The Effects of Directed Reading Activity Strategy (DRTA) in Descritive Reading Texts

Akmal
STMIK ROYAL, Kisaran
e-mail: akmal.shafa@gmail.com

Abstract: This study aims to investigate the implemetation of Directed Reading Thinking Activity (DR-TA) in enhancing students' reading comprehension at Muhammadiyah Senior High School in Kisaran in Academic Year 2016/2017. The process of DR-TA includes predicting, reading, and proving. This study focused on the quantitative research design by using the experimetal design. In this study, the research is done pre-test and post-test. As the theories of strategies guide in the process, the DRTA teaches students to determine the purpose for reading and make adjustments to what they think will come next based on the text. The findings of research show that the students' reading comprehension has increased after applying Directed Reading Thinking Activity(DR-TA) when the experumental class students got the treatment in a few meetings. By using this strategy, the students can do the activity more actively and develop their prior knowledge of a topic/content of the text to be read, hypothesize about what might be addressed in the text, and establish meaningful purposes for reading the text.

Keywords: Directed Reading Thinking Activity (DRTA), Descriptive reading

Introduction

Language is as a means of communication to interact with other people. There are so many languages in the world and there are some international languages such as France, German, Arabic, Chinese, and sepecially English. English is as one of international language of communication and the language is used in most people in the world. English is always used in the international meeting or conference and the scientific language to know more about the science and knowledge. Reading is one of four basic skill to develope their ability in English as a foreign language. Reading also has a very important role when the students want to learn it more deeply especially at school. They need good reading skills for acquiring knowledge and learning new information. Reading is a complex cognitive process and mastery of all aspects of reading is crucial for academic success and achievement[1]– [6].

Reading is as the ability to draw meaning from the printed page and interpret this information appropriately. In other words, reading is a process of the communication from the writer's messages in writen text then the reader has to construct the meaning while they are reading the texts. Reading has been defined as an active process in which readers shift between sources of information, explain or describe the meaning and the strategies, monitor their comprehension, and use the social context to determine their response in the daily life. Therefore, reading comprehension requires the use of strategy before, during, and after reading to ensure that students learn to read well, lecturer should help them to be good readers by providing sistematical instruction including the strategies for understanding, remember and communicate what the text has been read. One of the strategies that can be

used in teaching reading is Directed Reading Thinking Activity (DR-TA) strategy.

Theorethical Review

1.Reading Comprehension

Reading has been defined as an active process that is done the readers shift between sources of information that is elaborated the meanings and the strategies, monitor their understanding, and use the social context to reflect their responses; the process that requires the reader to understand the written word is an integral and visible in a glance, and the meaning of these words can be understood easily. If this can be met then the implicit and the explicit messages can be understood, so that the reading text has been done well. A person who is reading the means, s/he is doing something in the form of communication with themselves through the written symbol.

Descriptive text as painting pictures with word. The meaning is the students describe about something, such as picture, person, thing, animal, and place. In the descriptive text, the students must describe what is look like the object details. As the result, the readers get information about object or picture clearly. In descriptive text, the students also learn about generic structure. Beside the students know about definition of descriptive text, the students also know about the generic structure of descriptive text. Without the generic structure the students can not write about descriptive paragraph correctly. The following generic structure of descriptive text

2.Directed Reading-Thinking Activity

The Directed Reading-Thinking Activity is a strategy or a way to build up the independent confidence of readers so that the readers are never doubt to get something on the text. They add that this strategy has the potential to equip readers with the abilities to determine purposes for reading, examine reading materials based on these purposes, suspend the judgments and make decisions based upon information from the text[1]–[15]. Besides the previous definition, Directed Reading-Thinking Activity (DR-TA) is an instructional strategy that focuses on students minds or ideas by using prediction and the students are given chance to open ended questions before going to the text and they can answer the questions which have been given by the teacher. Here, the teacher has to ask the students about their main idea of the reading texts so that they have an ability to express their opinions and it will make them more creatively in the learning-teaching process.

The Directed Reading-Thinking Activity (DR-TA) is defined operationally as a reading strategy which consists of the following six steps:
1.The teacher writes the title of the reading passage on the board and asks students to read it whether they are able to understand about the writing
2.The teacher asks students to make predictions about the title using these questions:
 a. What do you think a passage?
 b. Why do you think so?
3. The teacher lists predictions on the board and initiates a discussion with the students by asking them to respond to the following questions:
 a. Which of these predictions do you hink the likely one?
b. Why do you think a good one?
4. The teacher invites students to work in small groups to complete the discussion following the same format.
5. The teacher asks students to read the passage silently and to confirm or reject their own predictions. Then s/he asks them the following questions:
a. Were you correct based on the good structure?
 b. What do you think now?
 c. Why do you think so?

6. The teacher asks students to reflect on their predictions through responding to the following questions:
a. What prediction did you make?
b. What made you think of this prediction?
c. What in the passage supports this prediction?

