
Teaching Narrative Text by Using Directed Reading Thinking Activity (DRTA) to The Seventh Graders of SMP Negeri 38 Palembang

Aelista Dwi Wahyuni¹, Badriyah Ulfah², Jaya Nur Iman³

^{1,2,3}Universitas Indo Global Mandiri Palembang

E-mail: aelistasyifa@gmail.com¹

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Abstract: *DRTA strategy is effective in teaching and learning reading purposed to improve students' reading comprehension. Students read the material short stories and make predictions; then they read segments of the text and confirm or revise previous predictions; Finally, the steps continue until they finish reading the entire text. This study aimed to determine the effect of the method Directed Reading Thinking Activity (DRTA) in improving students' reading abilities. This research was conducted to describe the techniques of teaching reading comprehension used, and to find out how the techniques applied by the teacher in teaching reading understanding in seventh grade students of SMP Negeri 38 Palembang. In this study, narrative quantitative research was used to obtain information related to research problem. Researcher used a study Experimental with a research Control Group Design. The population is a grade VII 3 and VII 4 student at SMP Negeri 38 Palembang. The sample in this study were VII 3 students as experimental class and VII 4 as control class. The data obtained from the objective test result of multiple choice as much as 50 questions then analyzed with, validity test, test reliability, questions, difficulty level test questions, normality test, homogeneity test and hypothesis. The result of data processing through statistical calculation by using pre-test and post-test to show the results in the experimental class and control class and the results showed that the experimental class has a higher value than control class so that there was a significant difference between the experimental class control class in the seventh grade students of SMP Negeri 38 Palembang. Thus, the methods of Directed Reading Thinking Activity (DRTA) can be used both teachers and students to improve students' reading ability.*

INTRODUCTION

English as an international language is used all over the world. Nowadays, English has become an important language. According to Harmer (2007, p.1), English is a widely used language for communication between people who do not share the same first or second language. It means that English is considered a universal language and is spoken by many people all over the world, either as their first or second language for communication. English is known as a

foreign language or a second language that plays an important role in people's lives, particularly in education. Event that English has a great role in the teaching- learning process.

Indonesia is one of the countries that recognizes the value of English in education. Even Indonesia puts English as one of the required subjects that students should pass in the national examination. In the Indonesian curriculum, that is one of the compulsory subjects to be taught starting from junior until senior high school. English is also taught in elementary schools as an elective subject. In Indonesia, English is taught only for a two-hour duration per week. In the teaching and learning process of English, there are four skills that must be taught by the teacher, namely: listening, speaking, reading, and writing. Those four skills are closely related to each other.

Reading is one of the skills that should be mastered when learning English as a foreign and second language. It needs a comprehensive reading of the text to get better at catching the ideas and information. According to Weaver, reading is a process to determine the reader's way of interpreting the printed words. Linse (2005, p. 69) argues that reading is making sense of the printed word. However, teaching reading comprehension is not an easy job for the teacher. The teachers need to improve their teaching method or strategy to help the students get the point in reading the text.

Reading comprehension is required in order for the reader to understand the meaning of printed words while reading. The reading level in Indonesia is low. It may be observed in the PISA 2015 to PISA 2018 findings, which reveal that the 2015 PISA reading score was 397, while the reading score in 2018 was 371. It indicates that Indonesia's reading scores have dropped by - 26 points (OECD, 2019). Furthermore, because the average Indonesian student lacks the willingness and confidence in themselves to read English texts successfully.

In the classroom, teaching reading is a way of transferring knowledge from teacher to students by using a certain technique or strategy and a certain material in order to master reading itself. In teaching and learning reading, one of the techniques known for reading is DRTA. It is a reading comprehension strategy that is facilitated by the teachers and engages students to make predictions about the content of the text while they are reading it. DRTA can be used individually, with small groups, or in a whole class setting. It is used before reading, during reading, and after reading.

After the researcher observed and conducted an interview from one of the teachers who teaches at that school, one of the factors that makes the students of junior high school number 38 in Palembang have difficulty in learning English is reading skills. It is that they have a lack of vocabulary when they read sentences. Besides, a lack of confidence is also becoming a factor for students being embarrassed to learn more about English.

