Modified DRTA (Directed Reading Thinking Activity) Strategy to Enhance Students' Reading Comprehension

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Abstract
The objective of this research was to boost students' reading comprehension of narrative text by modifying DRTA (Directed Reading Thinking Activity) strategy at X MIPA 3 students of SMA Negeri 1 Bintan Timur. The research design was classroom action research. This study held at two cycles with four meetings in each cycle. The subjects of this research were X MIPA 3 students which made up 36 students. The research instruments applied to gather the data were observation checklist and reading comprehension test. The result showed that students' percentage whose got score ≥ 75 in cycle 1 were 63,88% and 88,88% students in cycle 2. It showed that the students' percentage who meet the criterion of success which was 70% were in cycle 2. The observation checklist's results also showed that modified DRTA (Directed Reading Thinking Activity) strategy was successful in enhancing students' classroom participation. The students' participation had been reached 83% in cycle 2. It could be concluded that the modified DRTA (Directed Reading Thinking Activity) strategy could improve students' reading comprehension and students' participation at X MIPA 3 students of SMA Negeri 1 Bintan Timur.

Keywords: DRTA (Directed Reading Thinking Activity) Strategy, Reading Comprehension, Narrative Text

I INTRODUCTION

Reading was one of the four language English skill that should be mastered by students. It is in line with Nerim (2020) and Purwandari (2021) that reading was the most important skill for students to be mastered in order to successful in academic. Because of reading, the students could be easier to get information from what they read in order to be able to gain comprehension. In other words, Reading was the first activity that very important to be mastered by the students because most of the subject in the school begin with printed material or text book and the students' tasks at school were also related to reading activity. Moreover, Reading was also an activity that students could improve their knowledge and got new information.

According to Arisetyawati (2017), Salam & Riyanti (2013), and Utami & Sugirin (2019), reading was a process of transferring information from writer to the reader by using

written form to improve the reader's knowledge. In process of reading, the readers should use their ability in understanding the words or sentences in order to obtain information and easier to understand what is written in a text. In other words, reading was the process of transferring information from a written text to reader that involves both thought and understood the readers to get general or detail information from the text.

Reading could not be separated from comprehension because comprehension becomes the main objective in reading. Comprehension was the process of understanding words, sentences, and connected paragraph. It meant that, when readers read a text, they needed to comprehend what the writer told about in the text through written text. Students should understand the text that they read in order to obtain the meaning and information that they needed from the text. Students could not get the information or the message of a text clearly, if they read the text without comprehending it properly.

According to HS & Yuliah (2021) and Vitasmoro (2016), reading comprehension was the process of building the comprehension of a written text by coordinating some complex processes that involves various abilities such as connects schemata of knowledge and experience that have been previously owned with the content of information of the discourse. It means that reading comprehension was a process which the readers combined their background knowledge to the information from writer so the reader got the new knowledge or understood what the writer means. Reading comprehension became very essential when students enter the educational. The purpose was to acquire an understanding of text than obtain meaning from individual word or sentence. And, the mental representation of a text meaning that combined with the readers' prior knowledge was the outcome from reading comprehension.

In Curriculum 2013, there were several texts that must be studied by high school students in Indonesia. According to Basic Competence in current curriculum 2013 for tenth grade, some of those texts were recount text, narrative text, descriptive text, and interactional text that reflecting various acts of speech. The text considered as the most interesting text was narrative text. According to (Hanafi, 2019; Pasaribu, 2020), Narrative text was a text that telling story with actual or imaginary experience in different ways that contained complication or problematic events which tried to find the solution to solve the problem and it was to entertain or amuse the readers. The story could be folklore, fable, legend, etc. The structure of this text was orientation, complication and resolution. In short, Narrative text was an imaginative story to entertain reader with complication which attempts to find out the solution in order to solve the problem.

