THE USE OF DRTA STRATEGY TO IMPROVE READING COMPREHENSION ABILITY OF STUDENTS

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Abstract:

The purpose of this research is to find out whether the DRTA strategy can be used to improve students' reading comprehension ability. As many as 64.9% of SMA 1 Pamotan students have difficulty in content understanding of the texts. In general, they do not understand the main meanings and ideas in the quick reading. In this study, the researcher examined the advantages of reading comprehension using DRTA strategies, so that teachers could apply it in English language learning. This study was conducted using qualitative research, which used instruments from previous studies and a questionnaire that was distributed to students. The results showed that the students agreed that the DRTA strategy could increase students' reading interest and comprehension ability. The result showed by the percentage of students as much as 89.6% of students who chose to agree that DRTA strategies can improve reading comprehension ability.

Keywords*: Reading Comprehension, DRTA Strategy, Prediction Text.*

1. Introduction.

Many students are not interested in reading for some reasons: as a monotonic activity; difficult to understand the contents of reading; and are not interested in reading. This statement is evidenced by the existence of an article containing the interest in reading the Indonesian people. In 2016 a mass media called Kompas proved that the reading interest of most Indonesians was still low. Based on a study in March 2016 conducted by Central Connecticut State University "Most Littered Nation in the World", Indonesia is ranked 60 out of 61 countries regarding interest in reading. In fact, Indonesia's infrastructure in the field of reading is equivalent to Europe. Based on the problems above, teachers are expected to be able to use an interesting reading strategy to foster student interests' in reading. One strategy that can be used is the Direct Reading Thinking Activity (DRTA) Strategy.

Khomariah (2013:5) states that the DRTA learning strategy or Directed Reading Thinking Activity is a strategy for developing critical reading skills, comprehensive reading, and can develop student experience acquisition based on the form and content of extensive reading. Initially, students are invited to make some predictions or guess what happens to the reading text through pictorial media that can encourage children to think about text messages. Then deep make predictions, the predictions will be different since each student has their way of thinking, and the teacher must accept the predictions that stated by students.

Based on Susanto (2016:91), Directed Reading Thinking Activity (DRTA) learning strategy is the most effective strategy used for reading comprehension activities.

In this case, the researcher decided to conduct the research at SMA N 1 Pamotan. SMA 1 Pamotan is located in the Rembang Regency area more precisely located on St. Lasem KM. 01 Pamotan, Rembang. The reason the researchers researched SMA 1 Pamotan is that SMA 1 Pamotan is an A accredited school and the best high school in Pamotan. The researcher found several problems faced by students. One of them is reading comprehension. Students often experience difficulties in the reading comprehension process without knowing the right reading strategies.

From the problems above, the researcher gave a ten-question questionnaire for students, which included an explanation on how to use DRTA strategies. Students were asked to answer honestly according to the actual situation from 10 questions. Researchers found five studies that related to the use of DRTA strategies.

This study aim for knowing the use of DRTA strategy to improve the reading comprehension ability of student

2. Literature Review

2.1 Reading Comprehension

Odwan (2012: 3) has stated that reading comprehension is a process that needs a way to crack the code through an extensive repertoire development to look out the words, learn the meaning of vocabulary words found in the text, and explain how to abstract the meaning of the text. So, the reader can learn some new words and deep vocabularies to comprehend the meaning of the text.

Sanchez (2010: 5) points out that reading comprehension emphasizes what the writer has written and the ability of the readers to use their background knowledge and comprehension to understand the contents of the reading text. Reading comprehension is not just "reading" text directly, but also get something from the text, such as information and knowledge.

Usaid (2014: 146) states that reading comprehension is a reading activity carried out by someone to understand the contents of the text by reading thoroughly. Reading comprehension is done by connecting the initial knowledge with the readers' knowledge, added with the new knowledge that is obtained while reading so that the understanding process is awakened to the maximum.

Moreover, Somadayo (2014: 16) explains that reading understanding is a process of acquiring meaning that actively involves knowledge and experience that have been owned by the reader before knowing the contents of the reading and connected with the contents of the reading that has been read.

