



THE IMPLEMENTATION OF DIRECT READING THINKING ACTIVITY TO IMPROVE READING COMPREHENSION

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Accepted :

9 September 2022

Published :

10 January 2023

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ABSTRACT

This study aims to apply the use of Direct Reading Thinking Activity strategy in improving students' reading skills. This study uses a quantitative research with an experimental design. This research was conducted at Vocational High School of 5 Palembang. There were 2 groups selected by purposive sampling consisting of class X BDP 1 as the Experiment group and class X BDP 2 as the control group. Each student was given a pre-test at the beginning of the study and a post-test at the end of the study. The data processing in this study using the Independent Sample T-test. This study results that students who are given an Direct Reading Thinking Activity Strategy can help students in reducing errors in reading significantly as evidenced by the results of the pre-test and post-test data that have been given. This research can be a suggestion for teachers as an alternative to student reading that supports students' in learning. In experimental group, for the highest score in post-test was 100, the lowest score in post-test was 65, and the average was 81,00. Meanwhile, in control group for the highest score in post-test was 70, the lowest score in post-test was 55, the average was 58,00. The result of the research showed that there is a significant difference of reading score of the tenth grade students taught direct reading thinking activity from those ones taught conventional technique at Vocational High School of 5 Palembang

Keywords: *Implementation, Direct Reading Thinking Activity, Reading skill*

1. INTRODUCTION

Reading is one of the English skills which are essential to be mastered by student. Reading skills are very important for students in acquiring knowledge and information. Student need to master reading to communicate and receive some information to get understand about the material and to be able to get good comprehension about the material. "Reading, arguably the most essential skills for success in all education content"(Brown, 2008:185).

Reading skill is categorized as receptive skills which is given a priority in the language curriculum. Sudarmawan (2013:1) state that reading is probably the most important skill for second language learners in academic context. Reading becomes very essential to be mastered by the students since most of the subject matters in the school begin with printed material or text book and most of the students' tasks at school are related to reading activity. Students will not be able to master the other language skills without reading. Furthermore, reading is the only way to gain new information and improve their knowledge. The most important object in reading activity

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is text. "Reading is one of the important skills in learning English besides speaking, listening, and writing" (Mortini et al, 2021:34). Reading skills is essential to understanding a text. Comprehension is the main object of reading. Comprehension is simply define as the ability to understand certain information. Student need to comprehend the text that they read in order to get the meaning of the text. Students can not get the information of the message of the text without comprehending the text properly. "Reading comprehension as the ability to understand and interpret the meaning of a text" (Grabe & Stoller, 2013:11). Students' reading comprehension can be built by providing them with extensive opportunities to practice reading and increase their sense in recognizing and understand words in the text. In order to improve students' reading comprehension teachers need to use creative and innovative way to make the students understand the text easier .As one of the main sources who can help learners improve their reading comprehension, teachers try to apply a wide variety of techniques in teaching reading.

Based on experience when PPL in SMK Negeri 5 Palembang, the researcher found that reading is difficult to learn because learning reading comprehension in class X is still not as expected. Learning process in pandemic Covid- 19 is hard for the students to focus on study, the students feel bored on this situation. Therefore, learning with direct reading thinking activity can help them to overcome the problems in teaching reading. Mastering the skills necessary to comprehend text or message in reading is important. According to (Snow, 2012), children who have problems reading not only struggle in school, but also have difficulty at job, in social functions in society, and in other parts of everyday life.

"With the prediction of the strategy of Directed Reading Thinking Activity (DRTA) strategy students automatically questioning their own questions that are part of the process of understanding a text. Students will be carefully and will be of critical thinking in reading so that students understand the reading text" (Odwan T.A.A.H, 2012:139). DR-TA has

several purposes. According to Androveda (2015), the DRTA is a strategy to build independent readers because the readers are equipped with the abilities to set reading purposes, examining reading material based on these reading purposes, and making decisions based on the information from the text.

2. LITERATURE REVIEW

1. The Concept of Reading Skills

Reading is the information from the text, either in the form of text or from a picture or diagram, or a combination of it all. Reading is also a skill to know, see and understand the contents of what they read. That is, after reading something, the reader already knows the information obtained from what he has read. One important point of reading is to understand the communication between writer and reader teaching reading strategies is important to developing increased student comprehension

2. The Concept of Reading Comprehension

Reading comprehension is a process of relating the readers' background knowledge with the information in the text to get the message of the text. Reading comprehension is not only the matter of knowing and remembering the meaning of all words in the text, but it is more about how the students build and construct meaning of the text.

3. Processes of Reading Comprehension

In the discussions about reading and comprehension, there are bottom-up and top-down process. Both of them are the processes of reading comprehension and according to the recent research, there is one more kind of processing reading comprehension.

