
Kata kunci: Penelitian Tindakan Kelas, Ketrampilan Membaca, Strategi Directed Reading Thinking Activity (DRTA)
DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY TO IMPROVE STUDENTS’ READING SKILL
(For The Eighth Grade Students of Smp Muhammadiyah 7 Surakarta in 2015/2016 Academic Year)

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ABSTRACT

The aims of the research are to identify whether the use of directed reading thinking activity strategy can improve the students’ reading skill and to describe the directed reading thinking activity strategy is applied at the eighth grade of SMP Muhammadiyah 7 Surakarta in 2015/2016 academic year. The researcher used Classroom Action Research (CAR). This research conducted on August 2015 until September 2015. The subject was class VIII-C that consist of 29 students. The procedure consists of identifying the problems, implementing the action, observing, reflecting, and revising the plan. The technique of collecting the data used test and non-test. In analyzing the data, the researcher used qualitative and quantitative data to analyse the data. In the result of the research Directed Reading Thinking Activity (DRTA) Strategy improved the students’ reading skill. The students could: (1) Identify the main idea in a text or paragraphs, (2) Determine the purpose of the text, (3) Find detail information in the text, either implicit and explicit information, (4) Determine the reference of pronoun, (5) Determine the meaning of unfamiliar word. It could be seen by the increase of students’ mean score before and after the implementing of the action through pre-test and post-test. The mean score of pre-test was 53.58, and it increased to 64.20 in post-test 1. It increased up to 78.20 in post-test 2. Moreover, there was also the improvements during teaching and learning process. The students were more active and enthusiastic in teaching and learning process. It can be concluded that Directed Reading Thinking Activity (DRTA) Strategy can improve the students’ reading skill at the eighth grade of SMP Muhammadiyah 7 Surakarta in 2015/2016 academic year.

Key words: Classroom Action Research, Reading Skill, Directed Reading Thinking Activity (DRTA) Strategy
INTRODUCTION

English is the international language. Most of people use English language as communication in all over the world. Therefore, English is also important language for communication. According to Patel (2008: 6) “English is international language, international English is the concept of the English language as a global means of communication in numerous dialect and also the movement toward an international standard for the language.”

English material has four skills. There are listening, speaking, reading, and writing. In this thesis, the researcher uses one of skills that reading. Mikulecky (1996: 1) states “Reading is the one important way to improve the reader’s language skill in English.”

The researcher used reading because the students’ low in reading skill. Reading can help people to develop communication. When someone is reading a book, he or she can find much information that they need.

The researcher did observation and interview to the teacher and also to the students. There were many students had difficulties in reading skill. Some students thought that reading just read together without applied the reading skill. The researcher got the data from the interview by teacher, the minimal score (KKM) of English lesson is 7,5.

Based on the observation of teaching experienced in class VIII C in SMP Muhammadiyah 7 Surakarta, the researcher knew that the students got many problems dealing with reading. The problems that researcher include: (1) the students get difficulties to find main idea; (2) the students are less masstering the
purpose of the text; (3) the students get less determining the reference of pronoun; (4) the students get difficulties to finding detail information in the text, either implicit and explicit information; (5) the students get difficulties to finding word meaning.

After identified the problem of the study from observation, the researcher gave solution to solve the students’ problem in reading skill. The researcher used Directed Reading Thinking Activity (DRTA) Strategy, so the students have to try to read some texts to improve their reading skill.

The aims of the research are formulated: (1) To identify whether the use of directed reading thinking activity strategy can improve the students’ reading skill at the Eighth Grade of SMP Muhammadiyah 7 Surakarta in 2015/2016 Academic Year. (2) To describe what happens when directed reading thinking activity strategy is applied at the Eighth Grade of SMP Muhammadiyah 7 Surakarta in 2015/2016 Academic Year.

