

DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT

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ABSTRACTS

DRTA is a reading comprehension strategy for students, especially narrative texts. Balajthy (2003) in his book says Russell Stauffer in 1975 developed the directed reading thinking activity (DRTA) as a more attractive alternative to the course outline model used in most basic guided reading courses. The DRTA strategy was advanced to encourage active reading comprehension and move the student to assume critically to understand the text. The design of a quasi-experimental with a design non-equivalent control class was employed since this investigates the efficacy of using the DRTA strategy for improving students' reading comprehension of the narrative text. The observation, test, and documentation were collected in this study. The question test consisted of 20 items using pretest-posttest, in the VIIIA class, which included 22 female students were used as an experimental class, and the VIIIB class, which included 14 male students was used as the control class. An independent sample t-test was used to analyze the evidence to find out whether the DRTA strategy improved the students' reading comprehension. The result showed that the T-test value was 4,698 with probably Sig two-sided 0,001, the score Sig two-sided $0,001 < 0,05$. The experimental class that received the DRTA strategy differs significantly from the control class that did not receive treatment. As a result, it will draw a conclusion that the DRTA strategy is effective for the education and studying of the activity of eight grade students at the MTS Miftahul Jannah's.

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INTRODUCTION

Generally, people will not be able to understand information from books, newspaper essays, and the internet without having good reading skills. Reading is the skill of receiving information. According to Harmer (2007) is beneficial for language acquisition. Apart from being useful, reading skills are the key to success in the future and people who want to be successful in the future must always take the time to keep reading. McNamara (2007) Reading is one of several teaching formats that convey prior knowledge for future learning.

Brown (2004) Reading becomes the most crucial skill in any educational setting. Therefore reading skills are very influential in our lives.

According to Brown (2001), four English skills have to be learned by the student. Such as communicate by speaking, listening, writing, and reading. Reading, listening, speaking, and writing are language abilities. Reading is a learning competencies that have to be learned by students. Snow (2002) defines reading comprehension as a process of interacting with and simultaneously creating definitions through relationships and written language participation. Rasinski (2010) definition of comprehension is the act of consciously creating meaning through dialogue between the reader and the sentence. Reading comprehension is also critical for improving reading efficiency and enjoyment, as well as for assisting with all other subjects in life both personally and professionally. Also, it can aid students in understanding the text's goal. The student has studied various texts when learning English, especially narrative text. The text of a narrative is one that explains a series of events in chronological order or in relation to one another. Narrative texts are typically imaginative, which means they are not real or exist only in the author's imagination. A narrative text, according to Martin (2000), is one in which an agent tells a story. Reading narrative texts is very important for students because narrative texts are always related to problems in the story and end with problem-solving, so stories and narrative texts provide students with a lot of moral messages. However, most students continue to struggle with reading English because they do not understand the text. Common difficulties are non-Indonesian languages which lead to difficulties in reading English, lack of vocabulary, mastery of pronunciation, etc. But in reality, reading is not as easy as it seems. Reading requires a good understanding so that someone can interpret information correctly. Sometimes students have to read the text twice or think twice to understand it, even though it takes a lot of time for students. This is especially useful for students who are not motivated to study. Reading must be too difficult for students. According to Harmer (2003), students have predicted that the entire experience will frustrate them and reduce their motivation to learn. This attitude is frequently the result of illiteracy. This is primarily due to students being assigned reading texts that are too difficult for them to be interested in, teachers do not generate interest, and students believe that reading is always boring. The most common causes are usually students who have difficulty in reading comprehension, namely, lack of confidence, lack of desire from within them to learn reading comprehension, lack of support from the family, parents, and the most common thing is students don't like English and it's fast. Bored when learning reading comprehension in class. The causes of students who develop bored quickly are frequently the consequence of the teacher's education and science strategies.

Based on observations at the Islamic Junior High School Miftahul Jannah, the researchers discovered that English teachers continued to use the old method, which only focused on explanation. As a result of teachers' lack of creativity in adopting learning methods, students become bored quickly when learning English, resulting in difficulty reading, a lack of vocabulary, difficulty understanding English texts, and a lack of motivation to learn to read.