4. The Concept of Roundtable Technique

Directed Reading Thinking Activity is one of innovative strategies that can be used by the teacher to teach reading comprehension. This strategy is developed by Russell Stauffer in 1969. Directed Reading Thinking Activity is a refinement from the previous strategy which is Direct Reading Thinking Activity. According to Stauffer as cited in Renn (197:7), direct reading thinking activity does not

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provide activities that engage students in reading a certain text critically. Therefore, Direct reading thinking activity is developed to promote active reading comprehension and engage students to think critically to understand a text.

In Directed Reading Thinking Activity, students are guided through the process of making predictions, silent reading, and confirming or refuting their predictions. Through those processes, students are expected to be active, critical and thoughtful readers. This skill includes making connection between related elements of the text, confirming the predictions and creating logical conclusion. Since reading involves students to understand and construct their own interpretation to a text, Directed Reading Thinking Activity (DRTA) will be an appropriate strategy to be used in teaching reading comprehension.

“Directed Reading Thinking Activity is an activity that helps students’ understanding that each segment of text can help them figure out the next segment” Richard, (2009: 108-109). “The end results of use of the Reading Thinking Activity are active, engaged students, discussions with depth and texture, and students who assume responsibility for their own learning” Reen, (1999:15)

This is the steps of Direct Reading Thinking Activity according to (El-Koumy, 2006:3) as follows:

1. The teacher writes the title of the reading passage on the board and asks students to read it,
2. The teacher asks students to make predictions about the title using these questions:
 - a. What do you think a passage with a title like this might be about?
 - 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 think would be the likely one?
 - b. Why do you think this prediction is 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 he asks them the following questions:
 - a. Were you correct?
 - 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?
 - d. Do you still agree with this prediction? Why?

Moreover, direct reading thinking activity may be used with an individual, a small group, or a whole class. This activity can be easily adapted for a variety of subjects and reading levels. This strategy helps strengthen reading and critical thinking skills. As the teacher guides 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. It means that, the direct reading thinking activity encourages students to think critically and it explore students mind.

5. The Concept of Disadvantages of Using Roundtable Technique

There are some advantages strategies Directed Reading Thinking Activity. They are, Directed Reading Thinking Activity contains many types of reading strategies so that teachers can use and be able to pay attention to the differences that exist in learners, Directed Reading Thinking Activity is an activity of understanding that foresees the story to help the students to gain an overall picture of the material that has been read, Directed Reading Thinking Activity can attract students to learn, because the Directed Reading Thinking Activity strategies using a variety of methods that not only serve students in the audio-visual, but also kind aesthetic.

3. METHODS

In this study, quasi-experimental design was used. With pre-test and post-test control group design. A quasi experimental

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research design is an experimental research design that does not provide for full control of potential confounding variables. This study is classroom action research that will use observation data toward teaching learning process of English subject with focus on Recount text. Therefore, the writers was used pre-test and post-test the result of the test is analyze to know the students' skill in writing, the data were collected by using writing test. The writers will be testing the students by written test consisting of pre-test and post-test. design can be diagrams as following:

Experimental	O ₁	O ₂
Contro	O ₃	O ₄

In which:

- O₁ : Pre-test for experimental group
 O₂ : Post-test for experimental group
 O₃ : Pre-test for Control group
 O₄ : Post-test for Control group
 X : Treatment by using Learning Cell Method
 - : Conventional treatment for control group

4. POPULATION AND SAMPLE

1. Population

The population is a generalized area incorporated in the object and subject of specialties that the researcher has determined to study the quality of the area and then draw conclusions Sugiyono, (2019:80). So the population is people and objects and other natural objects. The population is also the number contained in the object/subject being studied and includes all the characteristics possessed by the subject or object. The population in this study included all tenth grade of Vocational school 5 Palembang. There are 5 classes consist of 162 students divided into 5 class.

2. Sample

According to Sugiyono (2019:81), the sample is part of the number and characteristics possessed by the population. Suppose the population is significant, and observers may not focus on everything in the population. However, to get accurate data, the writers would be chosen by random sampling.

There are 71 members of students which are divided into two groups: they were control and experimental group.

TECHNIQUE COLLECTING DATA

The data of this study was collected by giving a reading test to students. The test consists of pre-test and post-test. The pre-test is in reading test form. The test consists of several instructions about the reading of the recount text. The last step, the researcher gave the post- test after the treatment done. The realization of the post-test is same with the pre-test. Those tests would be given to the experimental class and control class. In this study, there were two raters to rate the writing performance. The first rater was the teacher of English of Vocational High School 5 of Palembang and the second rater was the researcher.

For calculate the correlation data, the researcher used IBM SPSS Statistics 23,

TECHNIQUE ANALYZING DATA

For analyzing the data, the researcher were used independent test. Independent test was used to find out whether or not there were any significant different score obtained by the students who are taught by using direct reading thinking activity skills and those who are not for students of Vocational High School of 5 Palembang. Whenever independent t-test used to compare the result of pre-test and post-test between two groups and the conditions of two experimental then difference participants is assign to each condition. SPSS 23 was used apply the independent t-test.