THEORETICAL REVIEW

Definition of Directed Reading Thinking Activity (DRTA) Strategy

According to Fisher and Frey (in Richardson et al; 2009:108-109), DRTA is an activity that helps students understand that each segment of text can help them figure out the next segment. It is because the text is divided into smaller portions, so that students can focus on the process of responding to higher-order questions. As advocated by Stauffer (in Richardson et al; 2009:108-109), the DRTA has three basic steps: predicting, reading, and proving.
Predicting involves asking readers to use not only what they already know but also whatever they can learn from a quick preview of the material to predict what the material is going to be about. Readers must bring meaning to text; they must have a developing and constantly modifiable set of expectation about what they will find (Smith, 1994: 170). Therefore, making prediction is important as (Nuttall, 1996:118) states that the ability to predict is an aid to understanding and a sign of the comprehension. It activates schemata and helps them to make sense of sentence. It calls into mind any experiences and associated knowledge that a reader already has about the topic of the text (Nuttall, 1996:13).

RESEARCH METHOD

In this research, the researcher used Classroom Action Research (CAR). There are some definitions given by some expert. Elliott (1991: 69) states that “Action Research is the study of a social situation with the view to improving the quality of the action.” According to Carr and Kemmis (1986: 220) “Action Research is ‘self-reflective enquiry’ undertaken by participants in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out.” In this study, the researcher used the model Classroom Action Research developed by Kemmis on the Lewin’s original concept in (Sukidin et.al, 2002: 48). There are namely: a) Plan; b) Action; c) Observe; and d) Reflect. The researcher used test and non-test technique to collect the data. Test collected from the students’ Reading score. Non-test collected from observation, interview, documentation and field note. They could be explained
as follows: (1) Test. The researcher used multiple choice tests. The items of pre-test and post-test were 50 items for each tests; (2) Observation. In this case, the researcher observed and analyse that to know class condition during teaching learning English; (3) Interview. The researcher conducted interview at class VIII-C. The researcher conducted formal interview with teacher to get information about the problem during learning process; (4) Documentation. The researcher got the documentation from students’ photos in teaching and learning process, lesson plan, test, answer sheet, and etc; (5) Field Note. The researcher wrote at all that activities during did the research. In this research, the researcher used qualitative and quantitative data analysis to analyzing the data. Based on Burns (1999: 157) the interactive models of analysis data as follows: (1) Qualitative Data Analysis are assembling the data; Coding the data; Comparing the Data; Building interpretation; and Reporting Outcome. (2) Quantitative Data Analysis are blue rint form of pre-test and post-test; and the result of test used the t-value.

RESEARCH FINDING AND DISCUSSION

Research finding

The observation and interview were conducted on August 6th 2015. It was conducted to know the students’ problems in English lesson, especially in reading. In this research, the researcher conducted in two cycles and it consists of three meetings in every cycle and each meeting took 2 x 40 minutes. In the end of meetings conducted post test. Illustrated the activities, there were: 1) pre-test, 2) implementation of the action in cycle one, 3) post-test 1, 4) implementation of the action in cycle two, and 5) post-test 2.
After implementing the action, the researcher analyzed the teaching learning process that had been done in the Cycle 1. It could be explained as follows: the students felt facilitate and did not like English lesson, so the researcher gave a jargon to students; in the group discussion, some students are still noisy in the classroom when the researcher asked them to learn the other friends in the group; some students were not want to joined in group; and the score of post test 1 still minimum then KKM. Based on the reflecting above, the researcher concluded that Cycle 1 was not enough to improve the students’ reading skill, so she decided to do Cycle 2.

The researcher observed the teaching and learning process in the Cycle 2. Based on the result of the observation, there was improvement in the Cycle 2. It could be seen from the students’ score and the class condition. In the first meeting, the students were more active to answer the questions from the researcher. The students were more enthusiastic when the researcher showed them a text, but the students understand what the questions or games because it was easy for them. The students did not confident to explain the answered in our group. So the researcher gave motivation to answered. In second meeting, all of the students showed their high attention, enthusiastic, and motivation. They were braver to read in reading skill. Based on the result of post test 2 (third meeting), the result of post test 2 showed their improvement in reading skill and the score post test 2 was improve in KKM.

