to collect quantitative data. The tool of the data collection was a written test. It is designed to measure the students’ ability before and after the treatment. To find out the significance and the effectiveness of teaching narrative text-based inference-making by using Directed Reading-Thinking Activity strategy, the used t-test and effect size formula were applied.
FINDINGS AND DISCUSSION

a. Findings

After the treatment, the subject could increase their reading skill from 65.29 in the pre test to 82.64 in post test as can be seen in the following chart.

Graphic 1: Comparison of pre test and post test result

Based on the statistical analysis, the t value was 12.66 and the effect size was 2.17. It indicates that DRTA strategy increases students’ ability of narrative text inference significantly and its effectiveness is high.

b. Discussion

The findings show that the application of using DRTA strategy increased students’ ability of narrative text inference significantly. The t value score was 12.66, higher than t table α = 0.05 (2.035). The effectiveness of using DRTA strategy was high. It was 2.17, higher than .80. Thus, the application of DRTA strategy is functional to teach narrative text inference. Crawford et al (2005, p. 44) claim DRTA is a strategy used for engaging students’ understanding in reading narrative texts. It can help students read, think, understand, and remember what they have read (Glass & Zygouris-Coe 2006).

In view of theoritical framework and related studies, Kopitski (2007) claims that inference is a skill that all readers need in comprehending a reading text because in order to get implicit information readers need to use their prior knowledge. Inference is important for a student to be a skilled reader. It is used to get the implicit meaning of what the author says in a reading text. Al Odwan (2012) claims that using DRTA strategy through a cooperative learning enables Jordanian teachers to use effective means for teaching reading comprehension. Stahl (2008) claims this strategy yields statistically significant effect on the reading comprehension and content acquisition of novice readers.
Hence, based on the findings, theoretical and related studies proved that the use of DRTA strategy was very effective and significant to increase students’ ability in teaching narrative text inference to Grade XI students of SMA Negeri 5 Pontianak in Academic Year 2012/2013.

CONCLUSION

In conclusion, DRTA strategy was very effective and significant to increase students’ ability in teaching narrative text inference to Grade XI students of SMA Negeri 5 Pontianak in Academic Year 2012/2013. However, because of the lack of experience and the weaknesses of the researcher, it would be better for the other researchers to develop further research. In current research, the researcher only used a single group that is experimental group and one technique in data collection. Further research, for example, may involve two groups of treatment that is control and experimental groups and more than one technique of data collection in order to collect the maximum data and analyze other factors that may influence students’ ability.

BIBLIOGRAPHY