This learning concept allows the small groups of students to work together to help themselves and their teammates to learn. Additionally, cooperative learning can give learners practice in problem solving in a low risk environment because it is much less threatenening to make a mistake in front of two or three peers than in front of whole class

Considering the use of Directed Reading Thinking Activity in Cooperative Learning can offer greater benefits upon the students' interest in'reading comprehension, the researcher was interested in investigating whether or not the implementation of DRTA in Cooperative Learning Setting contributed significant effect to students' reading comprehension. This research focused on the effect of DRTA in the Cooperative Learning Setting on the eleventh grade students' reading comprehension at .

Methodology

This research was conducted in all samples Groups, Pre – test – post – test design. The design generally regarded as the most sophisticated research methods for testing hypothese. This design was assigned to quantitative research method by using the experimental. In this research, the method will divide the students in the control groups and experimental group by all samples method and they were given a pre-test on the dependent variable. The treatment was introduced only to the experimental subjects for a specified time, after the groups were measured on the dependent variable and independent variable (two variables). The average difference between the pre-test and post-test were found for each group and then these arrange the difference scores were compared in order to a certain whether the experimental treatment produced a greater change than the control situation[16]–[18].

1 Population and Sample
The study will be conducted at SMA Muhammadiyah 8 Kisaran. The school is chosen as the field of the study because of several reasons. First, the researcher is the teacher of the school. Therefore, he is familiar with the students and the collaborative teacher. Eighth, the researcher is concerned with the students' and teachers' improvement in teaching and learning of English, especially in reading.
The study will be conduct to the Grade X students at SMA Muhammadiyah Kisaran in academic year 2016/2017. The class consisted of 40 students. It was chosen because all classes are the same in terms of achievements in English.

2 Validity and Reliability of the test
Validity of the test
The instrument is said to be valid if the instrument is used to measure what intends to measure. It can be said that reading test conducted by using the reading comprehension by Directed Reading-Thinking Activity (DR-TA) or expressions which they have, to test measured the speaking knowledge. Focus on the level of students' knowledge.
The formula to measure validity test

2 Reliability of the test
A research instrument is said a high reliability value, if the test are made to have a consistent outcome measure to be measured or the result be produced consistenly.
The formula to measure reliability test

The Procedure of Data Collection
3Pre-Test

The pre-test is conducted to find out the homogeneity of the sample. It functions to know and get the scores of Directed Reading-Thinking Activity (DR-TA) in the experimental class and the Conventional (Control class). The researcher hopes that the students' ability are same level.

Treatment

The experimental groups are given some materials which are consisted communicative aspects that will be taught by the teacher in different ways. The first experimental group is taught by using the Role-Play, the second one is taught by using the conventional teaching method. The treatment is done for 6 meeting or weeks. Here, the researchers also hope the treatment will take the change to the experimantal class.

Post-Test

After giving the treatment, the researchers conduct a post-test which the same the pre-test and it has been conducted in the previous of the research. This post-test is as the final test in this research, to measure the treatment whether it is so significant or not. Then the researcher finds out the effect of using the Directed Reading-Thinking Activity (DR-TA) in the experimental groups. Here, the students' ability will appear the differences their ability between the experimental class and control class.

Findings and Discussions
Findings

Based on data collected the result of tests of speaking skill and then students are asked to speak English based on the role-play which has been prepared in this study, the results are then analyzed in this chapter to answer the problem formulation. The steps undertaken in this study are as follows:

The average value of the control class students is 64,6
the average value of experimental class is 80,6

After assessing the post-test result from experimental classes and control classes, the next step is the analysis. In the first step, students's scores are calculate with different tables, in accordance with their respective classes. Furthermore, students calculated the total score, and the sum of squares of each test. The next step, the final data were analyzed using students t-test (t) formula. The result showed that the average students in the experimental class is 80,6, and the average value of the control class is 64,6. This suggests that there are differences in outcomes scores of students in the control class and experimental class.

Meanwhile, to find out whether the influence of Directed Reading-Thinking Activity (DR-TA) strategy is more significant than conventional method, this research is to test the hypothesis with the t test analysis of differences in average test score of the control class and experimental class at a significant level of 0.05 (95%), provided that if t-test count greater than the t-table, so Ho is rejected, otherwise accepted Ha. Based on t test result indicate that learning is Jigsaw is one effective method as an approach in writing. The result of these findings has been demonstrated from the result of t-test. T- test value is higher than the value of t-tables for both the significance level. (6,45> 2.00 and 6,45> 2.66). The criteria of mark can be seen and described in the table 2 so that it is so clear to know the effectiveness of Role-Play treatment.

Based on the value learning outcomes students in Class Experimental(the treatment class)can be seen that the highest value is 90 and the lowest is 60. Data taken from the test result after jigsaw models is given. After the treatment is given, it can be seen there is an increase in student learning outcomes. Based on the data above, it can

be seen there are differences in students' scores. Students who learn to use jigsaw of learning (experimental class) got better result compared with conventionally taught classes (Class control).

Discussion

Furthermore, based on the above table, the data are analyzed to prove the presence or absence of the influence of using the Role-Play with students' ability to speaking skill. To test the hypothesis of the students in control class and experimental class are at the significant level of 0,05. Based on the above table, then: $= 80,6$

$= 64,6$

After obtaining the value of the t-test is 6,45 ,the researcher consults the t-table at level 0.05 (5%) and significant level of 0.01 (1%). The value of the t-table at level 5% is 2.00 and the 1% level is 2.66. This means that the t-test value is higher than the value of both those levels.