The Directed Reading Thinking Activity is a much stronger model for building independent readers and learners. DRTA is designed to help students in setting a purpose for reading; making justifying, and verifying prediction and coming conclusion. The students will survey the text to be read, make prediction and justify their prediction (Schumm, 2006, p. 241). Further, Block and Sheri (2008) confirm that DRTA focuses more directly on developing reading skill. In this strategy, the students examined text by looking at the title, 23 illustrations, and the first few pages, and then make prediction what the text would be about. Subsequently, they read the text and confirmers or disconfirm their prediction (p.160)

Based on the explanation above, the researcher would conduct the study about "*Teaching Narrativ Text Using Directed Reading Thinking Activity (DRTA) Seventh Graders of SMP NEGERI 38 Palembang*" to solve some of the that have been seen by the researcher in the former research.

FINDINGS AND DISCUSSION

In finding the data , the researcher used the result of pre-test and pots-test in reading test from both of groups (experimental and control groups). Pre-test was given before the treatment and post test was given after the treatment. After collecting the data , the data was analyzed by using t-test with SPSS v.25 program. The writer employed paired sample t-test and independent sample t-test. Paired simple t-test was used to see difference among mean scores of students' reading comprehension achievement in narrative text before and after the treatment. Independent sample t-test was used to see whether there was any significant mean difference between experimental and control groups.

Before analyzing the hypothesis, the researcher had to analyze the normality of the data. This analysis is to measure that the data got in the research was normally distributed or not. The writer used SPSS v.25 program to find the normality of the data by looking at the significant of the data. If it is higher than 0,05. It means that the data were normality distributed. The results of pre-test and post-test normality test from both experimental and control groups were described in a table as follows:

Table 1. Test of Normality and Homogeneity of Pre-Test and Post-Test

	Normality Shapiro-Wilk				Homogeneity	
	Experimental Group		Control Group		Levene Statistic	Sig.
	Statistic	Sig.	Statistic	Sig.		
Pre-Test	,957	,198	,964	,335	1,125	,293
Post-Test	,940	,063	,966	,385	3,561	,064

Based on the test results, it can be seen that the pre-test result of the experimental group based on Shapiro-Wilk was 0.198, which means that the data was normally distributed because 0.198 is more than 0.05. And for the post-test results of the experimental group based on Shapiro-Wilk is 0.063. It can be concluded that the test results were normally distributed because 0.072 is more than 0.05.

Then the pre-test result in the control group based on Shapiro-Wilk is 0.335, which means that the data was normally distributed because 0.335 is more than 0.05. And for the post-test results of the control group based on Shapiro-Wilk is 0.063, it can be concluded that the test results are normally distributed because 0.063 is more than 0.05.

Not only that, but the table above also shows the results of the homogeneity test in which the results for the pre-test in the experimental and control groups are 0.18. It means that the data was homogeneous because $0.293 > 0.05$. And the results of the post-test test for the control and experimental groups are 0.064, which means the data was homogeneous because $0.064 > 0.05$.

Table 2. Pre and Post Test Scores Analysis in Experimental Group

SCORE RANGE	CATEGORY	PRETEST	MEAN	POSTTEST	MEAN
		FREQUENCY/ PERCENTAGE		FREQUENCY/ PERCENTAGE	
85-100	Excellent	0/0%	47,4	1/3%	77,2
75-84	Very good	0/0%		23/67,6%	
65-74	Good	0/0%		10/29,5%	
55-64	Poor	10/29,5%		0/0%	
<55	Very poor	24/70,5%		0/0%	
Total		34 (100%)		34 (100%)	

Displayed pre-test scores analysis of experimental group. There were 10 students in poor category and 24 students were very poor on other words there were 29,5% students in poor category, and 70,5% students were very poor category. None of them were in excellent very good, and good categories. The mean of pre-test was 47,4. In conclusion, before the treatment was given most students were in poor and very poor categories. Table 4.3 displayed post-test scores analysis of experimental group. There were 10 students in good category, 23 students in very good category, and 1 students in excellent category. In other words there were 29,5% students in good category, 67,6% students in very good category and 3% students in excellent category. The mean of post-test was 77,2. In conclusion, after the treatment was given most of students were very good category.

Table 3. Pre and Post Test Scores Analysis in Control Group

SCORE RANGE	CATEGORY	PRETEST	MEAN	POSTTEST	MEAN
		FREQUENCY/ PERCENTAGE		FREQUENCY/ PERCENTAGE	
85-100	Excellent	0/0%	44,7	0	74,4
75-84	Very good	0/0%		13/39,4%	
65-74	Good	0/0%		17/51,5%	
55-64	Poor	7/21,2%		3/9,1%	
<55	Very poor	26/78,8%		0/0%	
Total		33 (100%)		Total	

Displayed pre-test scores analysis of control group. There were 26 students in very poor category, and 7 students were poor category. In other words there were 78,8% students in very poor category, 21,2% students in poor category. The mean of pre-test was 47,7. In conclusion most of students were in very poor category. Table 4.5 displayed post-test scores analysis of control group. There were 13 students in very good category, 17 students were good category, and were 3 students in poor category. In other words, there were 39,4% students in very good category, 51,5% students were in good category, and 9,1% were students in poor category.

