DIRECTED READING-THINKING ACTIVITY (DR-TA) TO IMPROVE STUDENTS' READING COMPREHENSION OF SAWERIGADING UNIVERSITY

Rahayu*

*Doctoral Students of English Education Department, Postgraduate Program,
Universitas Negeri Makasar, Makasar
Indonesia
Rahayu.unsa@gmail.com

Abstract

The goal of this study is to see if using Directed Reading-Thinking Activity helps students improve their reading comprehension (DR-TA). Multiple choice tests are used as the research instrument, and the study is pre-experimental with one group pretest and posttest. The researcher used the cluster random sampling technique in this study, which was conducted at Sawerigading University. Data was collected using a pre- and post-test. Prior to conducting the treatment, the researcher administered the pretest to determine the students' previous reading achievement, and after the treatment, the researcher administered the posttest to determine the students' achievement. The use of DR-TA in teaching reading comprehension is the research's independent variable, while the students' ability to learn reading comprehension is the dependent variable. Reading comprehension has improved between the pretest and posttest results, which have a mean score of 48.40 and 64.87, respectively. Based on the findings, it can be concluded that using the DR-TA helps students improve their reading comprehension.

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

INTRODUCTION

One of the English skills that should be mastered is reading. Because it contributes to the overall effect, this is the case. Most students, even those who have studied English for ten years or more, are still unsure how to use it properly due to the traditional teaching method. Meanwhile, poor reading skills can obstruct central reading, which is required for learning and improving performance in other areas.

The existence of students with poor reading comprehension despite strong decoding and reading fluency is a key piece of evidence that foundational word-reading and bridging skills alone are insufficient for reading comprehension. For decades, researchers have observed and investigated such cases (e.g., Oakhill, 2020), and research has suggested that they account for a significant portion of students who fail state reading tests (e.g., Koon, Foorman, & Galloway, 2020). Students who have a specific difficulty with reading comprehension can benefit from.comprehension-focus dinterventions (Lee & Tsai, 2017).

In other words, reading strategy is something that readers do while reading. When reading research papers, this is one of the most important issues that arises. Sometimes comprehension strategy instruction is very narrowly focused and only lasts for a short period of time. For example, a number of studies have looked at the impact of only teaching self-questioning (e.g., stopping to wonder why woodchuck burrows differ in the summer and winter). According to a meta-analysis of these studies, instruction lasted an average of 8.4 sessions over 1.6 months. Despite this, the program was "effective for improving reading comprehension performance across a range of diverse learners and across a variety of educational settings" (Joseph, Alber-Morgan, Cullen, & Rouse, 2016, p. 152; for similar findings in inference instruction, see Elleman, 2017).

When it comes to teaching reading, there are numerous strategies that can be used. The Directed Reading Thinking Activity (DRTA) strategy is one of them. The directed reading thinking activity (DRTA) is a framework for teaching reading that emphasizes students' ability to read reflectively and predictably. This strategy encourages students to participate in active learning. Active learning indicates that learning processes are well-functioning and enable students to improve their academic performance (Vercellotti, 2017).

The DRTA strategy requires students to participate in the prediction process. By asking them questions about reading text, the teacher can help them build on their prior knowledge. According to Bos and Vaughn (2012), the teacher's question can provide students with some information related to their prior knowledge. The prediction step, according to Gillet, Hobart, and William (2012), requires students to relate their prior knowledge to the reading task at hand and to form expectations that will be applied to the reading. It means that, depending on their knowledge, the form of expectation in prediction can be correct or incorrect.

In DR-TA, the teacher poses any text-related question to the students, who must then respond. The students will then be expected to make predictions about the text. Students move through the text, and the new information changes and modifies their predictions as needed.

This strategy can be used in groups or individually to help students improve their knowledge. This is an important strategy because it teaches students how to understand information. The teacher's involvement in ensuring that his students understand the text determines the effectiveness of DR-TA. Aside from that, the teacher can monitor the students' comprehension levels through basic discussion. DR-TA is a technique for motivating students to learn. Students enjoy making predictions and then trying

to figure out whether or not they are correct. This can be used for any topic and will meet the needs of any reader.

Reading comprehension issues can be found in many places, but particularly at Sawerigading University. The majority of the students have poor reading skills, according to the researcher's informal observation and pretest. It occurs because they are more focused on a variety of subjects, and the local language has a greater influence on their language than other languages; additionally, one of the causes of the students' lack of reading achievement is the monotone manner in which the teacher instructs the students.

Reading Comprehension

There are some reading comprehension definitions, especially for secondary school students. Reading is considered one of the English skills that necessitates primarily mechanical abilities and thought processes (Melby-Lervag et al., 2012; Sasanguie et al., 2013). Furthermore, Vanbecelaere et al. (2019) assumed that reading entails not only taking written information from printed matter but also associating a meaning-extracting process with the act of reading. It means that reading entails not only passively obtaining information from a text but also actively processing it in order to comprehend its meaning. That assumption is supported by Norlund (2019), who claims that reading is an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and reflect their response using the social context. In addition, Sari, Drajati, and Rochsantiningsih (2019) argue that in their attempts to comprehend text, readers construct meaning from the text as they read it by absorbing new information and comparing it to what they already know. As a result, as they read a text, their understanding of the information related to the text's topic improves over time and

occasionally shifts to fit the information presented in the text (Gultom, 2018).

