THE EFFECT DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGYON
STUDENTS' READING COMPREHENSION
(An Experimental Study in STKIP Kusuma Negara Jakarta)

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Abstract
This research conducted in STKIP Kusuma Negara Jakarta. It uses experiment method who 40 students first semester. This research purposes: (1). To know result of the research which doesn't use DRTA strategy. (2). To knowresult of the research which use DRTA strategy. (3). To know the effect Directed Reading Thinking Activity (DRTA) on Students' Reading Comprehension. Method of the research is experiment. It consists of 40 students. There are 20 students group experiment class and 20 students groupcontrol class. Instrument reading comprehension is multiple choice, as much as twenty items. It uses random sampling technique. Test data analysis use homogeneity test and normality test, in order that it can proceed with the analysis of statistical parametric. Analysis results and hypothesis obtained (1). students'reading comprehension using DRTA strategies: mean = 85.80; median= 85.50 ; variance= 22.695; (2). students' reading comprehension using conventional learning: mean =68.65 ; median= 68.00 ; variance=18.766. (3). There is significant effect directed reading thinking activity (DRTA) towards students'reading comprehension. It can be seen that t-score was 21.291 and sig.=0.000 < 0.05. It can be concluded that DRTA strategies give effects to increase students'ability in reading comprehension. Student encourage to give prediction and think the reading text. DRTA strategies suitable to apply in teaching reading comprehension in STKP Kusuma Negara Jakarta

Keywords: *Directed Reading Thinking Activity (DRTA), Students' Reading Comprehension*

INTRODUCTION

Language use communication between speaker and the listener. People use language for transferring information. There are many kind language in which use for communicated. English as the one of the language for communicating in the world. Also English as the lesson in the school and the college. Reading is the activity transferring or getting information from the written by hand writing or text book from the writer to the reader. Reading is one of the several skills which people have to mastery in English skills. As Grabe and Stoller (2002:9) in Seftika (2016: 121) stated reading as the ability to draw meaning from the printed page and interpret this information appropiately. Students can understand what the content of the text means if they know the meaning of the words, phrase and sentences. Through reading students can know the information in the world. According to Yatmini (2017: 22) stated that reading can be seen as an active process of comprehending where students need to be taught strategies to read more efficiently, for example, guess from context, define expectation, make inferences about the text, skim ahead to fill in the context, etc. It means students asked by the researcher to predict what happen from the text after students skim read the text. According to

Megawati (2017: 95) Reading instruction should be directed at helping students comprehend text. That is why the reading skill becomes veryessential since it may give comprehensive information the educated field.Students have to know the meaning of the text also comprehend it, in order that they won't get difficult in understanding the text. According to Soedarso (2001:58) Comprehension is reading ability to get the main idea, important detail, and whole understanding. To get the comprehension, we need: (1) master the vocabulary, (2) familiar with the basic structure in writing (sentence, paragraph, and grammar. The effective efforts to comprehend and remember (reading text) longer are: (1) organize the reading material, which can be comprehend easily, (2) combine one fact to another, or join the experience or real context. According to Brown (2007:8) Comprehension skills are strategies readers use to retrieve information and construct meaning from a particular text. They are the thinking processes, broken down into steps that are used to comprehend. It means that reader think particular information from the text and understanding it. Rasinski and Brassell (2008:17) categorize coprehension into the three level, the explanation are as follows :

a). Literal Comprehension Level

It is the lowest of the level and simplest form of locating information in text because the information is stated directly in the text. Question assesing literal comprehension skills examines how well students can identify and understand information that is directly a text.

b). Interpretative Comprehension level

Is the level understanding the ideas and information not explicity stated in the passage. The abilities needed in the level are; reason with information presented to understand the author's tone purpose and attitude; infer factual information, main idea, comparison, cause effect relationship that explicity statd in the passage; summarization of the story content.

c). Critical Comprehension Level

It is the level of analyzing and personally reacting to the infromation presented in the passage, in this level, the abilities needed are; personally reacting to information in a passage indicating meaning to the reader and; analyzing the quality of written symbol of information in the terms of some of the standards.

