DRTA IN ENHANCING STUDENTS' READING SKILL

Rizka Indahyanti[1*], Sitti Nurjannah[2], Lindi La Uni[3]

- -
[1,2,3]English Education Department, Faculty of Teacher Training and Education, Universitas Islam Makassar, Indonesia
[1*]Corresponding author, email: rizkaindahyanti@uim-makassar.ac.id

Abstract: The aim of this study is to determine the enhancement of students' reading comprehension through the implementation of Directed Reading-Thinking Activity (DRTA). The research design employed a Quasi-experimental approach, involving the participation of two distinct groups. The study consisted of an experimental group and a control group, with multiple choice tests being used as the research instrument. This research is carried out at SMA Negeri 8 Maros by selecting the first-year students as the target population. The researchers utilized the cluster random sampling technique, selecting class X IA 1 as the experimental group and X IS 1 as the control group. Data is collected through both pretest and posttest assessments. The pretest is administered to assess the students' prior reading achievement prior to implementing the treatment, while the posttest is conducted to determine the students' achievement following the treatment. The research examines the usage of DR-TA as the independent variable in teaching reading comprehension, while the dependent variable is the students' achievement in acquiring reading comprehension. The data analysis of the students' pretest and posttest revealed that the mean value of the experimental group (71.10) is higher than that of the control group (48.90). It suggests that implementing the DR-TA method enhances students' reading performance.

Keywords: Directed Reading-Thinking Activity, Reading Skill, Reading Achievement

1. INTRODUCTION

One essential English skill that must be acquired is the ability to read proficiently. This is because it has a tangible impact. Regarding the conventional teaching style, a significant number of students continue to struggle with using English correctly, despite having studied it for a decade or longer. Conversely, inadequate reading skills can hinder the acquisition of knowledge and hinder performance in other areas. A reading strategy is the specific behavior that a reader employs throughout the act of reading, which is directly linked to certain objectives (Anderson, 1985). Reading strategy can be defined as the specific actions that readers engage in throughout the act of reading. This topic is a significant subject of discussion in the field of reading research publications. Reading methods warrant specific scrutiny due to their ability to illuminate how readers navigate their engagement with written content (Sulviana & Mahendra, 2021).

There are numerous strategies that can be utilized to enhance reading comprehension. An effective strategy that can be utilized is the Directed Reading-Thinking Activity (DR-TA). This pertains to initiating inquiries regarding one's experience with reading. This activity is intended to foster students' awareness of their cognitive processes while reading. The DR-TA

procedure facilitates students in making predictions, assessments, and verifying proofs. Conner (2006) use the Directed Reading-Thinking Activity (DR-TA) to assist students in a systematic and guided manner as they engage with factual literature. During the Directed Reading-Thinking Activity (DR-TA), students generate predictions based on the information provided in the text. During the Directed Reading-Thinking Activity (DR-TA), readers were prompted to assess their prior knowledge on the subject, make predictions about the upcoming content, and subsequently evaluate their understanding of the material and how it aligned with their initial assumptions. DR-TA enhances cognitive abilities by facilitating the analysis of complex textual content across several domains.

During the Directed Reading-Thinking Activity (DR-TA), the teacher poses questions to the students that are directly relevant to the material. The students are then expected to provide answers to these questions. Subsequently, students must formulate a forecast on the material. Students utilize textual information to revise and adjust their predictions based on the new information presented in the text (Hasanah, 2017). This technique facilitates the expansion of students' knowledge, whether they are working collaboratively or independently. This method is crucial because it actively instructs students in the development of comprehension skills. The effectiveness of DR-TA relies on the level of engagement demonstrated by the teacher in order to facilitate the students' understanding of the material. In addition, this allows the teacher to assess students' level of understanding through simple discussions. Practicing and refining skills can help provide a route towards independent reading and promote learner responsibility (Maris et al., 2022).

DR-TA is an instructional approach designed to inspire and engage students. Students derive satisfaction from formulating predictions and subsequently verifying their accuracy. This can be used to any field of study and cater to the requirements of any reader. The issue of low reading comprehension skills is prevalent in various locations, particularly at SMA Negeri 8 Maros. According to the researcher's casual observation and pretest, it was found that the majority of students have a deficiency in reading skills. The occurrence can be attributed to the students' concentration on several courses and the predominant influence of the local language on their linguistic skills, in addition to the monotonous teaching style employed by the teacher, which contributes to the students' poor reading performance.

2. LITERATURE REVIEW

2.1. Definition of Reading

Reading is the cognitive activity of visually perceiving and comprehending a sequence of written symbols. During the act of reading, our visual system processes written symbols, such as letters, punctuation marks, and spaces, while our cognitive system transforms them into meaningful words, phrases, and paragraphs that convey information to us. According to Crowford (1998),

reading can be done silently, when the words are only processed in our minds, or audibly, where the words are spoken out loud for others to hear. Reading is a passive skill that allows us to acquire knowledge. However, the intricate process of reading necessitates the ability to communicate, enabling us to articulate the words we encounter. Reading is considered a productive ability since it involves both receiving and transmitting knowledge, even if the transmission is only to oneself (Dechant, 1991).

