

Optimizing Students' Reading Comprehension through Direct Reading Thinking Activity

Sulaiman

IAIN Pontianak
sulaiman@iainptk.ac.id

Abstract: The research was conducted in order to know how Direct Reading Thinking Activity improve students' reading comprehension. The research was done by using Classroom Action Research method to solve the problems faced by the students. This research was conducted at the second semester students of Islamic Education Study Program in IAIN Pontianak. The researcher used purposive sampling as the sampling technique by choosing class D consisting of 24 students as the sample of the research. After the result of the test had been calculated and analyzed by the researcher, the result showed the mean score for the first cycle was 67, and 72 at the second cycle. The students also showed a positive response during the implementation of Direct Reading Thinking Activity in teaching reading comprehension. It can be indicated that the students' achievement in reading comprehension had been improved through Direct Reading Thinking Activity. Based on the result above, the researcher concluded that Direct Reading Thinking Activity can improve students' reading comprehension well. The researcher suggested to the other teachers who want to teach the students with the material of reading comprehension, Direct Reading Thinking Activity is appropriate to be used in improving students' achievement.

Keywords: *Reading Comprehension, Direct Reading Thinking Activity, Classroom Action Research.*

INTRODUCTION

Everybody needs to read in order to improve their knowledge and to gather any information, especially students in a school and campus. In a reading class, the students learn reading texts that must be understood by them in learning English subject. The ability of reading comprehension will be helpful to the students in teaching learning process. Besides, to get information and improve their knowledge, reading comprehension is also necessary for reader to reach the main goal of reading. According to Patel and Jain (2008: 113), reading is important for us, besides that reading also can contribute new knowledge or information for us. Sheng (2001:12) stated that reading is a process of communication from the writer to the reader. It involves letters, words, phrases, and clauses. Through reading, we can increase our experience, develop new concept, solve our problem, study how the words are used, how to implement the grammatical rules, and get many knowledge.

According to Snow (2002: 11) reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Another theory said, reading is as the process of simultaneously extracting and constructing toward a meaning through interaction and involvement with written language (Mukhroji, 2011). The students are required not only to read the text, but also deep understanding about what the text is about. It is complex activity that involves both perception and taught. According to Litian (2005:7) comprehension is aim of reading. The

result of comprehension is the reader can obtain the information after they are reading and understanding the text. There are five aspects of reading comprehension. They are; comprehending the main idea, comprehending detail information, comprehending vocabulary, making inference and comprehending reference.

But in fact, during the researcher did in previous semester at the first semester, the researcher found the real problems that happen in the classroom. The researcher found some problems that faced by the students during teaching reading such as some students find difficulties to understand the whole text although they used a dictionary to help them to translate each word. In comprehending a reading text if the students have a lack of vocabulary it will be too difficult to understand a reading text, the readers need to know the individual words. Besides, the students still have problems in comprehension the reading text, looking for the reference, detailed information and moral value aspect.

Concerning the problem above, the researcher used Direct Reading Thinking Activity in conducting this research to teach reading comprehension. Moreillon (2007:10) states that reading comprehension strategies are tools that proficient readers use to solve the comprehension problems they encounter in texts. According to Stauffer as quoted by Crawford (2005: 44), Directed Reading Thinking Activity (DRTA) is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The Direct Reading Thinking Activity is process encourages students to be active and thoughtful readers, enhancing their comprehension. In Directed Reading Thinking Activity, the students are invited to be active readers within their groups. Mather & Jaffe (2002:28) state that the students will be divided into small groups to learn the texts to help them have a supporting and comfortable environment to read, give opinion, and cooperate. James (2005:79) stated that Direct Reading Thinking Activity may be used with an individual, a small group, or a whole class. This activity can be easily adapted for a variety of subjects and reading levels. Stauffer in Nudho (2013) divides Directed Reading-Thinking Activity into four steps such as Prediction, Read, Confirmation, and Resolution.