Al-Odwan (2012:3) state that reading comprehension is a processthat requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary words encountered in the texts, and learning how to abstract meaning from text. It means that through reading, the reader learn words and vocabularies and effort understand meaning of the text. Teaching reading comprehension is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn and sets the condition for learning. Researcher guides the students to read a text and then suppose them to get information what about the text. There are technique, strategies and method in which use researcher to give the knowledge to the students. Researcher gives material of the lesson but students still low in getting reading comprehension. Students difficult to understand phrase and sentences in context, also they don't know how predict the text and main idea each of paragraph. To solve the problem researcher choose strategies which appropriate with the characteristic students. It was determine the appropriate strategies become one of the

solution to increasing students ability in English. According to

Researcher uses Directed Reading Thinking Activity (DRTA) for increasing students'reading comprehension. DRTA is one of the strategies for ask students read, make prediction and think in reading comprehension.The Directed Reading Thinking Activity is associated with the DRA (Directed Reading Activity) developed by Stauffer (1969). The directed reading thinking activity is a lesson plan which involves (a) preparation/readiness/motivation for reading a lesson; (b) silent reading; (c) vocabulary and skills development; (d) silent and / or oral reading; and (e) follow-up or culminating activities.It means that DRTA is preparation lesson plan which develop skill in reading, asks students for oral and silent when they are reading. Almasi (2003) stated that the goal for using the directed reading thinking activity is to foster students' independence when reading. It engages students an active process where they must use their reasoning abilities and their own ideas. Directed Reading Thinking Activity (DRTA) is intructional strategy that focuses on students thinking using prediction and open ended questions before going to the text stated Seftika (2016: 122).

According to Jenning and Shepherd (1998) state that the DR-TA helps students become aware of the reading strategies, understand the reading process, and develop prediction skills. The DRTA is a strategies that guides that students in asking questions about a text, making predictions, and then reading to confirm their predictions. In fact, DRTA provides the teacher an opportunity to guide students to think like good readers do by anticipating, predicting, and then confirming and modifying their ideas with the story. Through directed reading thinking activity, students can develop their ability in reading comprehension. They can think and predict those idea in the text by orally or silent in reading.

The purpose of Directed Reading Thinking Activity: According to Glass and Zygouris (2006:1) there are seven purpose of Directed Reading Thinking Activity. The purposes are follow; to encourage readers to be more aware of the strategies they use to interpret text; to help students understand the reading process; to develop[prediction skills; to stimulate thinking and develop hypothesis about the text which aid interpretation and comprehension ; to increase understanding of the purposes and effects of the structures and features of particular text; to increase curiosity about particular texts and text types; and to encourage students to listen to the opinions of others and modify their own in light of additional information.

Alan Crawford, et.al (2005) state the procedure of DRTA as follows:

a) The teacher prepares the text by marking four or five good stopping points.

b) The teacher prepares DR-TA chart and reminds them not to read beyond the stopping points. They will be making predictions and reading to confirm those predictions.

c) The teacher asks the students the little of the story; talks about the genre author, shows the cover illustration, and reads the title. Then, asks for their prediction about what will happen in the story. Write those predictions in the space labeled. Ask the students why they think so.

d) The teacher asks the students to the first stopping point and considers the prediction they made before, and say what actually happened.

e) The teacher reviews the prediction and asks which ones are coming true so far. Then, the teacher asks them to read aloud to confirm or disconfirm their predictions.

f) The teacher asks the students to predict the next block of text. Write and read, then check their prediction against what did happen, make new predictions, and dictate the evidence for those predictions.

g) Finally, the teacher asks the students to check the last predictions against what actually happened in the story, and dictate their findings about what happened, to be recorded in the space on the form.

Researcher guide students and also gives motivation to them. Researcher ask students to read a text whole then find the difficult words. Words which difficult underlined by the students. Then researcher guide them to explain what the meaning of the words and phrase. Students read the text by scanning the tittle, headings, subheadings, pictures or illustrations. Then researcher direct students to making predictions about the text. While the students read a text, researcher determine the pre-stopping point in the text o ask the students about their predictions. Researcher ask one by one students for read the text. Students have to read loudly and their friends must attention to hear what the text read. After that researcher asks the students to confirm the prediction accuracy by finding the main idea each of the paragraph, find the supporting statements in the text and also give predict what happen the story in the text.