Reading is a kind of communication where writers convey their thoughts through written material, which is subsequently interpreted by readers (Rahman & Indahyanti, 2021). The purpose of reading lies in perceiving and comprehending the textual information, accurately writing or pronouncing the words within the text, articulating, acquiring knowledge, and making predictions. According to Hornby, reading encompasses the cognitive processes involved in comprehending, refining, and sustaining the meaning derived from written text. Given the existence of several procedures and the varying degrees of involvement in reading used books, the term utilized must be flexible enough to encompass these variations and levels.

2.2. Reading Comprehension

Reading comprehension is typically described as an integration of decoding skills, vocabulary knowledge, prior knowledge of the topic, and related tactics to understand and make sense of a book (Kintsch & Kintsch, 2015). Intentional thought that involves the construction of meaning through interactions between reader and text is what we mean when we talk about comprehension. This is all about getting readers to think while they read (Khorsidi, 1999). What this means is that readers are impacted not just by the text itself, but also by their prior knowledge and life experiences.

The ability to read and comprehend a text involves picking up on the main points as well as any underlying meanings or messages that the author may be trying to express. When you read a piece of literature, your brain has to take into account more than just the words on the page. It has to figure out how those words relate to one another, what the piece is trying to convey, how the author uses subtle language and vocabulary to influence the reader's emotions and understanding, and how everything fits together (Hatch & Farhadi, 2005). Finding factual information, locating main concepts, understanding vocabulary in context, recognizing references, and drawing conclusions are all parts of reading that should be focused on in order to understand reading material.

2.3. Directed Reading-Thinking Activity (DR-TA)

Stauffer states that the Directed Reading-Thinking Activity (DR-TA) is a method of teaching that explicitly draws students' attention to the reason for reading. Students follow this method as they read a text, make predictions based on their questions, and then read to see if their predictions were correct or incorrect. Students' understanding is improved by the DR-TA method, which promotes active and purposeful reading. Whether you're working with fiction or nonfiction, this tool can be utilized in any subject area (Hasanah, 2017).

Using a three-step process—reading an example of the text, making a prediction, and then reading the text to confirm the forecast—this technique encourages the reader to actively engage with the text. When reading, an effective reader develops predictions and checks them. Students can hone such ability with the help of this exercise.

Everyone can benefit from this method, but it's particularly useful for students who have trouble reading or memorizing new words because of all the repetition. Repetition within the same material helps many students with learning impairments or who otherwise fail to understand it. Additionally, this approach allows students to reflect, as they are continually making predictions, providing explanations and justifications, and then revisiting the task to determine if their predictions were accurate or not and making adjustments as needed (Imran, 2022). Directed reading-thinking activities may also be described as a method of instruction that has students make predictions about a single text before reading it to either validate or disprove their predictions. Students are encouraged to take an active role in their reading and to develop good reading habits by using this method.

3. METHODS

This study used a quasi-experimental design with two groups of participants. The two groups were the experimental and control ones. The effects of the treatment were evaluated with a pre- and post-test, respectively (Hatch & Farhadi, 2005). Students enrolled in their first year at SMA Negeri 8 Maros made up the study's population. There are a total of around 222 students spread over 6 classes. A total of thirty students from two classes—X IPA1 and XIPS1—served as the sample for this study. Since the researchers might not have access to a complete list of the population's members, cluster random sampling was the only viable option for picking a sample in this study. Reading tests, which included both narrative text and questions, were utilized by the researchers to gather data. Students' reading abilities were assessed by this test, which tested their ability to make predictions based on the texts they had read. There were a total of 14 questions, divided among 4 levels of skill.

4. RESULTS

4.1. Pre-test and Post-test Scores of Experimental Class

Table 1. Comparison score of Experimental Class

Pair 1	N	Mean	Standard Deviation	Standard Error Mean
Pre-test	30	56,60	22,245	5,651
Post-test	30	71,10	18,171	3,935

The mean score of the students in the pretest was 56.60; this indicates that they had poor achievement. But after giving the treatment, their achievement in reading test increased to good in which the mean score was 71.10.

4.2. Pre-test and Post-test Scores of Control Class

Table 2. Comparison score of Control Class

Pair 1	N	Mean	Standard Deviation	Standard Error Mean
Pre-test	30	41,50	15,147	5,241
Post-test	30	48,90	17,159	3,431

The researchers gave same test in control class. There were 30 students in this class. The mean score of the students in the pretest was 41.50, this indicates that they had poor achievement. But after giving post-test, their achievement in reading test increased to good in which the mean score was 48.90.