According to the issues raised above, the researcher will use DRTA strategy to address the issue of reading comprehension in students. DRTA is a strategy that can improve a student's understanding. Balajthy (2003) in his book says Russell Stauffer in 1975 developed the directed reading thinking activity (DRTA) as a more appealing alternative to the lesson plan model used in most basic guided reading courses. The directed reading thinking activity, approach directs students' involvement in the text because they have to participate and demonstrate during reading in class. The Student can find the central textual concept by learning reading comprehension. According to Arief (2019), DRTA is a reading strategy in which readers use their personal experience to help the author's concept come to life. The

DRTA strategy is created to encourage operative comprehension of the text and to encourage students to think critically in order to comprehend texts.

Several previous studies applying DRTA in the study (Hasan, 2019; Chaemsai, 2016; Sunarti, 2022; Annida, 2018) find demonstrated the DRTA strategy worked well in improving students' reading comprehension. DRTA strategy is beneficial to the development of reading comprehension by students. The point in this research is to determine the impact of the DRTA on students' reading comprehension at the MTS Miftahul Jannah. The problem statement is whether or not students who are instructed with the DRTA approach outperform those who aren't. The researcher hopes the directed reading thinking activity (DRTA) strategy will be successful in enhancing comprehension of the text in this study.

RESEARCH METHOD

Research Design

This research is a non-equivalent control class design and a pretest-posttest of quasi-experimental design. The researcher used a quasi-experimental design because the researcher did not have the authority to control the sample under study, which meant the researcher did not have the freedom to choose samples at random. This was due to restrictions in the school setting. However, in a quasi-experimental design, the researcher takes the experimental process such as determining the research schedule and choosing types or research measurements. Donoghue (2013) proposes a quasi-experimental design with control but no random assignment. This means that experimental concept research is a study without random assignment.

Population

This study was conducted in the eighth grade at MTS Miftahul Jannah, which consisted of two classes totaling 36 students, namely class VIIIA and class VIIIB. Class VIIIA was the control class, totaling 14 male students, and class VIIIB was the experimental class, totaling 22 female students.

Instruments

The observations are made prior to being given an observation test by using an instrument in the research so that the technique of educating and studying English in the classroom as well as the methods used by the teacher and can be learned by the researcher. Furthermore, the study administered tests to students, specifically the pretest-posttest. The pretest was administered prior to treatment, and the posttest was administered following treatment. The pretest was given before the treatment and the post-test was given after the treatment. The pretest is given to find out the students' basic mastery skills in reading comprehension while the posttest is to find out the students' reading ability after being given treatment. Finally, documentation is used to collect data, such as lists of student names, student knowledge prior to treatment, and documentation used when conducting research. The researcher applied the DRTA strategy to the VIIIB student as an experimental class, and do not give a treatment to the VIIIA as the control class in four meetings. DRTA strategy greatly assists students during the teaching and studying process on reading, students will gain extensive knowledge, and students will be able to develop their potential of reading much more celerity.

Data Analysis

To compute the pretest and the post-test scores on both the experimental and control class, the quantitative data analysis method was used. SPSS version 29 was used to calculate the input in this research. To evaluate the hypothesis of the result, this study uses descriptive

analysis, validity and reliability, a normality test, variance homogeneous, and an independent sample t-test.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The data in this study used descriptive statistical analysis. Statistical descriptive analysis used in this study was to find the mean, frequency, total score, standard deviation, median, and percentage. Statistical descriptive data analysis can be seen in table 1.

Table 1
Pretest and Post-Test Score of the Control and Experimental Class

		Statistics			
		Pretest_Ex	Post_Ex	Pretest_Control	Post_Control
N	The Valid	22	22	14	14
	The Missing	0	0	8	8
The Mean		70.68	84.32	67.50	65.36
Std. an error of mean		3.548	2.062	4.681	3.904
Median		72.50	85.00	72.50	62.50
Mode		80	85	80	80
Std. Deviation		16.640	9.673	17.514	14.606
Variance		276.894	93.561	306.731	213.324
Range		65	40	65	40
Minimum		30	60	25	45
Maximum		95	100	90	85
Sum		1555	1855	945	915

According to table 1, it is evident that the pretest and post-test average values in the experimental and control classes are 70.68 and 67.50, respectively, whereas the post the experimental class will take a test 84,32 then, for the post-control class is 63.36. As a result of their average scores, it can be observed that the score of the average in experimental class, which was taught using the DRTA strategy is higher than which was not taught using the DRTA or non-DRTA strategy.

An independent samples t-test is needed for testing in this study, the purpose of using an independent sample t-test is to see whether have any distinctions in the post-students' examination value from the experimental class and the control class. However, the requirement before carrying out an independent sample t-test is to check the input for normality, and the homogeneity of the data. If the resulting input is normal and homogeneous, then you can proceed with a test namely, an independent sample t-test. The board has displayed an evaluation of data normality and data homogeneity.