Based on preliminary study in SMA Negeri 1 Bintan Timur, that was carried out in the first semester of tenth grade for the academic year 2021/2022 on October 30th 2021 by observation checklist and interview. The researcher found several problems in class X especially in X MIPA 3. The first problem was about the students' vocabulary mastery. The researcher found many students still had limitations in vocabulary mastery. It could be seen when they were asked to mention verb 2 in irregular verbs with the meaning, they could not mention it. Then, when they found the difficult words in a text, they did not try to guess the meaning of the context. Some students relied on dictionary since they carried dictionary. But, for students who did not bring a dictionary, they missed the difficult words or asked their friends. Consequently, students had a problem to understand the context of the reading text.

The second problem was about the students' motivation in learning English particularly in reading. This problem could be seen from the condition when teaching reading. When students read a text, they did not focus on the text. They stopped reading even chatting with their friends. Then, only 10% students who paid attention to the teacher and material, and participated in discussion with the teacher like responded the teacher's questions. But students who did not participate in the discussion or did not paying attention while the teacher taught them, they remained silent or did other activities such as played with their pencil, pen or eraser even there were some students gave unserious responds. This was made the teacher had to command them more than one time to make the serious and concentrated to the lesson for the time of learning process.

The third problem related students' reading comprehension was still low. The problem could be seen from students' achievement in the first semester of X MIPA 3 at SMA Negeri 1 Bintan Timur. Minimum Mastery Criteria (MMC) for English subject that must be achieved by the tenth grade students of SMA Negeri 1 Bintan Timur was 75. Based on the data, 58% (21 of 36) students did not pass the Minimum Mastery Criteria (MMC). It could be inferred that X MIPA 3 students of SMA Negeri 1 Bintan Timur still had difficulty in reading comprehension.

In order to solve the problems, researcher modified Directed Reading Thinking Activity (DRTA) Strategy. It was to help the students be more active as readers and help students to develop their comprehending of the text. It would also be an effective way that was used as the strategies for researcher in enhancing students' reading comprehension. Directed Reading Thinking Activity (DRTA) strategy was a strategy that developed by Russel G. Stauffer in 1969. According to Stauffer (1969), Directed Reading Thinking Activity (DRTA) was a strategy that focused students' involvement actively in predicted and provided their predictions when read a text. Stauffer added, with Directed Reading Thinking Activity (DRTA), teacher guided and motivated students' concentration by involving their intellectual and encourage them to formulating questions and hypothesis, processing information and evaluating previous hypothesis. In short, The DRTA strategy was a teaching strategy which could help students in comprehending the meaning of certain text which was before students only focused to answer the provided questions, but now demand the students to thinking through prediction so that could enhancing their comprehension in reading a text.

II METHOD

In this study, the researcher used classroom action research as a research method. The researcher used this method because the researcher wanted to solve the problem through direct action and improve students' reading comprehension. Classroom action research was a research at developing a certain instructional strategy to solve practical instructional problem in English classroom (Latief, 2015). This study used the Kemmis and Mc Taggart (1988) model by a spiral model. According to Kemmis and Mc Taggart (1988) as cited in Burns (2010: 8), action research was dynamic and complementary process that typically involves four phases in a cycle: planning, action, observation and reflection. This study was carried out in SMA Negeri 1 Bintan Timur in the second semester of 2021/2022 academic years which started from March 16th to April 9th 2022. The subject of this research was the X MIPA 3 students of SMA Negeri 1 Bintan Timur which consisted of 36 students (14 males and 22 females). This study held at two cycles with four meetings (three meeting for implementation and one meeting for test) in each cycle.

The research instruments of this study were observation checklist and reading comprehension. According to Sutedi (2011), Research instruments were tools used to collect or provide various data needed in research activities. The observation checklist in this study was used to collect the qualitative data, that was, students' activities or participations during learning process by employing modified DRTA (Directed Reading Thinking Activity) strategy. Meanwhile, the reading comprehension test was used to collect the quantitative data, that was, the students' achievement in reading comprehension. The form of test was multiple choice. The qualitative data in this study was analyzed by interpreting the observation's result. The quantitative data was analyzed by using the formula from Sudjana (2002) to figure out the students' mean score and using the formula from Syafrizal (2019) to figure out the students' percentage were passed the Minimum Mastery Criteria (MMC) in each cycle. There were two criterion of success in this study. It was to deciding whether the research was successful or not.

