

The Implementation of Directed Reading-Thinking Activity (DR-TA) in Improving Students' Reading Comprehension of The SMA Negeri I Mamasa

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ABSTRACT

The objective of this research is to find out the improvement of students' reading comprehension by using Directed Reading-Thinking Activity (DR-TA). The research design is pre-experimental with one group pretest and posttest, while the instrument of the research is multiple choice tests. This research is conducted at SMA Negeri I Mamasa by selecting the second year students as population in academic year 2012/2013. The researcher employed cluster random sampling technique by taking class XI IA 3. The data collection is through pretest and posttest. The pretest is given to measure the students' previous reading achievement before conducting the treatment, and to find out the achievement of the students after the treatment, the researcher administered the posttest. The variables of the research is the use of DR-TA in teaching reading comprehension as the independent variable, whereas the dependent variable is the students' achievement in learning reading comprehension. The improvement of reading comprehension can be seen from the result of pretest which has the mean score 43.40, and the result of posttest which has the mean score 69.87. Based on the analysis, it is concluded that using of the DR-TA improves the students' achievement in reading comprehension.

Key words: Directed Reading-Thinking Activity (DR-TA), Reading Comprehension

INTRODUCTION

One of the English skills which should be mastered is reading skill. This is because, it contributes to real effect. Related to the method of traditional instruction, most of students are still in confusion to use English appropriately even they have studied for ten years or more. Meanwhile, poor performance in reading can disturb the central reading to get knowledge and to achieve the performance in the other fields.

Reading strategy is defined as “the behavior that the reader engages in at the time of reading and that is related to some goals” (Cook and Mayer in Khorsidi, 1999). In other words, reading strategy refers to something that readers do while reading. This is one of the important issues that is being discussed in reading research literature. Reading strategies demand particular attention for what they reveal about the way the readers manage their interaction with the written text, (Carrel in Khorsidi, 1999).

To develop reading comprehension, there are many ways that can be applied. One of the effective strategies that can be applied is DR-TA. This focuses on opening questions about reading experience. This activity is designed to make students realize their action while reading. DR-TA process helps students to make prediction, assessment, and proof verification. Dupuis, et al, (1989:252) stated, "The rationale for using the DR-TA is to foster the student's independence when reading. It engages students in an active process, where they must be use their reasoning abilities and their own ideas".

Stauffer (1969) engaged DR-TA process helped students in a step-by step process and guided them through informational text. In DR-TA, students made prediction according to information of the text given to them. During DR-TA, readers were encouraged to review what they knew about the topic, made predictions about what they would learn, and follow through with an evaluation of what they had actually learned as well as how their assertions pertained to what they read. DR-TA extends learning to high-order thought processes and is useful for processing all types of text (Tankersley, 2005).

In DR-TA, teacher asks the students any question related to the text, it is then to be answered by students. Afterwards, students are required to develop prediction about the text. Students move by text, their prediction is changed and modified appropriately by the new information which is provided from the text.

This strategy helps students to increase their knowledge either in group or individual. This strategy is an important strategy, because it actively teaches students about comprehension skill. DR-TA depends on how active the teacher to make his students comprehend the text. Besides that, this enables the teacher to monitor students' comprehension level by basic discussion. The skills can be practiced and refined to set the pathway toward independent reading and foster learner responsibility (Richardson & Morgan, 1997). DR-TA is a teaching strategy to motivate students. Students enjoy making prediction and then trying to find out whether their prediction is correct or not. This can be used in any sort of subject and this can meet the need of any reader.

The problems dealing with the poor ability in reading comprehension happen in many places, especially in SMA Negeri I Mamasa. Based on informal observation and pretest that had been done by the researcher, most of the students are poor of reading skill. It happens because they are more focusing in many subjects and the local language influence their language more than other language, besides that, the monotone way of the teacher to teach the students is one of the cause of the lack reading achievement of the student.

Related to the statement above, the researcher intends to conduct a research entitled "The Implementation of Directed Reading-Thinking Activity (DR-TA) in Improving Students' Reading Comprehension".

LITERATURE REVIEW

Reading is a communication, in this case, communication between writers that give their ideas in the text then are read by the readers. The point of reading are on seeing and understanding the content of the text, spelling or pronouncing what in the text, uttering, knowing, and predicting.

According to Hornby (1969:57) reading includes those processes that are involved in approaching, perfecting, and maintaining meaning the use of print page. Since there are such processes and since one process in degree, the term must be elastic enough to apply the varieties and graduation of reading involves in the used books.