Table 2
Normality Test and Homogeneity Test

	A class	Shapiro Wilk		
		Statistic	Df	Sig
The Result	Pretest_Ex	.939	22	.191
	Post-test_Ex	.922	22	.085
	Pretest_Control	.913	14	.173
	Post-test_Control	.905	14	.135

According to the normality data table 2, the Shapiro-Wilk test was utilized by the researcher due to the small sample size of the population. According to Kusumawati (2022), the normality test can be carried out using the Kolmogorof-Smirnove test for large samples (>50) and for small samples is (<50), namely the Shapiro-Wilk test with the compelling value, it is higher than 0.05 or > 0.05 . Table 2 displays that the Sig data for the pre-experimental class are ($0,191 > 0,05$) post-experimental ($0.085 > 0.05$), pre-control ($0.173 > 0.05$), and post-control ($0.135 > 0.05$). Based on the information provided, it can be deduced that the data above is normally distributed.

Table 3
The Homogeneity Test of Variances

The Variance Homogeneity was Tested					
		Levene Statistic	Df 1	Df 2	Sig.
The Result	Based on the Mean	2.656	3	68	.055
	Based on the Median	2.388	3	68	.076
	Based on Median and with adjusted Df	2.388	3	56.945	.078
	Based on the trimmed mean	2.674	3	68	.054

After carrying out the normality examination, subsequently, the next evaluation will be the homogeneity score. The procedure for testing the homogeneity of variances is conducted to find out whether or not the variances of the two classes are similar. This sample can be declared homogeneous if the based mean of the level of significance is > 0.05 or bigger than 0,05. The results of the homogeneity in table 3 on the Sig based on the Mean is 0.055, meaning that the data shows greater than 0.05 or $0.055 > 0.05$. This means that the variance of the data above is homogeneous. If the data is normally distributed and homogeneous, it can perform in the independent sample t-test.

The independent sample t-test is performed in this study to provide that have a variance in results of the post-test of an experimental and the post-test of control. To see the result of the independent sample t-test and various statistics, see table 4.

Table 4
The Statistic Group

Statistics Group					
	AbClass	N	The Mean	The Std. Deviation	The Std. Error Mean
StudyWith DRTA	Post_experiment (DRTA)	22	84.32	9.673	2.062
	Post_control	14	65.36	14.606	3.904

Table 4 of this statistical group is to see the results of the average in the post-test scores for an experimental class and post-test scores for the control class. According to the table above, the average value In both the experimental and control classes is different, namely a post-experiment was 84.32 while a post-control is 65.36.

Table 5
An Independent Sample T-test

An Independent Samples Test											
		The Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	Df	Significance		Mean Difference	Std. An Error Difference	95%Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Study DRTA	The Equal variances assumed	6.312	.017	4.698	34	<.001	<.001	18.961	4.036	10.759	27.163
	Equal variances not assumed			4.295	20.291	<.001	<.001	18.961	4.415	9.760	28.162

The T-test value is evident from the table 5 is 4.698 and the Sig two-sided value is $0.001 < 0.05$ or 0.05 is less than the sig two-sided value. Infinitely from these data, it was determined that there was a significant divergence in the learning results of the students using the DRTA method throughout the experimental class and the learning outcomes of the pupils with non-DRTA strategies in a control class, because the value of T is 4.69 with probably 0.001 is less than 0.05 or $0.001 < 0.05$, then H_1 is approved and H_0 is refused. The use of the DRTA method in the experimental class and those who are not trained with DRTA in a control class in the reading comprehension of students the text of narrative have a significant difference, which means the alternative hypothesis or H_1 is accepted.

Discussion

Based on the study's findings, an attempt is made to reverse the effects of the DRTA strategy on students' reading comprehension of the narrative text. The acronym for DRTA, Stauffer developed the strategy in DRTA in 1969 to encourage readers to actively participate in taking the text, making predictions, and then sampling the text again to correct the student's previous predictions. Jonson (2001) DRTA strategy is very useful for teachers because it can shape students to become good and appropriate readers. This DRTA strategy

can connect the background to the reading purpose text, and students will participate in the strategy's prediction activities. Grabe (2009) Because the DRTA there are approaches that can be employed to inspire students to participate in reading actively, it is an important strategy used by teachers of teaching and learning strategies.