The criteria of success be drawn as follows :

**Table 1. The criteria of Success**

	The Criteria of Success	Source of Data	Instrument for Data Collection
Product	At least 70% of the students pass the Minimum Mastery Criteria (MMC) was 75	The students' scores in reading comprehension test	Reading comprehension test
Process	At least 40% of the students participate actively during the learning process.	The students' participation during the implementation of DRTA strategy	Observation checklist

The research was successful if there were 70% of students who pass with an assessment score ≥ 75 based on the Minimum Mastery Criteria (MMC) that was adopted from the school agreement. In addition, this study was also considered success with the condition was 40% students who actively involved in activities during learning process.

III RESULT

3.1 The Result of Reconnaissance

The researcher conducted preliminary study on October 30th 2021 at class X MIPA 3 of SMA Negeri 1 Bintan Timur. The result of preliminary study showed that, there were some problems in class X MIPA 3. The first problem was the students still had limitation in vocabulary mastery, the second problem was the students had low motivation in learning English especially in reading, and the last problem was the students' reading comprehension were still low. From those problems, the researcher focused on the students' low in reading comprehension. It was because the students' achievement in reading comprehension in the first semester still had under the MMC (75). From 36 students, there were only 15 (42%) students who achieve MMC. As for the remaining, 21(58%) students did not achieve MMC. The chart below illustrates the students' achievement data for reading comprehension.
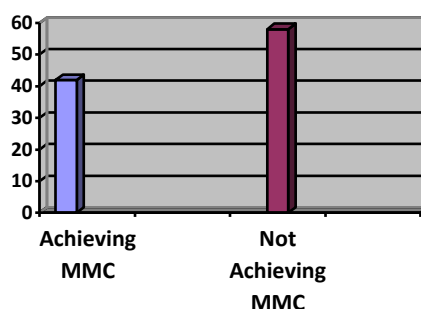
Figure 1 The Students' Achievement of Preliminary Study result For Reading Comprehension

3.2 The result of Cycle 1

The researcher conducted four meeting in first cycle. It was started from 16 until 26 March 2022, where the first, the second and the third meeting for teaching and learning activities which DRTA Strategy applied and the fourth meeting for test. The researcher prepared several things that supported the process of teaching and learning in classroom before implementation, such as lesson plan, material and media, and research instruments.

The students' Reading Comprehension

The result of students' reading comprehension test in first cycle was improvement than preliminary study. It could be seen from the average score and the students' percentage. The following table illustrates the students' average score of reading comprehension and students' percentage in first cycle

Table 2. The Students' Average score and percentage of Reading Comprehension in First Cycle

Name of Data	Total Score	Average Score	Total of Students who Got Score ≥ 75	Percentage
Preliminary Study	2.693	74,80	15	42%
Test 1	2.725	75,69	23	63,88%

The table above showed that there were increase students' mean score after applying modified DRTA strategy. The mean score of cycle 1 test was the highest than preliminary Study. In the preliminary study, the mean score was 74,80, while, 75,69 in the test. In addition, students' percentage of cycle 1 had been also improvement than preliminary study. There were 42% (15 of 36) students who got score ≥ 75 in preliminary study. Meanwhile in the test, there were 63,88% (23 of 36) students. However, the improvement in cycle 1 did not pass over the criteria of success that had been set. It encouraged the researcher to continue the next cycle by revising the steps of modified DRTA strategy, that was eliminate phase of Want to Know and changed the media.

The Students' Classroom Participations

The researcher saw the quality of students' participation in each meeting of first cycle by observation checklist. The first meeting of this cycle held on March 16th 2022 at 11.00 a.m. All students joined the class. The result from observation checklist showed that among 36 students, there were 6 (17%) students who participations. They listened and paid attention the explanations, did the step of DRTA strategy seriously, activated in learning process, could interact during the discussion, and asked to the researcher and actively participants in learning activities. The students' participations in this meeting were bad and did not fill the criterion of success.