Crawley and Mountai (in Rahim 2008:3) stated that reading is combination of perceptual and cognitive process. Reading as visual process is translating process of symbol to the sound. As a one thinking process, reading range word recognition, literal understanding, interpretation, critical reading, and creative reading.

Nurhadi (2008:123) interposed that reading is a complex activity that involves both internal and external factors of the readers. Besides that, reading is also a kind of human's ability as a product of learning from their environment, and not the instinctive ability. In reading process, someone may be interested in reading affected by motivation from themselves or from the other people or their environment.

Next, Ahmad (2010:14-15) interposed some definitions of reading such as reading is the way to get information from written text. Reading is an activity of finding information by written symbols. Reading is reasoning. Reading activity is done for getting and processing information until precipitating into knowledge. Reading is a process used by the reader to get message conveyed by the writer through words media of written text. Next, reading by linguistic side is a process of recording and decoding, it is different from speaking and writing that involve encoding.

From the definition above, it can be concluded that reading is an activity for understanding both explicit and implicit ideas that are provided in a text by involving collaboration of some other language components.

1) Loud Reading

Loud reading is an activity that constitutes device for teacher, students, or reader join with others or hearer to get and to understand the information, idea, and feeling of an author, (Tarigan, 2008:23).

Charley and Mountain (in Rahim 2008:123) explained that loud reading must have specific purpose and is not used *round robin*. *Round robin* means each student randomly gets chance to loud reading.

2) Silent Reading

Rothelein and Meinbach (in Rahim 2008:121) interposed that Sustained Silent Reading (SSR) or Uninterrupted Sustained Reading Time (USRT) is one of components from many of reading programs. Silent reading gives chance to students to understand and give chance to teacher to observe students' reaction and habit.

Aminuddin (2009:17) interposed that silent reading is a reading activity that tries to understand all of the contents of text exhaustively while linking the content of the text with experience and knowledge that reader has without being followed by oral motion and voice. Terminology of silent reading often link with terminology of comprehensive reading, because the purpose of silent reading is to understand content of text comprehensively and exhaustively.

According to Tarigan (2008:32) in his outline, silent reading can divide into:

a) Extensive Reading

Extensive reading is one reading activity to get understanding comprehensively to reading material. With do this reading activity, someone will remember and understand author ideas, analyze character, understand concepts of writer, Tarigan (2008:32).

This extensive reading cover:

(1) Survey Reading

Before we start to read, usually analyzed before what will be studied. We survey reading material that will be learning, that will be analyzed, with ways:

- (a) Analyzing indexes, words list that there in books;
- (b) Seeing, checking, analyze chapters' title that there in relation books;
- (c) Checking, analyze chart, scheme, outline relate book.

(2) Skimming

Skimming is kind of reading that make our eyes move faster to see, paying attention written material to find and get information, clearing.

The main purposes of skimming are:

- (a) To get a general image from a book or article, short writing.
- (b) To write something from a reading material.
- (c) To write/placing material that needed in library.

(3) Superficial Reading

Superficial Reading basically have purpose to get understanding that shallow, and not visceral from a reading material.

b) Intensive Reading

Brooks (in Tarigan 2008:36-37) explain that intensive reading is accurate study, play by play study and specifically handle that performed in the class to short exercise about two until four pages every day. Questioner, practice of sentence designs, practice of vocabulary, study of words, dictation, and general discussion is part and technique of reading intensive. Reading texts that really appropriate with this must be chosen by teacher, from the form side and the content.

1. Theories of Reading Comprehension

a. Definition

According to Oxford dictionary, the verb “comprehend” means understand fully. Comprehension is power to understand something or exercise to one understands. The next definition taken from Carnine (1990:42) describes reading comprehension as a complex set different skill and types of knowledge that are activated in a nearly simultaneous a set of our knowledge and skill.

Kintsch & Kintsch (2005:1) noted that reading comprehension is often discussed in terms of being & process involving the integration of decoding ability, vocabulary knowledge, prior knowledge of the topic considered, and relevant strategies to make sense of a text and understand it. Then Durkin (1993) in Lehr, 2005:5) defined comprehension as intentional thinking during which meaning is constructed through interactions between text and reader. The point of this is reader thinking involve when they are reading. It means that their reading effected by their

general knowledge and their experience, and also influenced by the content of text that they are read.