Readers should be reading for a reason. It agrees with Celik (2019), who claims that reading should have goals in order to guide the intelligence of readers. A "teacher should provide questions for students to activate their prior knowledge and use clues such as the title and pictures from the text to stimulate the students to make an accurate prediction" as part of this process (Januarty & Azizah, 2018). Readers should read for a reason. It agrees with Celik (2019), who claims that reading should have goals in order to guide the intelligence of readers. A "teacher should provide questions for students to activate their prior knowledge and use clues such as the title and pictures from the text to stimulate the students to make an accurate prediction" as part of this process (Januarty & Azizah, 2018).

Reading-Thinking Activity with Directions (DR-TA)

According to Stauffer (1969), a directed reading-thinking activity (DR-TA) is an explicit teaching strategy that directs students' attention to the purpose of reading. This can be used with fiction or nonfiction text in the content area. This strategy encourages the reader to participate in the text by requiring them to go through a three-step process: text example, prediction, and then reading the text to confirm the prediction. When reading, a good reader makes and checks predictions. This activity can assist students in honing their skills in that area.

Another definition of DR-TA is a teaching strategy that encourages students to make predictions about one text and then read another text to confirm or refute their predictions. This strategy encourages students to be active and wise readers, as well as to improve their comprehension.

DR-TA serves a variety of functions. The DRTA, according to Androveda (2015), is a strategy for developing independent readers because

readers are equipped with the abilities to set reading goals, examine reading material based on these goals, and make decisions based on the information in the text. It agrees with Fitriana (2018), who claims that when students try to predict any word during reading activities, they are unsure of its exact meaning. Based on the above explanation, it can be concluded that the goal of DR-TA is to encourage students to use reading strategies, elicit prior knowledge related to the text's topic, set a purpose for reading, and monitor their comprehension while reading. These steps can help students become independent readers in the future. In terms of the DR-TA procedure, Lail (2019) contends that during comprehension activities such as reading, students should be able to make predictions ahead of time and then prove or modify their predictions about story events.

When they are read, a good reader makes a prediction and verifies or proves their mistake. They also make changes based on the text to what they believe will happen next. One strategy that explicitly teaches students good reading habits is the DR-TA strategy.

RESEARCH METHOD

Pre-experimental design was used in this study. The pretest-posttest design was used in this study. The participants in this study were Sawerigading University second-year students in the academic year 2021/2022. This study's sample is class A21, which has a total of 30 students. Cluster random sampling was used in this study because it may be the only feasible method of selecting a sample when the researcher is unable to obtain a list of all population members.

The researcher used a reading test to gather data for this study (narrative text and the questions). This test measured students' reading ability by asking them to make predictions about the text they had just read. There were 14 questions in total, with four different levels of

comprehension. They're resolving the theme plot/episode.

FINDING(S) AND DISCUSSION

Data analysis showed that there is an improvement of students' reading comprehension at Sawerigading University after giving some treatment with used Directed Reading-Thinking Activity (DR-TA). The result of data analysis can be found below:

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	48.40	17.17
Posttest	64.87	10.83

The mean score of the students in the pretest was 48.40; this indicates that they had poor achievement. But after being given the treatment, their achievement in reading test increased to good in which the mean score was 64.87.

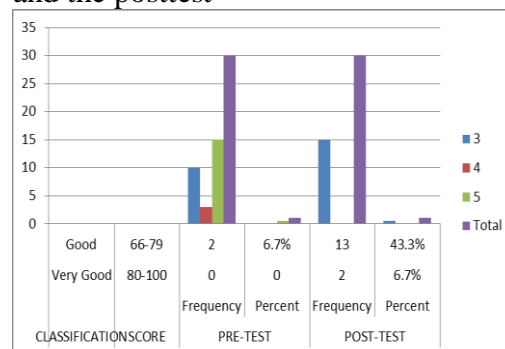The rate percentage of the students' pretest and the posttest

Figure 1. Rate percentage of the pretest and the posttest in reading comprehension

Figure above shows the percentage of the pretest and the posttest scores in which before giving the treatment, their achievement were fair. It was proven 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 were 15 students (50%) who got fair scores, 13 students (43.3%) who got good scores, and 2 students (6.7%) who got very good scores. These findings indicate that the percentage rate of the students who got good score in posttest was greater than that of the pretest.

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 2. 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.