Another opinion, expressed by Devine (2015:2) who defines the reading comprehension. It is the process of using syntax information, semantics, and rhetorical contained in the written text which is arranged in the reader's mind by using general knowledge possessing, abilities, and cognitive reasoning.

Based on several opinions above, it is clear that reading comprehension skill is one of the language skills that have a purpose in understanding a reading by connecting knowledge and linked it to the information that has been obtained or read from the contents of the reading text. Teaching reading has been declared by Susanto (2019) A Syllabus Design to Enhance Vocabulary and Reading Skills in Computer Assisted Language Learning.

2.2 DRTA Strategy

Sethna (2012: 12) points out that the DRTA strategy is a way of teaching students through text by asking questions, making text predictions, then reading can confirm or deny their text predictions. This strategy encourages readers to be active and wise, thus increasing their understanding.

Then, according to Novita (2014: 38), DRTA research uses each stage of reading: pre-reading, during reading, and post-reading. This can be applied both in small groups and individually. In DRTA, prediction stands as an important role to attract students to read the purpose of the text. The teacher can ask questions for helping students to activate their prior knowledge and follow the instructions e.g. the title and image of the intended text to stimulate students to make accurate predictions.

Odwan (2012: 139) states that Direct Reading Thinking Activity Strategy is a strategy that is expected to be able to develop students' ability to read critically and reflectively. Direct Reading Thinking Activity is used to equip the reader with the ability: to set the goals of reading; to extract, understand, and assimilate information; to make predictions to check readings material based on the purpose of reading; to pass an assessment; and to make decisions based on information obtained from reading.

Moreover, Megawati (2019:174) describes that DRTA is one strategy for asking students to make predictions read, and think in reading understanding.

Rockets (2015:16) states that DRTA is a process that can encourage students to become active and wise readers, increase their understanding of reading.

From the five statements about the understanding of the DRTA strategy, the researcher concludes that the DRTA strategy is an activity to increase the reader's understanding through the DRTA strategy. In the DRTA strategy, students are asked to make predictions of the contents of the text based on prior knowledge and then develop it.

Rahim (2007: 48-51) presented the strategic steps for the Directed Reading Thinking Activity (DRTA) strategy as following.

1. Make predictions based on title hints.
   According to Bailey (2015:1) predicting is a reading strategy of a text that relies on students using clues from the text, such as titles, pictures, and diagrams to illustrate what will happen in the story or text.

2. The teacher presents the story titles on the blackboard or projector screen. Then the teacher asked one of the students to read out the title. Then the teacher gives some questions to students regarding the title, for example "Based on the title, what do you think the text contains?" Teacher provides time for students to think and make predictions on the content of the text.

3. Make predictions from image clues

4. The teacher shows a picture and asks students to pay attention to the picture. Then the students make predictions of the contents of the text based on the picture instructions.

5. Read reading material

6. The teacher asks the students to silently read the passage which had been predicted earlier through the image. Then students are asked to link each piece of text to the title of the story.

7. Assess the accuracy of predictions and adjust predictions

8. When students read the first part of the text, the teacher proposes questions like, "Who had the correct prediction in the first part of the text?" Then the teacher asks students to make sure that the predictions he made were correct. Then the teacher asks the students to read to the front of the class the supporting section predict it right. Students whose predictions are not right should correct their predictions they returned through the results of the discussion and input.

Based on the steps above, it can be concluded that the first step that the teacher must take is to provide a clue for students. Then students begin to predict and match whether the student's predictions are right or wrong. Before going to the prediction stage with a clue, the teacher must first explain the DRTA strategy as well as give an example. In addition, the teacher explains the procedures for using the strategy.

According to Abidin (2012: 7), the objectives of reading DRTA include:

a) Provide the teacher with a basic format in introducing systematic reading comprehension learning.

b) Sharpen students' understanding of the reading text.

c) Make students' ability to read text better.