5. DISCUSSION

The students' reading comprehension skills were still inadequate prior to treatment, namely on the pretest. The teacher's monotone delivery of the lesson is to blame for this. In addition, students pay closer attention in a wide range of classes, and the local language has a greater impact on their language than any other language. The researchers employed Directed Reading Thinking Activity (DRTA) as a specific treatment for these reasons. Four administrations of the treatment were performed. Researchers employed Directed Reading thinking activities (DRTAs) with students in each session, although they used new texts each time.

Afterwards, the researchers administered a posttest. The students' reading abilities were found to have improved (Nurjannah & Faisal, 2021), as previously described in the section on reading test data.Students' struggles with text comprehension were the primary cause of their low, fair, and lose grades. In reality, students should exercise their critical thinking skills by making predictions based on the reading (Nonci, 2021). Their issue was effectively resolved by the Directed Reading Thinking Activity. They are able to form their own opinions and make predictions before reading the actual material, and then use those predictions to gain a thorough understanding of the text they have read (Kinstch & Kinstch, 2005). Results from the study suggest that using DRTA method could help students better understand what they read. After being educated using the DRTA technique, it becomes evident in their scores. As a result of using this method, students' past knowledge can be activated, and they will be more likely to speak out and share their thoughts. In addition,

having students make predictions before reading the entire text makes it easier for them to understand the material.

6. CONCLUSION

Based on the research findings, the researchers conclude that Directed Reading Thinking Activity (DRTA) is a teaching strategy that helps students improve their reading comprehension at SMA Negeri 8 Maros. DRTA works by having students make predictions about a text and then reading the text to either confirm or disprove their predictions. Students' reading abilities can be enhanced through the use of the DRTA technique.

ACKNOWLEDGMENTS

REFERENCES

Anderson. 1985. The Report of The Commission Reading. USA: GSSG.

Conner, J. 2006. Instructional Reading Strategy: DR-TA (Directed Reading,Thinking Activity). (Online) at http://www.indiana.edu/~l517/DRTA.htm.

Crowford, Ruth M. 1998. Facilitating a Reading Anxiety Treatment Program for Prepare Teachers in Reading Improvement.

Dechant, Emerald. 1991. Understanding & Teaching Reading: an Interactive Model. Hillsdale, New Jersey: Lawrence Erlbaum Associates.Inc.

Harris, A. Larry & Smith, Carl B. 1990. Reading Instruction. New York: Richard C. owen Publisher,inc.

Hatch, and Farhadi. 2005. Research Design and Statistic. Los Angeles: Newburry House.

Hasanah, Uswatun. 2017. Directed Reading Thinking Activity (DRTA) on Students Reading Comprehension. Lampung: English Education Faculty of Teacher Training and Education Lampung University.

Hedge, 2003. Teaching & Learning in the language classroom. UK: OUP.

Imran, M. C. (2022). Applying Youtube Kids to Foster Children Vocabulary Mastery at Ihya Al-Ulum Kindergarten. Jurnal Kependidikan, 11(1), 9–16. https://jurnaldidaktika.org.

Khorsidi, M. 1999. Cooperative Learning and Reading Comprehension. University of Science and Technology of Iran.

Kinstch, W., & Kinstch, E. 2005. Comprehension, in S.G. Paris & S.A. Stahl (Eds), Childern's Reading:Comprehension & Assessment. Mahwah, NJ: Lawrence Erlbaum Associates.

Maris, H., Kusumastuti, R., Mursidin, M., & Suhaida, D. (2022). The analysis of learning activity during online learning in the time of Covid-19.

International Journal of Economy, Education and Entrepreneurship, 2(1), 191–204.

Nonci, J. (2021). The Effectiveness of Contextual Video in Increasing Students' English Listening Comprehension: A Quasi-Experimental Study of Seventh Years Students of SMPN 13 Poleang Utara. 4(1), 423–429. http://journal.alhikam.net/index.php/jrm

Nurjannah, S., & Faisal, A. N. (2021). Using Think Pair Share in Improving Students' Writing in Descriptive Text. Education, Language, and Culture (EDULEC), 1(1), 67–74. https://jurnal-eureka.com/index.php/edulecj

Rahman, A. W., & Indahyanti, R. (2021). Factors Influencing the Lecturers' Teaching Performance. Klasikal : Journal of Education, Language Teaching and Science, 3(3), 96–105. https://doi.org/10.52208/klasikal.v3i3.112

Sulviana, S., & Mahendra, I. (2021). The Use of Spelling Bee to Improve Students' English Vocabulary Mastery at SMP Negeri 11 Makassar. Edumaspul: Jurnal Pendidikan, 5(2), 1027–1033. https://doi.org/10.33487/edumaspul.v5i2.3193