Reading Comprehension is measured by three types of recall scores: recall scores for common ideas, main ideas, and non-main ideas of a text. Reading comprehension usually refers to the amount of understanding readers have when they read a text. That is, it represents how well readers understand the implicit and explicit meaning of the contents of the text they real (Sung-Hyung, 2003). Reading comprehension is the process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge. According Brown (2003: 206) the features of reading comprehension are:

1) Main idea (topic)
2) Expressions/idioms/phrases in context
3) Inference (implied detail)
4) Grammatical features detail
5) Detail (scanning for a specifically stated detail)
6) Excluding facts not written (unstated detail)
7) Supporting idea(s)
8) Vocabulary in context

Based on definition above for assessing reading comprehension there are some aspects which can used to make the instrument of the test. Researcher guide students to read the test then ask them to find maind idea, topic, inference, supporting details and also vocabulary building.

The Criteria assessment of reading comprehension from Council of Europe Common European Framework in Alderson (2000:134)

Level	Criteria
C2 Excellent to very good	Can understand and interpret critical virtually all forms of the written language including abstract, structural complex, or highly colloquial literary and non-literary writings Can understand a wide range of long and complex texts appreciating subtle distinctions of style and implicit as well as explicit meaning
C1 Very good	Can understand in detail lengthy, complex texts, whether, or not they relate to his/her own area of speciality provided he/she can reread difficult sections
B2 Average to good	Can read with a large degree of independence, adapting, style and speed of reading to different text and purpose and using appropriate reference sources selectively. Has a board active reading vocabulary, but may experience some difficulty with low-frequency idioms.
B1 Poor to Average	Can read straight forward factual texts on subjects related to his/ her field and interest with a satisfactory level of comprehension
A2 Fair to poor	Can understand short, simple texts, on familiar matters of concrete type which consists of high frequency every day or job-related language Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary item
A1 Very poor	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required

The overall scale also differentiates reading levels by the nature of the text that can be read: the difficulty of the language contained. The degree of familiarity of the text. In addition the degree of independence-the flexibility of the reader in approaching the text-is important for the higher levels ability, and the extent to which readers can read critically, understanding subtitle shadea of meaning, as well as the extent to which they need to –read the text in order to understand it satisfactorily, are seen as important elements in the construct.

METHOD

Design of this research use quasi experimental research. It was conducted to the first semester English education STKIP Kusuma Negara.The research was intended to know whether there is effect between experiment class which use Directed Thingking Reading Activity Strategy and control class (conventional strategy).They were 20 students experiment class and 20 students control class.The Data were obtained through a reading comprehension test. The pre-test and post- test were administered to DRTA and conventional groups to see the differences on students' reading comprehension before and after the treatments were accomplished. Reading comprehension test consisted 20 multiple choice questions. Furthermore, before the reading comprehension test given to the participants, the test was firstly tried out to the 20 students first semester STKIP Kusuma Negara. The reliability of the test was computed using *Cronbach Alpha* and the validity of the test was also analyzed

statistically through the analysis of discrimination index and difficulty level. It was found that the reliability coefficient of the test was 0.871 > 0.06 meaning that the test items were internally reliable.

Reliability Statistics

Cronbach's Alpha	N of Items
.871	20

One-Sample Kolmogorov-Smirnov Test

			Students'Reading Comprehension (Y)
N			20
Normal Parameters[a,b]		Mean	85.80
		Std. Deviation	4.764
Most Extreme Differences		Absolute	.097
		Positive	.097
		Negative	-.062
Kolmogorov-Smirnov Z			.435
Asymp. Sig. (2-tailed)			.992

a. Test distribution is Normal.

b. Calculated from data.