3. Research Methodology

3.1 Participants / Subject / Population and Sample

In this research, the population was taken randomly of SMA 1 Pamotan 10th grade 2020/2021 academic year. Ary (2010: 163) defines that the sample is a collection of small groups for observation. The sample in this study was 10th grade of SMA 1 Pamotan. It consisted of 37 students of SMA 1 Pamotan. In this research, the researcher took one class of 10th grade in SMA 1 Pamotan. The

researcher used a questionnaire as an instrument of the research. A questionnaire is a research instrument consisting of a series of questions that aim to collect information from respondents. The questionnaire can be in the form of a written interview. The questionnaire was done in person, by telephone computer, or postal mail. The research used a questionnaire by presenting several open scale questions.

The data collected from SMA 1 Pamotan are thirty-seven. To find out the benefits of using the DRTA strategies to improve reading comprehension skills, the researcher distributed questionnaires to students through the google form link that was created.

3.2   Instruments

Creswell (2009:3) states, "Research design is plans and the procedures for research to detailed methods of data collection and analysis." The method used by researchers in this conceptual study is qualitative research. The study of concepts and theories are used based on the appropriate literature on the topic.

According to Sugiyono (2010:22), qualitative research is a theoretical study reference and other scientific literature related to culture, values, and norms that develop in situations social research.

3.2   Data Analysis Procedures

The researcher used steps to collecting data for the research are:

1.   The researcher made questions about reading comprehension of the DRTA strategy.
2.   The researcher asked permission from the 10th grade English teacher at SMA 1 Pamotan to conduct research by distributing the google form link.
3.   The researcher chose the class to be researched.
4.   The researcher collected answers from a questionnaire, then analyzed them.

In this study, the researcher analyzed the results of the answers from the questionnaire that had been distributed. In analyzing the answers, there are 3 stages.

1.   Grouping the same answers into each question.
2.   Calculating the percentage of each answer.
3.   Analyzing the result of research.

4. Findings

4.1. Sub Findings

In this chapter, the results of the research that has been done by the researcher are discussed. This research focus is to find out the benefits and uses of the Direct Reading Thinking Activity strategy in students. After doing the observations, the researcher analyzed the students' answers. The researcher shares questionnaires that are distributed using a platform, Google Form.

Questionnaires that were distributed were in the form of multiple choices with answers: strongly agree; agree; disagree; and strongly disagree.

The researcher has calculated the results of the questionnaire on each question posed to students. The results show that 63% of participants are interested in English lessons and 52.3% of participants are interested in reading skills, but as many as 46.9% of students have difficulty in understanding the reading process and there were 65.6% of participants having difficulty in understanding reading texts quickly. Then, there are 63.1% of participants prefer reading comprehension using strategies. There are 62.8% of participants who can predict the contents of the reading text based on the title and there are 65.4% of participants are correct in predicting the contents of the reading text based on images. Also, 84.1% of participants agree that DRTA strategies can increase reading interest, especially in story texts or fairy tales. Also, 86.8% of participants agree that learning using DRTA strategies is more fun and less boring because students are invited to predict the contents of the reading text through titles and pictures. In the end, 75.2% of participants agree that the DRTA strategy can help students understand the reading.

5. Discussion

From the result, it explained that students agree that learning reading comprehension uses strategies. The students are interested to use the DRTA strategy in the reading comprehension process. Besides, DRTA strategies can improve students' reading comprehension ability.

Based on data, there are 89.6% of students agree that the DRTA strategy has a good impact on improving students 'reading skills and increasing students' motivation in reading based on the average value This is line with Yatmini's research (2017:28) that the result of the DRTA strategy can improve students in reading comprehension skills. Learning using the DRTA strategy becomes interesting and easy to understand.

6. Conclusion

It can be concluded that DRTA has good benefits to support the reading comprehension learning process. Students can understand the contents of the reading text easily. Besides, it can increase students' reading interest, especially reading stories or fairy tales. Text prediction has an important role in the DRTA strategy because at this stage students are required to think critically. This strategy can help teachers in improving students' reading comprehension skills in teaching the English language.

Based on the data of the research, the DRTA strategy has several benefits, including: can improve students' reading comprehension ability; can increase students' interest in reading; make the class more exciting, and less boring.

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