From the explanation above, it could be concluded that Directed Reading Thinking Activity (DRTA) strategy was a way that could improve the students’
reading skill. The strategies were effective to improve the students’ reading score, the students’ motivation, and the students’ class condition

Discussion

After analyzing the result of the research such as: field notes, observation, interview, and score of pre-test and post-test, and lesson plan it shows that there are some improvements. The implementations of teaching learning process use Directed Reading Thinking Activity (DRTA) improved the students’ reading. The research found some improvement in reading skill on descriptive text: (1) Can Directed Reading Thinking Activity Strategy improve the students' reading skill on descriptive text? (2) How can Directed Reading Thinking Activity Strategy is applied in reading class?

The brief explanation as follows:

**Directed Reading Thinking Activity Strategy can improve the students’ reading skill on descriptive text.**

The researcher implementation research conducted of two cycles. The researcher used Directed Reading Thinking Activity Strategy in the cycle one and the cycle two. The researcher need other strategy for supporting the process and learning class. There are group, discussion, and games. In the first cycle and second cycle, the researcher used these strategy for make groups, discussion and games in generic structure, language future, and simple present tense.

The result of the research indicated that the difference of students’ reading score in the class after implementation was improved. It can be seen
for the mean of pre-test and post-test 1. The score of pre-test is 53.58 while the score of post-test 1 is 64.20 in cycle 1, and the score of post-test 2 is 78.20 in cycle 2.

Based on the result pre-test, post-test 1 and post-test 2 that Directed Reading Thinking Activity Strategy could be improve students’ reading skill on descriptive text.

**Directed Reading Thinking Activity Strategy can applied in reading class**

Before used the strategy of Directed Reading Thinking Activity, that condition in reading class the students did not interesting in lesson reading, the students were pasive and noisy, they were asked to do exercises, and the students did not finish the reading assignment during the lesson.

Directed Reading Thinking Activity Strategy has some steps for improved reading class. The researcher used the principle of DRTA, first principle is *Jargon* to the students pay attention and can be interested to the student in learn English. Second principle is *Discuss* can be interested to active students and enthusiastic to the members when they were asked to do exercise. The last prinsiple is *Scoreboard* can give motivation and feedback when they can finish the reading assignment during lesson. So, Directed Reading Thinking Activity Strategy can improve students’ reading class. Support by Fisher and Frey (in Richardson et al; 2009:108-109) “DRTA is an activity that helps students understand that each segment of text can help them figure out the next segment.”
From the discussion above, it could be concluded that Directed Reading Thinking Activity (DRTA) strategy was a way that could improve the students’ reading skill. The strategies were effective to improve the students’ brainstorming, the students’ motivation, and the students’ score.

CONCLUSION

Based on the research of teaching learning English reading using Directed Reading Thinking Activity (DRTA) strategy at the eighth grade students at SMP Muhammadiyah 7 Surakarta in 2015/2016 academic year, especially VIII-C include:

(a) Directed Reading Thinking Activity (DRTA) strategy can improve students’ reading skill at the eighth grade students of SMP Muhammadiyah 7 Surakarta in 2015/2016 academic year. It can be seen from the research finding and discussion;

(b) Directed Reading Thinking Activity (DRTA) strategy improves the students’ reading score, motivation, and behavior in learning reading. Based on the result of the students’ reading score, there was improvement in the students’ reading score in each cycle. The mean score of pre-test was 53,58. While in the post test 1, the mean score was 64,20. After comparing the mean score, the mean score of post test 1 was higher than the mean score of pre-test. It shows that there was significant difference between the score in pre-test and post test 1. Then, the mean score of post test 1 was 64,20. While in the post test 2, the mean score was 78,20. It meant that there was a significance improvement between the score of post test 1 and post-test 2 because mean score of post-test 2 was higher than post
test 1. Moreover, there were also improvements during teaching and learning process using Directed Reading Thinking Activity (DRTA) strategy. The students were more active and enthusiastic in teaching and learning process. They were not afraid to ask question, answer the question, and speak in the discussion.
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