1. Normality Test

It uses for determine independent variable is normality or abnormal. Independent variable is Students' Reading Comprehension (Y). Normality test uses *Kolmogorof-Smirnof* with SPSS 20.00. if sig. >0.05, so Ho is receive, The population was distribute normally. If sig. < 0.05, so Ho is rejected, the population was distribute in normally.

From the table above, It can be shown that variable students'reading comprehension STKIP Kusuma Negara has

Kolmogoriv-Smirnov Z= 0.435 and sig.= 0.992. It means Ho is receive, data students' reading comprehension distribute was normally.

2. Homogeneity Test

It can be seen that *levene T-test* is F= 1.358. If sig. > 0.05; so Ho is receive and H1 is rejected. It means sig. = 0.259 > 0.05, So data from homogeneity. It was distributed homogeneity population. Data was normality and homogeneity population so It continue to hypothesis research.

Table 1. Descriptive statistic

Statistics

		Pretest	Posttest
N	Valid	20	20
	Missing	0	0
Mean		68.65	85.80
Median		68.00	85.50
Std. Deviation		4.332	4.764
Variance		18.766	22.695
Range		15	17
Minimum		60	78
Maximum		75	95
Sum		1373	1716
Percentiles	25	65.00	82.00
	50	68.00	85.50
	75	72.75	89.75

Levene's Test of Equality of Error Variances^a

Dependent Variable: Students'Reading Comprehension (Y)

F	df1	df2	Sig.
1.358	1	18	.259

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + X

From descriptive statistic above. It can be seen Pre-test score mean= 68.55 and Post-test score mean= 85.80. Pre-test median= 68.00 and Post-test median=85.50. Pre test minimum score is 60 and maximum score is 75, Post-test minimum score is 78 and maximum score is 95.

DISSCUSSION

Paired t-test was used to analyze the significance level of both pre-test and post test. It was also used to describe the improvement in one group with the same variable. The analysis of paired t-test was carried out by using SPSS 20. It shows the result of paired t-test sample. It compares the average score between pre test and the post test. From the table below we know that the mean score of post test is 85.80 and the mean score pre test is 68.65. It's post test 85.80 > pre test 68.65. There is increasing mean score of the students' reading comprehension after the implementation Directed Reading Thinking Activity (DRTA) strategy.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	68.65	20	4.332	.969
	Posttest	85.80	20	4.764	1.065

Table Paired Sample Correlation

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	20	.690	.001

The correlation shows that 0.69 probabilities 0.01 were interpreted in the correlation between implementation DRTA strategies towards students' reading comprehension.

Table Paired Samples T-Test from Pre-test and Post-test

Paired Samples Test

		Paired Differences						
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-17.150	3.602	.805	-18.836	-15.464	-21.291	19	.000

Based on the table above, It can be seen that t-score was 21.291 with 19 levels showing the significance 0.000. If the score included to (sig 0.000 < 0.05), it means that Ho is rejected and Ha is accepted. Hence, the researcher concluded that DRTA strategy in teaching reading comprehension increased. It means through Directed Reading Thinking Activity, students can increase their ability in reading comprehension.

CONCLUSION

Based on the results of the research the effect Directed Reading Thinking Activity Strategy on Students' Reading Comprehension in STKIP Kusuma Negara, the researcher concluded that there is significant effect DRTA strategies on students'reading comprehension, DRTA strategies can increase students'ability in reading comprehension. Through DRTA Students can increase their ability in reading comprehension. Finding of the research shown that scores'students learn reading comprehension by DRTA startegies higher than scores'students learn reading comprehension without DRTA strategies.Researcher encouragethe students and gives motivation to practice reading a text, direct students to read the text, ask the students to give prediction in what happen the story of the text, and to find possibility main idea, thinking what is the content of the text reading. This strategies is appropiate with the background of the students'education, students more actively and focused when they read the text. It can help students to increase their ability. Students not only feel confidence answer the question of text but also they can improve their ability in understanding of the reading. They can add their vocabulary after they got difficult words then find the meaning. Through reading, students can get more knowledge. They can get rich vocabulary building in English. This finding of the research becomes references for reader and others researchers to research skill more depth and this strategies can apply to improve students'comprehension not only in high education but also in the school.

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