According to McKenna (2002:88), DRTA is a strategy that used by the teacher to engage the students actively before they read, while they read, and after they have finished reading. In reading the student can think about a text before they read, and they can find some information of the text and focusing on the purpose reading activity. In addition, the teacher asks the students to understand the text and use illustrations, title, subheadings, and graphics to make a prediction about what the topic of the text. The teacher also asks the students to explain how they understand their prediction. Besides that, the teacher asks the students to think about their prediction and either maintain or revise them. DRTA 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. Questions are asked and answered, and predictions are made

and tested throughout the reading. Additionally, new questions and predictions are formulated as the student progresses through the text.

In this learning, the teacher guides the process, the student determines the purpose for reading. To introduce the strategy, the teacher gives examples of how to make predictions. A preview of the section to be read is given by having the students read the title and make predictions. Independent thinking is encouraged as knowledge from previous lessons is incorporated into the predictions. All student predictions should be recoded by the teacher, even those that will later prove to be inaccurate. Misconceptions are clarified by the reader through interaction with the text and post-reading discussions.

The researcher believe this strategy can halping students to comprehension reading narrative text because the four type of questions will guide the students to understand about narrative text. The question will guide the students to find out the reference, author and you will guide students to find out the moral value of the text on my own will guide the students to know the meaning of word or the vocabulary.

RESEARCH METHOD

In the paper, the researcher applied classroom action research. Because it is in line with the purpose the researcher wanted to find solution of the problem Mettetal (2001: 1) states that Classroom Action Research (CAR) is systematic inquiry with the goal of informing practice in a particular situation. Mckay (2006:16) states that the classroom action research begins with the teachers identifying a concrete problem they have. Then they gather data to help solve the problem and after carefully analyzing this data. Action research gives opportunity and freedom for the teacher to apply any kinds of technique as long as they intend to improve and solve the real problems. The researcher believes that the use of direct reading thinking activity in reading class will be a goal technique to improve students' reading comprehension. In conducting the research, the researcher provides the procedures of research. The researcher used classroom action research steps such as planning, action, observing, and reflecting.

Population and Sampling

In the research, there are population and sample as the subject of the research. Every data will be gathered from the subject. The subject of the research is the students who faced the problem in reading comprehension on narrative text. The population of this research is at the second semester students of Islamic Education Study Program in IAIN Pontianak. According to Yount (2006: 1), sampling is the process of selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected.

In this research, the researcher used purposive sampling. Frankell and Wallen (2008 : 88), purposive sample consists of individuals who have special qualifications of some sort or are deemed representative on the basis of prior evidence. This sampling aims to get certain purposes. The researcher used

purposive sampling as the sampling technique by choosing class D consisting 24 students as the sample of the research.

Tool of Collecting Data

In collecting the data, the researcher used observation and measurement technique. Gallagher (2000:12) states that measurement is the process of gathering information about learning. It is the process of quantifying the degree to which someone or something possesses a given characteristic, quality or feature. In measurement technique, the researcher used written test item as tool to collect the data of students' achievement in reading comprehension. Whereas observation data, the researcher uses observation checklist and field note. Tools of data collecting that used to support the researcher to get the data in the research. The tools of data collecting that will be apply in this research are: Observation Checklist, Field Note, and Test.

Technique of Data Analysis

In this research, the researcher needs to analyze the data to show that Direct reading Thinking Activity can improving students' reading comprehension on narrative text. It is important to describe the analysis based on the data gained during the research. Silegar and Elana, (2000:211) state that data analysis is a process of organizing and summarizing the data into pattern or categories in such a way in order to arrive at the result and conclusions of the research. In analyzing the data, the researcher used qualitative and quantitative analysis. In analyzing the qualitative data, the researcher used Miles and Huberman Model, while in quantitative data, the researcher used descriptive statistic to find out mean score.