2. Theories of the Strategy that Used in this Research

a. Definition

Directed Reading-Thinking Activity (DR-TA) according to Stauffer (1969) is explicit teaching strategy that focusing students' attention to the purpose of reading. This can be used in content area and with fiction or nonfiction text. This strategy push the reader to be active in the text through three steps process: text example, making prediction, then read the text to confirm prediction. A good reader makes and verifies prediction when they are reading. This activity can help students to improve that skill.

Another definition of DR-TA is a teaching strategy that guides students in making prediction about one text and then reading a text to confirm or to prove the mistake of their prediction. This strategy suggests students to be active and be a wise reader, add their comprehension.

b. Steps of DR-TA Process

The steps below explain concisely about the DR-TA process.

1) Introduction

- What do you know about this subject?

2) Predict

- Looking at the title, what your opinion about the story will be? Why?
- Looking at the picture, what your opinion about the story will be? Why?

3) Prove or modify prediction

After reading every parts, answer this question:

- What your opinion now?
- Can you prove your prediction, or do you need to modify them?
- What your opinion about what happen next? Why?

4) Reflect

After reading all of the text, answer this:

- What do you find in the text that can prove your prediction?
- What do you find in the text that cause you modify your prediction?

c. The Importance

Most students require explicit instruction in reading comprehension strategies (Tierney 1982). A good reader makes prediction and verifies or proves their mistake when they are read. They also make adaptation to what they think will come next based on the text. DR-TA strategy is one strategy that explicitly teaches students to good reading habits.

d. The Way to Apply DR-TA

Before using this strategy with students, create one condition of class where students are free to state their idea and share their opinion. This is especially important for students who are not risk takers. Because these students want to be correct the first time they answer a question. DR-TA can be challenge for them. This strategy asks students to predict something that we do not know in the text, and sometimes the students will be mistake. For several of students, you may want to consider having them write their predictions in one journal rather than placed them at one overhead transparency or chalkboard. Encourage students not intimidated by taking risk and not for feel pressure to say their correct prediction.

As a one of introductory subject to DR-TA, choose one a reading passage, and determine some appropriate stopping points within it for students to make, to verify, or to modify the prediction. Use sticky notes to mark the copies of the text before to advance students from reading so far in front. So be careful to not interrupt the flow of that text too many times, a way like this can disturb comprehension.

When you use this strategy, guide and stimulate students' thinking by the use of question. Pose open-ended question, and suggest students to say their prediction, respect and support all ideas. Wait one until several minutes after ask one question, to allow students to process information and form of one prediction.

At the beginning of class, write title from book or passage from one transparency overhead or chalkboard. Ask students, "Given this title, what do you think about this passage will be?" accept and record all predictions at transparency or chalkboard. Ask students, "why do you think like that?" to encourage them to justify their prediction and activate their basic knowledge.

Look at the illustration and/or headings of passage. Ask students to repair their prediction according new information. Make the change for the prediction at transparency or chalkboard.

Have students read silently. Stop them after the first part of passage, and guide one class discussion to verify or modify the prediction. Ask students to cite the text which one causes them to confirm or change one prediction. Ask students, “What is in the passage that makes you think like that? Can you prove this?” make the change of prediction at the transparency or chalkboard.

Repeat this process until passage that students have been read every parts of passage. Verify or modify prediction that made in the beginning of class.

When students are more comfortable with this process, every student must write their prediction in the piece of paper. Then, in small group students can discuss their prediction and share about their thinking process. Next, ask students to write summary statements about how their prediction compare to the passage.

Use DR-TA strategy at one heterogeneous group can challenging relate to range of reading level that maybe present. In this case, you may choose two passages at the same topic (one higher level and one lower level). Divide class into group to read text that appropriate with them. This group must be share information like explained at paragraph above.

If your students not reading yet, the strategy is known as Directed Listening-Thinking Activity (DL-TA) and process the same way, except you read the text for class. To use DL-TA to challenge reader, have a taped version of the passage available. Listening to text read aloud provides challenged readers with opportunities to attend to and comprehend material that they would be unable to read for themselves (Gillet and Temple 1994).

METHOD OF THE RESEARCH

This research used pre-experimental design. This used the one group pretest- posttest design. The population of this research was the second year students of SMA Negeri 1 Mamasa in academic year 2012/2013. There 6 classes the total number of population is 180 students.