The next meeting was meeting 2 on March 19th 2022. The result of students' participation in this meeting was still bad because only 10 (28%) students who participation. Other students were still difficult in employing the DRTA strategy and did not participate well during the learning process. It could be inferred that the students' participation in this meeting did not still fill the criteria of success.

The result of students' participation in the third meeting on March 23rd 2022, that was only 14 (39%) students who participated. From the observation checklist, the researcher still found the students who were still difficult in employing the procedure of DRTA strategy especially in identifying the information and making question. In addition, the students still did not active in learning process, could not interact during the discussion, did not asked to the researcher and did not active participation in learning activities. It showed that the students' participation in this meeting did not still achieve the criterion of success because there were only 14 (39%) students who participated during the learning process as it should be. Therefore, the researcher continued to the cycle 2.

3.3 The Result of Cycle 2

The Students' Reading Comprehension

The result of students' reading comprehension test in second cycle showed excellently improvements. It could be seen the students' average score and percentage of reading comprehension in cycle 2. The following table illustrated the data.

Table 3. The Students' Average score and percentage of Reading Comprehension in Second Cycle

Name of Data	Total Score	Average Score	Total of Students who Got Score ≥ 75	Percentage
Preliminary Study	2.693	74,80	15	42%
Test 1	2.725	75,69	23	63,88%
Test 2	3.112	86,44	32	88,88%

The table showed that there were improvement the average score and students' percentage after eliminating one of the procedures in modified DRTA strategy and changing the media. The mean score in cycle 2 was the highest than preliminary Study and cycle 1. In the preliminary study, the mean score was 74,80. The mean score In cycle 1 was 75,69. Meanwhile, the mean score in cycle 2 was 86,44. In addition, the percentages of students who pass the MMC (Minimum Mastery Criteria) were also improvement. students' percentage in second cycle for the students' reading comprehension had excellently improvement than in preliminary study and test 1. There were 88,88% students who passed MMC (Minimum Mastery Criteria). It means that, there were 32 of 36 students who success in second cycle. It could be inferred that the research was stopped in cycle 2 because the criteria of success had fulfilled.

The Students' Classroom Participation

Cycle 2 was conducted on March 30th until 9th April 2022. There were four meeting in this cycle which was then called meeting 5, meeting 6, meeting 7 and meeting 8. The researcher conducted the teaching and learning process in fifth, sixth and seventh meeting, because in eighth meeting for did reading comprehension test. During the teaching and learning process, the researcher found the quality of students' participation.

The fifth meeting held on March 30th 2022 at 11.00 a.m. The result from observation showed that the students' participation in fifth meeting was improvement and was categorized good, because there were 21 (58%) students who listened and paid attention the explanation, did the steps of DRTA strategy correctly, activated in learning process, interacted during discussion, asked to the researcher, and were actively participants in learning activities.

Then, meeting 6 was conducted on April 2nd 2022 at 11.00 a.m. The result was that there were 26 (72%) students who listened and paid attention the explanation, did the steps of DRTA strategy correctly, activated in learning process, interacted during discussion, asked to the researcher, and were actively participants in learning activities. It meant that the students' participation was excellent.

The seventh meeting held on April 6th 2022 at 11.00 a.m. The researcher found that there were improvement on the number of students who actively involved during the teaching and learning process. There were 30 (83%) students who listened and paid attention the explanation, did the steps of DRTA strategy correctly, activated in learning process, interacted during discussion, asked to the researcher, and were actively participants in learning activities.

It meant that the students' participation in each meeting of this cycle had achieve the criteria of success and the research was stopped on cycle 2.

IV DISCUSSION

4.1 The Students' Reading Comprehension

Improving students' achievement in reading comprehension was successfully reached by employing modified DRTA (Directed Reading Thinking Activity) strategy. The findings about students' reading comprehension in this study were the same as the findings conducted by Sari (2017), Tanjung (2019), and Damayanti (2019) whish was in terms of the researcher goals and the strategy, that was, used DRTA (Directed Reading Thinking Activity) strategy to enhance students' reading comprehension. In this researcher, the researcher set the criteria of success and it needed two cycle to achieving the criteria of success, it was similar with the both of the previous study, that was, Sari (2017) and Tanjung (2019). Meanwhile Damayanti (2019) did not have the criteria of success since it had different design was quasi-experimental.