So based on data analysis, followed by testing the hypothesis, it was found that the treatment given to the experimental class is to provide Role-Play method, have a significant effect on students' skills in writing the text.

It means, the result of experimental class is better than the control class. This suggests that learning that used the Directed Reading-Thinking Activity (DR-TA) strategy is one effective method in speaking skills. The result of these findings have been showed from the result of t-test. T-test value is higher than the value of t-tables for both the significant level. (6.45>2.00 and 6.45>2.66

From the last result of experimental that the students who got the treatment from this research have had better skill in reading comprehension especially in communicating if we can compare from the control class (conventional class) becuase they have not got the treatment and they just follow the usual teaching method (conventional method) so they do not follow the easier and more interesting strategy in learning the reading comprehension. Besides that the experimental class students have improved their ability in the materials. In the treatment, the researcher did the teaching based on the Directed Reading-Thinking Activity (DR-TA) strategy and the students have had good motivation and ability in developing the speaking skill. The students were also so spiritful and more communicatively process in the teaching-learning English sepecially in English speaking skill. The experimental class students have better skill and more confident selves strong enough if they are compared in the control class. The control class students do not change in their ability because they did not get the treatment from this study. Directed Reading-Thinking Activity (DR-TA) strategy makes a good effect of the strategy in teaching reading comprehension because the students are asked to do what the teacher's instruction give and they also do as they can do, they can discuss to other friends if they do not know. Here, the students are able to divide in small group to do this study.

Conclusions

This study can be concluded:

By using Directed Reading-Thinking Activity (DR-TA) strategy in learning-teaching has a significant influence on students' ability in English reading comprehension because the students are also free to comprehend based on the reading texts of descriptive of students at the class and they are able to express their sentences in giving the prediction about the topic of the texts. They are given the opportunity to tell about their prediction so that they will be able to improve their comprehensin in the reading texts. It can be seen from the result of the t-test was higher in the t-table level of 0.05 and 0.01 (6.45>2.00 and 6.45>2.66), and it is very effectively in teaching the English reading skill because

the students are asked to give their prediction as their opinions before the material is taught by the teacher and the teacher also gives the real comprehension from the reading so that the students will be able to understand about their opinions in giving the messages.

REFERENCES

C. Parr and V. Woloshyn, "Reading Comprehension Strategy Instruction in a First-Year Course : An Instructor â€TM s Self-Study," Can. J. Scholarsh. Teach. Learn., vol. 4, no. 2, pp. 1–19, 2013.

A. Pourhosein Gilakjani and N. B. Sabouri, "How Can Students Improve Their Reading Comprehension Skill?," J. Stud. Educ., vol. 6, no. 2, p. 229, 2016.

F. Bolukbas, "The Effect of Language Learning Strategies on Learning Vocabulary in Teaching Turkish as a Foreign Language," Hacettepe Univ. Egit. Fak. Dergisi-Hacettepe Univ. J. Educ., vol. 28, no. 21, pp. 55–68, 2013.

J. Hermida, "The Importance of Teaching Academic Reading Skills in First-Year University Courses," Int. J. Res. Rev., vol. 3, no. September, pp. 20–30, 2009.

P. Zare and M. Othman, "The Relationship between Reading Comprehension and Reading Strategy Use among Malaysian ESL Learners," Int. J. Humanit. Soc. Sci., vol. 3, no. 13, pp. 187–193, 2013.

B. S. Nejad and M. Mahmoodi-Shahrebabaki, "Effects of Metacognitive Strategy Instruction on the Reading Comprehension of English Language Learners Through Cognitive Academic Language Learning Approach (Calla)," Int.

J. Lang. Educ. Teach. ISSN Batul Shamsi Nejad Masoud Mahmoodi-Shahrebabaki Int. J. Lang. Educ. Teach., vol. 3, no. 32, pp. 2198–4999, 2015.

A. Salam and A. Khalek, "The Effects of the Directed Reading-Thinking Activity on EFL Students â€TM Referential and Inferential Comprehension By," no. December, 2006.

T. Abd and A.-H. Al, "The Effect of the Directed Reading Thinking Activity through Cooperative Learning on English Secondary Stage Students ' Reading Comprehension in Jordan," vol. 2, no. 16, pp. 138–151, 2012.

T. Learning, "No Title," vol. 2, no. 16, pp. 2012–2013, 2012.

S. Figure, "No Title No Title_2015," no. c, pp. 1–4.

S. Somadayo, J. Nurkamto, and S. Suwandi, "The Effect of Learning Model Drta (Directed Reading Thingking Activity) Toward Students ' Reading Comprehension Ability Seeing from Their Reading Interest," J. Educ. Pract., vol. 4, no. 8, pp. 115–123, 2013.

"THE INFLUENCE OF USING DIRECTED READING THINKING ACTIVITY," 2016.

Seftika, "Directed Reading – Thinking Activity (DR-TA)