Table 4. Paired Sample T-Test

Variable	Paired Sample T-Test in Experimental Group		
	t	df	Sig. (2-tailed)
Reading Comprehension Achievement	-23.591	32	.000
Variable	Paired Sample T-Test in Control Group		
	t	df	Sig. (2-tailed)
Reading Comprehension Achievement	-16.113	32	.000

Based on the table above t -obtained was 16,113 > t -table ($df=32$) was 2,063 at the significant level of 0,05 and sig. (2-tailed) was 0,000 < 0,05. It can be said that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It means that there was improvement, but not as significant as in experimental group. After knowing the data is normal and homogenous. To answer the second research question in this research, the independent sample t -test was conducted with SPSS v.225 program. Independent sample t -test was used to see whether there was any significant mean difference between experimental and control groups

Table 5. Independent T-Test

Variable	Independent Sample T-Test in Control Group		
	t	df	Sig. (2-tailed)
Reading Comprehension Achievement	2.509	65	.043

From the table showed that t -obtained was 2,509 > t -table ($df=65$) was 1.997 at the significant level of 0,05 and sig. (2-tailed) was 0,043 < 0,05. It can be said that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It means that there was significant mean difference between experimental and control groups.

This research was conducted to obtain answers or results from hypothesis testing. Testing In this research, the researcher used two kinds of hypotheses, namely: null hypothesis (H_0) and alternative hypothesis (H_a). The hypotheses of this research was used to answer the research questions. And then, the criteria used as follow:

1. If t -obtained > t -table at the significant level of 0,05 or Sig. (2-tailed) < 0,05. It can be said that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It means that there was significant difference.
2. If t -obtained < t -table at the significant level of 0,05 or Sig. (2-tailed) > 0,05. It can be said that null hypothesis (H_0) was accepted and alternative hypothesis (H_a) was rejected. It means that there was no significant difference

Based on the result of paired sample t -test in experimental group showed that t -obtained was 23,591 > t -table ($df=32$) was 2,063 at the significant level of 0,05 and sig. (2-tailed) was 0,000 < 0,05. It can be said that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. So, the first answer of the research question in this research, namely: there was significant improvement on students' reading comprehension achievement in narrative text after being taught by using DRTA technique at the seventh graders SMP NEGERI 38 Palembang in the academic year of 2021/2022.

Furthermore, based on the result of independent sample t -test showed Table 4.9 showed that t -obtained was 2,509 > t -table ($df=65$) was 1.997 at the significant level of 0,05 and sig. (2-tailed) was 0,043 < 0,05. It can be said that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It means that there was significant mean difference between experimental and control groups.

The second answer of the research question in this research, namely: there was significant mean difference on students' reading comprehension achievement in narrative text between the students who were taught by using DRTA technique and those who were not at the seventh graders SMP NEGERI 38 Palembang in the academic year of 2021/2022. Based on the explanation above, it can be inferred that DRTA technique was effective toward students'

reading comprehension achievement in narrative text at the seventh graders SMP NEGERI 38 Palembang in the academic year of 2021/2022.

CONCLUSION

This study's findings could lead to the following conclusion: 1.The SMP Negeri Palembang Class of VII3 and VII4 in the academic year of 2021–2022 passed two treatments using Directed Reading Thinking Activity (DRTA) methodologies to teach reading comprehension on narrative texts. Pre-reading, during reading, and post-reading are all components of the Directed Reading Thinking Activity (DRTA) method for teaching reading comprehension. Pre-reading involves having students scan the text; this technique helps them decide on a reading goal, carefully analyze the content, while still staying engaged throughout the class. The focus of this technique is on its ability to help students define reading goals, make, justify, and verify predictions, as well as draw conclusions to evaluate. The student's reading comprehension skills for narrative text were improving dramatically. Using the Directed Reading Thinking Activity (DRTA) technique, they made sufficient progress during the teaching and learning activity. Students' success in reading comprehension after therapies can attest to that. there is no significant achievement gap between the experimental group and the control group.The DRTA technique, or directed reading and thinking activity, emphasizes student involvement in making predictions and supporting those predictions while they read texts. Teachers aim to inspire pupils to create questions and hypotheses, absorb information, and assess it independently.

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