The finding of this study was also different with the finding of the three previous studies in terms of the material. This research applied narrative text material. Meanwhile, the previous study by Sari (2017) and Tanjung (2019) used recount text material, and the previous study by Damayanti (2019) used Explanation text material.

In addition, the different in this research with the previous study by Damayanti (2019) which was in terms of the aspects in reading comprehension. There were five aspects of reading comprehension in this study. They were identifying main idea, identifying important information, deducing the meaning of unfamiliar lexical items, understanding references and making inferences. Modified DRTA strategy in this research increased the five aspects. Meanwhile, the previous study by Damayanti (2019) only there three aspects were vocabulary, inference, and main idea. DRTA strategy by Damayanti (2019) only increased one aspect was vocabulary. Main idea and inference did not increase because there were students who poor in main idea and inference.

DRTA (Directed Reading Thinking Activity) strategy had also proven to maximizing students' comprehension while they were reading and motivating students to be more active during learning process. In addition, by doing these activities, the students could accustom in combining their prior knowledge with the information in the text, and helped students to be more strategic in reading

4.2 The Students' Classroom Participations

Besides modified DRTA (Directed Reading Thinking Activity) strategy had been successful proven in increasing students' reading comprehension, it also increased their participation during teaching and learning process. The students' participation in implementing modified DRTA (Directed Reading Thinking Activity) strategy during teaching and learning process was monitored by observation checklist.

Based on the researcher's observation in first meeting, the students were not very active, same like the observation in the preliminary study, but they were very obedient. The students participated well in listening to researcher's explanation about the lesson and observing pictures. However, many students could not do the activity of DRTA strategy. The students also did not active in learning process, did not interact with the researcher during the discussion and did not actively participate in learning activities especially answering the researcher question, and they were bad in ask to the researcher

In second and third meeting, the students' participation was a little active than previous meeting. In second meeting, the students still participated well in listening to researcher's explanation about the lesson and observing pictures. But, the students were still bad in

especially in making question and identifying the information of the picture. The students still did not active during learning process, did not interact with the researcher during discussion and did not ask to the researcher when they do not understand. For the third meeting, many students were still difficult in making question and identifying the information of the picture. But, there were some students could do it well. The students also poor in asking the researcher when they do not understand and the students still did not active participate in learning activities.

The participation in cycle 2 was more active than cycle 1. In fifth meeting, students participated well in listening and paying attention to the researcher's explanation and watch the video. The students were fair in doing the steps of employing DRTA strategy. However, they were still passive in learning process. The students also poor in interacting with the researcher during the discussion, still had the students were shy in asking questions and participated poor in learning activities. The students' participation in the sixth meeting was great. The students could still excellently participate in listening and paying attention to the researcher's explanation and watch the video. The students well participate in doing the steps of employing DRTA strategy and they started active in learning process. However, the students' participation was fair in interacting with the researcher, asking to the researcher and participation in learning activities. And, in the seventh meeting was being excellent. Similar with the fifth and the sixth meeting, the students participated well in listening and paying attention to the researcher's explanation and watch the video. Almost all of the students could excellently participate in doing the steps of employing DRTA Strategy. Students were also actively during learning process. The students were good in interacting with the researcher, asking to the researcher question, and actively participation in learning activities. DRTA (Directed Reading Thinking Activity) strategy was a strategy could enhance students' participation in the teaching and learning activities.

V CONCLUSION

Inference from the result of this study was the implementation of modified DRTA strategy could give meaningful improvement to students' reading comprehension as well as students' classroom participation during teaching and learning process at SMA Negeri 1 Bintan Timur especially in X MIPA 3. It could be seen from the percentage of preliminary study, test in cycle I and the percentage of the test in cycle II. The percentage of test in second cycle (88,88%) was higher than the percentage of preliminary study (42%) and test of first cycle (63,88%). In addition, the percentage of students' participation in each meeting was also improvement.

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