RESULT AND DISSCUSSION

Research Result

In this research, the researcher used Direct Reading Thinking Activity (DRTA) strategy in improving students' reading comprehension in two cycles. The researcher and his collaborator observed of students' behavior during teaching and learning process was begun. Based on the first cycle data was taken of field note and observation checklist, the researcher concluded that during the researcher explaining and implementing Direct Reading Thinking Activity (DRTA) as teaching strategy in reading comprehension on narrative text, although when the teacher explained the material some students did not follow the lesson seriously and some other students made noise during teaching and learning process in the classroom. But the teacher tried to attract students' attention in order to pay more attention. There were some students who did not focus on the teacher's explanation. It also impacted of the students' effectiveness where the students were not active to ask and answer question from the teacher. Automatically, they did not understand about the material that had been explained by the teacher. Moreover, during the teacher asked the students to make group to do discussion, there were some students who did not do discussion well. They were confused what they had to do in their group discussion. Because it was the first time they learnt using this strategy. So it made them unusual with the strategy which was implemented by the teacher. However in the second meeting, the students gave better responses and

better behaviors when the teacher explained the material. They seemed like to pay attention to the teacher's explanation. Then, when they did the group discussion, the students could be easier to take apart in doing group discussion. Most of students did the exercises better than the previous meeting. It was shown that from the students in answering exercises. In the third meeting, the researcher gave the test (objective test) to the students. It was used to collect the quantitative data. The quantitative data were used to support the qualitative data. Then, when they did the test, there were still some students who were un-seriously and un-carefully.

In quantitative data of the first cycle, the researcher got data from the students' score in doing the test, the researcher concluded that the students' achievement in reading comprehension on narrative text still needed improvement. Because there were some students who still found difficulties in comprehending the whole text. They did not have sufficient vocabulary that can support of their understanding in comprehending the whole text well. Here, the researcher provided the result of the students' score in doing test at first meeting.

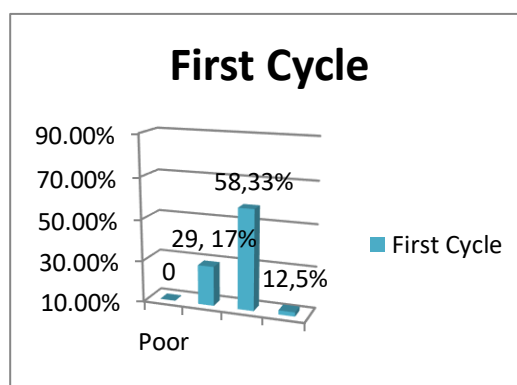


Figure 1
Students' Qualification Score Percentage

Based on the data above, the researcher categorized that there were no students who got the poor score, 29,17% students categorized into poor to average, 58,33% students categorized into average to good and 12,5% students were categorized into good to excellent. Meanwhile, the researcher calculated the mean score based on data above, the mean score that was got by the students in first cycle was 67. In conclusion, the researcher concluded from the qualitative and quantitative data analysis, the students' achievement in reading comprehension on narrative text through Direct Reading Thinking Activity (DRTA) strategy still need improvement, and also the students' response during teaching and learning process was still low.

In implementing Direct Reading Thinking Activity (DRTA) strategy in teaching reading comprehension on narrative text, the students were more enthusiastic and active in group discussion. They sometime asked to the teacher what should they do in the next. It meant that the students give positive respond. When the teacher gave the students exercises in group discussion,

they did them more seriously. Meanwhile, when the researcher gave the test (objective test) to the students, they did the test seriously and carefully. It was used to collect the quantitative data.

Based on the field note and observation checklist data in the second cycle, the researcher got and saw the students' activities during teaching reading comprehension were better than the previous meetings at the first cycle. During the teaching and learning process, the students paid more attention to the teacher's explanation. Even though, at the beginning of teaching process there were still some students made noise and sometimes disturbed their friend, but the researcher took the action spontaneously by gave them questions. Finally, they followed the lesson seriously. And then, the students more active in learning process, they asked some questions related to the teaching material, and could answers the question given by the teacher. Although, not all of them could answer and ask questions, but they had already shown their positive respond. It was supported by the data from measurement test in second cycle, the researcher concluded that the students' achievement in reading comprehension on narrative text was improved. Even though some students still got low score. The result of students' score was shown as follow:

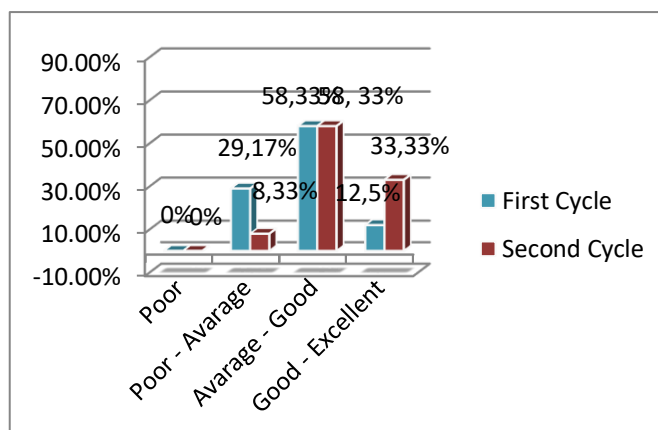


Figure 2
Students' Qualification Score Percentage

Based on the data above, the researcher categorized that there were no students who got the poor score, 8,33% students were categorized into poor to average, 58,33% students were categorized into average to good and 33,33% students were categorized into good to excellent. Meanwhile, the researcher calculated the mean score based on data above, the mean score that was got by the students in second cycle was 72. It was proven that in second cycle shown improvement

In conclusion, the researcher decided to stop in second cycle, because the students' attitude, responses, and achievement in teaching and learning reading comprehension on narrative text showed improvement.

Discussion

Teaching is not easy as what we think. Here, the lecturer takes the important part in providing the interesting ways to teach. There are some ways

that can be done by the teacher in order to teach the students interestingly. One of them is the students have to provide the technique in teaching learning process. In implementing the technique in teaching and learning process, the teacher / lecturer has to know the way to use it. The teaching and learning process will not be interesting and boring when the teacher does not know well in implementing it procedurally.

The fact, that problem also faced by the researcher when the first time to use the technique. In this research, the researcher used DRTA strategy, and based on the research finding and the data was got from the research. The researcher had faced some problems during the first time to implement DRTA strategy in teaching reading comprehension. The problems that faced by the researcher as follow: At the first meeting the researcher seemed needed additional time in order to implement the technique, because the researcher had to adapt this technique first to the students, and the researcher thought that, the amount of students was more than expected. Because, the more students can make the noisy and difficult to control.

DRTA is appropriate strategy that could be applied, because it could make the students easier to understand the whole text meaning. It is also supported by the research finding from Arijudin (2013) DRTA is a strategy that makes the students easier to understand the materials, especially the reading materials. Simply, the students can understand the reading material meanwhile they are reading it. It makes easier to answer the question related to the reading material given.

Based on the result of research finding that was analyzed from qualitative and quantitative data analysis. So the researcher could conclude that Reading, Encoding, Annotating and Pondering technique is effective and can be used in order to improve students' reading comprehension. It was proved by the Mean Score which has been got by the students and had been accumulated in each cycle.

Not only proved by the students' mean score, but also it was proved by the students' respond during the researcher implemented the strategy. The students seemed more active in class room and could share their idea each other. It was indicated that there were significant improvement to the teaching and learning process especially in reading comprehension.

CONCLUSION

Based on the results of research findings, the researcher concluded that Direct Reading Thinking Activity (DRTA) strategy can improve students' reading comprehension on narrative text. It was proved when the teacher applied this strategy, the students felt interested, enjoyed, and enthusiastic during teaching and learning process. This strategy also made the students become active, because during learning process the students had chance to explore more their ability by cooperating with the others.

Meanwhile, from the students' result in doing the test, the researcher found the significant result in each cycle where mean score in the first cycle was 67 that was categorized average to good and the second cycle was 72 that

was categorized average to good. It means that Direct Reading Thinking Activity (DRTA) strategy can improve and could be applied in teaching students' reading comprehension on narrative text.

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