According to Wijayanti's research (2011) entitled, "The Improvement of Ability in Reading Comprehension through Directed Reading-Thinking Activities (DR-TA) Strategy in Third Class of SDN Sumberbendo I Kabupaten Kediri", some points were found as follows (1) the implementation of Directed Reading-Thinking Activity (DR-TA) strategy in reading class of the third grade students at SDN Sumberbendo I Kabupaten Kediri could make the students easily remember and understand the content of the text, and (2) students' reading comprehension at SDN Sumberbendo I Kabupaten Kediri through DR-TA strategy got improvement.

In addition, Odwan (2012) informs that the directed reading thinking activity using collaborative learning has a positive effect on learners' reading comprehension. Also, Yazdani and Mehdi (2015) argue that the directed reading thinking activity (DRTA) and guided reading (GR) indicate a positive influence on reading comprehension.

CONCLUSIONS

Based on findings above, the researcher concludes that there is a significant improvement of the reading comprehension by using DRTA. This was proven in the previous chapter that showed the difference of pretest mean score (48.40) and the posttest mean score (64.87).

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.

REFERENCES

Androveda, G.. N. (2015). The Effect of Using Directed Reading Thinking Activity on the Tenth grade Students' Reading Comprehension Achievement at SMAN 1 Yosowilangun Lumajang. Jember University.

Bos, C. S., & Vaughn, S. (2012). Strategies for teaching students with

learning and behavior problems. Boston: Allyn and Bacon

Celik, B. (2019). A study on using the university library and reading habits of students: A study on Tishk International University students in Erbil, Iraq. *International Journal of English Linguistics*, *9*(4), 224-240.

Elleman, A.M. (2017). Examining the impact of inference instruction on the literal and inferential comprehension of skilled and less skilled readers: A meta-analytic review. Journal of Educational Psychology, 109(6),

Fitriana, M. (2018). Students' reading strategies in comprehending academic reading: A case study in an Indonesian private collage. International Journal of Language Education, 2(2), 43-51.

Gillet, J. W., Hobart, & William, S. (2012). Understanding Reading Problems: Assessment and Instruction, 8th Edition. Person: North Carolina A & T State University

Gultom, Y. V. (2018). Teaching reading skills to non-English native speaker students: The numbered head together (NHT) technique and students' reading ability in Bengkulu. International Journal of Language Teaching and Education, 2(1), 25-31.

Januarty, R., & Azizah Nima, H. N. (2018). energizing students' reading comprehension through multimodal texts. international journal of language education, 2(2), 14-14.

joseph, l.m., alber-morgan, s., cullen, J., & Rouse, C. (2016). The effects of self-questioning on reading comprehension: A literature review. Reading & Writing Quarterly, 32(2), 152– 173.

Koon, S., Foorman, B., & Galloway, T. (2020). Identifying North Carolina students at risk of scoring below proficient in reading at the end of grade 3 (REL 2020–030). Washington, DC: Regional Educational Laboratory Southeast, National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

Lail, H. (2019). Answering reading texts on English tryout test based on the 12th grade students' strategies at SMA Negeri1 Kuripan Lombok Barat. JOLLT Journal of Languages and Language Teaching, 7(1), 3-5. DOI:

Lee, S.H., & Tsai, S.-F. (2017). Experimental intervention research on students with specific poor comprehension: A systematic review of treatment outcomes. Reading and Writing, 30, 917–943.

Melby-Lervåg, M., Lyster, S.-A. H., & Hulme, C. (2012). Phonological skills and their role in learning to read: A meta-analytic review. Psychological Bulletin, 138(2), 322–352

Norlund, A. (2019). Fiction reading in a practice where L1 and L2 learners are taught together, Pedagogy, Culture & Society,

Oakhill, J. (2020). Four decades of research into children's reading comprehension: A personal review. Discourse Processes, 57(5/6), 402–419.

Odwan, T. A. A. H. A. (2012). The effect of the directed reading thinking activity through cooperative learning on English secondary stage students' reading comprehension in Jordan. International Journal of Humanities and Social Science, 16(2), p. 138-151

Sari, N. K., Drajati, N. A., & Rochsantiningsih, D. (2019). Promoting students' reading comprehension using graphic organizer: A classroom action research. *International Journal of Language Teaching and Education*, *3*(2), 118-129.

Stauffer, R. G. 1969. *Directed Reading Maturity as a Cognitive Process.* New York: Harper & Row.

Vanbecelaere, S., Van den Berghe, K., Cornillie, F., Sasanguie, D., Reynvoet,

B., & Depaepe, F. (2020). The effects of two digital educational games on cognitive and non-cognitive math and reading outcomes. *Computers & Education*, *143*, 103680.

Vercellotti, M. L. (2017). Do interactive learning spaces increase student achievement? A comparison of classroom context. Active Learning in Higher Education, 19(3), 197- 210.

Yazdani, M. M., & Mohammadi, M. (2015). The explicit instruction of reading strategies: directed reading thinking activity vs. guided reading strategies. *International Journal of Applied Linguistics and English Literature*, *4*(3), 53-60.