As the sample of this research, the researcher took one class; it is class XI IA3 that consists of 30 students. In this research, researcher used cluster random sampling because it may be the only

feasible method of selecting a sample when the researcher is unable to obtain a list of all members of population.

To collect the data of this research, the researcher used reading test (narrative text and the questions). This test revealed students' ability in reading by testing their prediction about text they have read. The total number of questions were 14 numbers and comprised 4 level of comprehension. They are Setting Theme Plot/Episode Resolution.

FINDING AND DISCUSSION

A. Findings

Data analysis showed that there is an improvement of students' reading comprehension at SMA Negeri I Mamasa after gave some treatment with used Directed Reading-Thinking Activity (DR-TA). The result of data analysis can be finding below:

1. The mean score and standard deviation of the students' pretest and posttest

Table 1. Mean score and standard deviation of the students' pretest and posttest

TEST	MEAN SCORE	STANDARD DEVIATION
Pretest	43.40	17.17
Posttest	69.87	10.83

The mean score of the students in the pretest was 43.40; 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 69.87 (see appendix D).

2. The rate percentage of the students' pretest and the posttest

Table 2. Rate percentage of the pretest and the posttest in reading comprehension

NO	CLASSIFICATIO N	SCORE	PRE-TEST		POST-TEST	
			Frequency	Percent	Frequency	Percent
1	Very Good	80-100	0	0	2	6.7%

2	Good	66-79	2	6.7%	13	43.3%
3	Fair	56-65	10	33.3 %	15	50%
4	Poor	40-55	3	10 %	0	0
5	Lose	0-39	15	50%	0	0
Total			30	100%	30	100%

Table 2 above shows the percentage of the pretest and the posttest scores in which before giving the treatment, their achievement were fair. It was proved by the percentage of the pretest where there were 15 students (50%) got lose scores, 3 students (10%) got poor scores, 10 students (33.3%) got fair score, and 2 students (6.7%) got good. But after carrying out the treatment, the students' reading comprehension achievement increased. There was 15 students (50%) got fair scores, 13 students (43.3%) got good scores, and 2 students (6.7%) got very good scores. These findings indicate that the rate percentage of the students who got good score in posttest was greater than that of the pretest (see appendix D).

3. The t-test value

The t-test analysis was used to find out the significant difference between the pretest and posttest scores. The t-test value of the students is shown through the following table.

Table 3. T-test value of the students' achievement in reading comprehension

VARIABLE	T-TEST VALUE	T-TABLE VALUE
X2-X1	8.673	2.045

The result of the t-test analysis was 8.673, it shows that the t-test value of the students was greater than the t-table value. It can be concluded that there was a significant difference between the pretest and the posttest scores. This means that the use of Directed Reading-Thinking

Activity (DR-TA) developed the students' achievement in reading achievement (see appendix D). Thus, the Null Hypothesis (H_0) is rejected while the Alternative Hypothesis (H_1) is accepted.

B. Discussion

Before treatment, in this case pretest, students' ability in reading comprehension is still poor. This happen because the monotone way of the teacher to teach the students in the class. Besides that, students are more focusing in many subjects and also the local language influence their language more than other language. Because of these reasons, the researcher applied the treatment by used Directed-Reading Thinking Activity (DR-TA).

The treatment was given in four times. In first treatment, in this case the second meeting, the researcher introduced DR-TA strategy to students and asked students to prepare a piece of paper. The researcher gave one title of text, "Why Do Hawks Hunt Chicks?", and asked them to make prediction about the content of the text. The researcher wrote some predictions of the students in the whiteboard. After that, the researcher distributed the text and asked them to read the text until the stopping point, and then students checked their first prediction and wrote the next prediction. The students did this until the end of the text. After read all of the text, students modified their predictions. The researcher asked some students to read all of their predictions. In the end, the researcher gave students some questions about the text.

CONCLUSION AND SUGGESTION

Based on findings above, the researcher concludes that there is a significant improvement of the reading comprehension by using DRTA. This was proved in the previous chapter that showed the difference of pretest mean score (43.40) and the posttest mean score (69.87).

In line with the result of the data analysis and the conclusion above, the researcher proposes some suggestions both for teacher and students as follows:

1. The teacher should create an interesting learning atmosphere in the classroom to activate students in learning; they may use Directed Reading Thinking Activity (DRTA) to improve the students' reading achievement because it has been proved effective in improving the students' reading achievement.
2. Reading is one of the important skills in learning English, so the teacher must have a strategy to make them enjoy in learning and build their interest in reading learning process.

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