The findings of the study have addressed that there has been a significant variance among the student who is taught by DRTA strategy and the student who is not learning by DRTA strategy or Non-DRTA. This is evident in several previous studies by (Hasan, 2019; Chaemsai, 2016; Annida, 2018; & Sunarti, 2022) This study demonstrated the DRTA strategy improves students' reading comprehension. The study have been known in table 4 and 5. Where table 4 shows the value is higher belongs to the experimental class after receiving a treatment with a DRTA strategy than the control class with a lower average value by not being given a treatment or non-DRTA strategy. This can also be seen in t-test value 4.69 with probably Sig two-sided 0.001. This means that the value is less than 0.05 or $0.001 < 0.05$. H1 is accepted, while Ho is denied. So the study appears that has been a significant divergent between the experimental class which was treated by DRTA strategy and the control class which was not treated by the DRTA strategy or was not treated at all. The conclusion is that teachers can use the DRTA strategy to make students better in reading comprehension particularly narrative text. Finally, the DRTA strategy can be applied to the teaching and learning processes of students at MTS Miftahul Jannah.

According to Sunarti (2022) the DRTA strategy improved students' reading comprehension. It will show the fact that a significant difference is discovered (index = 3.118 $P = 0.003$) As a result, H1 is received and Ho is rejected. The results demonstrated that the DRTA strategy improved students' reading comprehension. According to Hasan (2019) the DRTA strategy is good in the results that have been studied, with the DRTA strategy contributing 72% while the control class or non-DRTA strategy contributing 49%. It has been demonstrated that the DRTA strategy is efficient for students in reading comprehension.

Chaemsai (2016) found that the DRTA strategy was efficient for the students' reading comprehension in subsequent research. According to Annida (2018), the DRTA strategy was also good for students' reading comprehension. The result demonstrated, that the comparison between (cells A2B1-A2b2) Ho was rejected. This means that the pupils who have learned by the DRTA strategy outperformed students who have learned by the Kwl (know want to know) learning strategy. A few years later, Although many researchers have conducted research on DRTA strategy, and most of them showed that the DRTA strategy was significant, the ongoing study attempts to consider the efficiency of the DRTA strategy on students' reading comprehension of narrative text in a different sample and population.

In using the DRTA strategy have advantages and disadvantages. The advantage of the DRTA strategy is an activity to predict the stories so that it can help students to get an overview of the text. DRTA strategies exist that can be used for other lessons in the subject matter. The DRTA is a strategy that is full of preparation, so it's not just a focus on studying. The disadvantage of the DRTA strategy is that the DRTA strategy can take up many hours if class management is not efficient. Using the DRTA strategy through directed reading thinking activity sometimes information cannot be obtained quickly.

This research has been conducted and the result state that the DRTA has an effective strategy in reading comprehension. The research uses a quasi-experimental. Quasi-experimental research can provide high levels of evidence without checking. This research is in accordance with the research findings, the results studied are results that are relevant to the research objectives. However, this study requires the provision of books that are many and often beyond the skill of students to understand the contents reading of the texts, so sometimes students need a lot of time to process reading comprehension. Seriousness when studying students is a difficulty for the researcher to make the class maximally controlled. So

that in further research should prepare better and optimally. That is expected that the next researcher have to be increased by utilizing a large sample and employing a different focus text such as procedure text, descriptive text, or report text. Future research can also use different methodologies to examine the relationship between research variables and further research can also use different objects such as universities.

CONCLUSION

Based on the discussion above, it can be concluded that for some students reading comprehension is one of the most difficult learning activities. the most common difficulties are due to a language that is different from the use of the mother tongue which is used daily to cause the problem. To solve this problem the researcher uses the DRTA strategy on students' reading comprehension and focuses on narrative text. The DRTA strategy is an effective strategy for students. This can be proven by researchers from the pretest post-test results in the experimental class and control class, namely the experimental class that was given treatment using the DRTA strategy on reading compressions was more effective than the control class that was not given treatment or non-DRTA.

Although the DRTA strategy has been proven to be effective for students' reading comprehension, to apply this DRTA strategy requires providing a lot of books and it is often beyond the ability of students to understand the contents of the reading text so sometimes students need a lot of time to process reading comprehension. Seriousness in studying students is a difficulty for researchers to make the class optimally controlled. So that in further research should prepare better and optimally. Future research is expected to improve further research by using a larger sample and using a different text focus such as procedural text, descriptive text, or report text.

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