



Improving Students' Reading Comprehension of Narrative Text Through Directed Reading-Thinking Activity Strategy

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ABSTRACT

This study aim was to find out how directed reading-thinking activity strategy could improve students' reading comprehension of narrative text. The directed reading-thinking activity strategy was applied to teach the ninth-grade students of SMPS Awaluddin in the academic year of 2021/2022. This study was a classroom action research. The research findings showed that the students paid attention to the teacher's explanation, the students were very active and brave to ask the teacher, looked enthusiastic and understood the reading comprehension of narrative text through directed reading-thinking activity strategy. It also was proven by the students' individual reading test, in which their scores got increase because many students' individual score got 72 until 84 which included good category, and two students got 88 until 92 as excellent category. Therefore, it can be concluded that directed reading- thinking activity strategy successfully improved the students' reading comprehension of narrative text. The researcher hopes this strategy is used by the teachers in teaching reading comprehension.

Keywords: Directed Reading-Thinking Activity Strategy, Clasroom Action Research, Reading Comprehension.



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1. INTRODUCTION

1.1. Introduction

Based on the researcher's observation at the ninth-grade students of SMPS Awaluddin Kubu Raya. He found that the students were passive during the teaching and learning process, when English teacher taught and gave the students questions, they just kept silent and had no idea to respond and answer the questions given. In order to find out a good data regarding the observation, the researcher interviewed some students, he found out that the students had bad perception toward English subjects because the students thought it is very hard lesson because they did not understand the meaning of texts, most of English subjects encourage the students to able read and understand the passage from the texts.

Reading comprehension becomes an important subject that students should learn hard because it can develop other skills, speaking, listening, writing skill. In addition, the potential problems making the students passive in the learning process were the strategy used and applied did not support the students to involve in the learning process, get interested in learning English and they were afraid of making mistakes. Therefore, a teacher must select and choose a good and appropriate strategy for teaching reading comprehension to the students carefully because the good strategy can give a big influence to the students' learning process.

Reading comprehension is not only a source of information and a pleasurable activity but also as a means of consolidating and extending someone knowledge of the language. It is very necessary to widen the mind and gain and understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language. Patel & Jain (2008) reading comprehension is an active process which consists of recognition and recognition and comprehension skill. Reading is an important activity in life with which one can update his/ her knowledge. Reading skill is an important tool for academic success, Nunan (2003) states reading comprehension is a set skill that involves making sense and deriving meaning from printed word and Weir (2005) states reading comprehension is skill that needs abilities to compose, select and critique information from the text.

Teaching strategy have a big influence to the teaching process. In this study, the researcher applied direct reading-thinking activity (DRTA) to teach reading comprehension of narrative text to the ninth-grade students of SMPS Awaluddin Kubu Raya. It is a direct reading and thinking strategy, so students could focus on the text and predict the content of the story by proving it while reading. A teacher teaching through DRTA could make the students get motivation and concentration by engaging them intellectually and encouraging them to formulate questions and hypotheses, process information, and evaluate tentative solutions. In short, DRTA is very good strategy to be applied in teaching reading comprehension. It is a strategy helping students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions.

Direct reading-thinking activity (DRTA) encourages students to be active and thoughtful readers, enhancing their comprehension. In addition, there are similar studies of DRTA, Nudho (2013), Salam (2013) concluded that students' reading comprehension on narrative text improved after being taught by directed reading-thinking activity strategy. Santi (2019) also found that DRTA could improves students' comprehension and increases their motivation in learning. Hasanah (2017) concluded that using DRT could improve the students' reading comprehension because these activities were rich with more communicative tasks and consequently provided students with new concepts, ideas, and styles of thinking or opinions. DRTA strategy can be used to help enhance students' reading comprehension at all levels, especially for those who are learning literature in English. To help students become better readers Maarof & Martin Kustati (2010). Those focused on the students' achievement and their motivation while this study will focus on making students active in the learning process.

Based on the reasons above, the researcher was interested in DRTA and hoped this study could help the students improve their reading comprehension and facilitate the teachers in the teaching and learning process to enhance the ninth-grade students' reading comprehension of SMPS Awaluddin in the academic year 2021/2022 by applying DRTA.