5. RESULTS AND DISCUSSIONS

The pre-test in the experimental group was given before the treatment of direct reading thinking activity in teaching reading skill. The test was given to the class X BDP 1. There were 35 students attending the test. Based on the post test in the experimental group, the score 35 was reach by 5 students, the score of 40 was reach by 10 students, the score of 45 was reach by 6 students, the score of 50 was reach by 7 students, the score of 55

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was reach by 3 students, and the score of 60 was reach by 24students. The total score was 1477. The post-test in experimental group was exactly same as the pre-test. The difference is before the test which the experimental group used Rountable Technique to improve the students' writing. The computation of post-test score in this group used IBM SPSS Statistics 23. The lowest score was 61, then the highest score was 85 and the mean score was 71.66 with standard deviation 5.267.

The pre-test in the control group was given before the conventional technique in teaching reading skill. The test was given to the class X BDP 2. There were 36 students attending the test. Based on the pre-test in the control group, the score 35 was reach by 1 student, the score of 40 was reach by 11 students, the score of 45 was reach by 10 students, the score of 50 was reach by 4 students, the score of 55 was reach by 4 students, and the score of 60 was reach by 2 students. The total score was 1625.

The post-test in the experimental group was given after the treatment in the form of direct reading thinking activity in teaching reading skill. Based on the pre-test in the experiment group, the score 65 was reach by 1 student, the score of 70 was reach by 2 students, the score of 75 was reach by 8 students, the score of 80 was reach by 12 students, the score of 85 was reach by 8 students, the score of 95 was reach by 2 students, and the score of 100 was reach by 2 students. The total score was 2835 and mean score was 81,00.

The post-test in the experimental group was given after the conventional technique in teaching reading skill. Based on the pre-test in the experiment group, the score 50 was reach by 6 students, the score of 55 was reach by 10 students, the score of 60 was reach by 13 students, the score of 65 was reach by 4 students, and the score of 70 was reach by 3 students. The total score was 2835 and mean score was 81,00. The computation of normality, The researcher used One Sample Kolmogrov- Smirnov test to calculate the normality by using SPSS 24 through statistic. It was found that the significant level was 0,200. The data were normal distribution because higher than 0,05.

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The result of test homogeneity was 0,255. it means that the Pre-test scores in the experimental and control groups were homogenous because it was higher than 0,05.

The analysis result of significant difference on the students' reading improvement after being taught by the implementation of direct reading thinking activity. The computation of the data analysis of independent sample t-test used IBM SPSS Statistics ver.22

The result showed that sig. (2-tailed) was 0.00. it was clear that there was significance difference scores between experimental and control classes. It means that there was a significance difference in speaking skill between those groups. This indicates that the students in the experimental group made better achievement than control group.

Discussion

The process of collected the data in the pre-test the researcher faced difficult because a few student are not motivated to learn. After the researcher give a treatment, the student can increase their motivation to learn reading skill through direct reading thinking activity. The student interest and felt relax when they are leaning English taught direct reading thinking activity.

The result of the test showed, that the implementation of Direct reading thinking activity could help the students' to improve their writing ability. Based on the result of the test, the students' who were taught through the implementation of direct reading thinking activity got the higher scores than those who were not. In experimental group, for the highest score in post-test was 100, the lowest score in post-test was 65, and the average was 81,00. Meanwhile, in control group for the highest score in post-test was 70, the lowest score in post-test was 55, the average was 58,00. It means that there was significance differences between the student score in the pre-test and post-test.

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From the students treatment process, the students in experimental group could improve their reading skill through the implementation of Direct reading thinking activity. Based on findings the null hypothesis (H_0) was accepted. It indicated that there was any significance difference of reading scores of the tenth grade students taught a conventional technique at Vocational High School of 5 Palembang. The researcher observed that the students are motivated to learn in speaking skill taught direct reading thinking activity skill.

6. CONCLUSION

Based on the findings and interpretation in the previous chapter, the students' mean score in the post test of experimental group was significantly higher than the one in the post test of the control group, with the students' average score in the experimental group was 81,00 while the students' average score in the control group was 58,33. Meanwhile the critical value was 0,05 significance level. The result showed that the t -obtained was higher than t -table, it means the null hypotheses (H_0) was rejected while the alternative hypotheses (H_a) was accepted.

This indicated that teaching taught the implementation of direct reading thinking activity could improve the student reading comprehension. The student who taught the implementation of Direct Reading Thinking Activity got better score than those are not. It can be seen from the fact that the post-test mean score in the experimental group was higher than the post-test mean score in the control group. It could be conclude that there was a significance difference of reading score of the tenth grade student taught Direct reading Thinking Activity from those one taught a conventional technique at Vocational School 5 of Palembang.

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