1.2. Research questions

Based on the research background above, the researcher formulates the question as follow: How does the directed reading-thinking activity strategy improve the ninth-grade students' reading comprehension of SMPS Awaluddin in the academic year of 2021/2022?

1.3. Significance of the study

The findings of this research are expected to give some advantages for students, the teachers, and other researchers.

1. For the students, it is expected that this technique helps them to develop their reading comprehension and the students get more interested when they learn about reading skill. The researcher also expects the directed reading thinking activity strategy can help the students which have difficulties of understanding the literal and inferential meaning in the narrative text.
2. For the teachers, it is expected that the results of this research give them references in teaching reading skill. The result is useful for the teachers, they can apply the directed reading thinking activity strategy to develop the students' reading comprehension.
3. For other researchers, the result of the study becomes a good reference for the other. Theories come and go and any single theory cannot operate in isolation. It also gives a brief knowledge to another researcher to conduct similar research in another school and the result of this research can be used as a starting point to conduct the next research.

2. METHOD

2.1. Research Design

This research conducted as classroom action research because the researcher wanted to improve the students' reading comprehension by using a directed reading thinking activity in the teaching learning process. Singh (2006) states that classroom action research is a method for improving and modifying the working system of a classroom in school and Lodico (2010) state action research is focused on practical problems and has as its primary goal to improve educational practice

Furthermore, Creswell (2012) states that action research is an informal process of research in which educators engage in a study of their own practices of certain activities and procedures. In short, Classroom Action Research (CAR) is used when there is a specific educational problem to solve or improve teaching and learning process in order to enhance the students' mastery to the lesson which can be done by a teacher with his or her colleague, a researcher, or any interested parties.

In this study, the researcher improved the students' reading comprehension by using directed reading thinking activity in SMPS Awaluddin. The English teacher became a collaborator who will help the researcher in observing the classroom condition, the students' attitudes during teaching learning process and observing the researcher in teaching process. There are steps that the researcher did in this classroom action research. Based on Kemmis and Mc. Taggart in Burns (2010) the steps are planning, action, observation, and reflection.

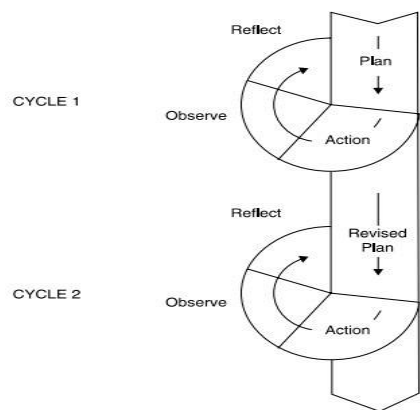


Figure 1.1 Cyclical CAR model based on Kemmis and Mc Taggart in Burns (2010, p. 9)

1. Plan

In this step, the researcher investigated the real problem that happened in class with the real English teacher as collaborator while discussing with her. After finding the real problem, the researcher tried to find the appropriate strategy that was used in solving the problem, he developed a plan of action in order to bring improvements in a specific area of the research context, and the researcher prepared lesson plans which guided the researcher during teaching learning process, and the materials related reading comprehension. In addition, the researcher also determined the theme of materials and indicators that had to be achieved and prepared the observation sheet and field note to observe the students' activity during teaching learning process by using directed reading-thinking activity strategy. In conclusion, planning is the process of preparing anything needed to do the research.

2. Action

In step, the researcher conducted Classroom Action Research and he taught the students by implementing directed reading thinking activity based on the lesson plan that has been made in planning step in order to improve the students' reading comprehension and the collaborator observed the class activities, including teacher's performance and student's performance.

3. Observe

Observation was the third step in classroom action research. The activity in observation step was done by the English teacher as a collaborator by filling the observation checklists and field notes when the researcher was teaching the students. The data observation was needed by the researcher in solving the problem found during teaching learning process. It became a

consideration and constructive input to make planning for the next meeting in improving the teaching learning process.

4. Reflect

In this step, the researcher and the collaborator discussed, reflected, and evaluated about the findings of observation regarding students' performance, classroom condition, and the researcher's performance as the teacher during teaching learning process by implementing directed reading thinking activity in order to determine the strength and weakness of the teaching method used. Therefore, the researcher could prepare things to develop and improve the teaching learning process for the next cycle if the cycle that has been done is not success yet.

2.2. Samples/Participants

The subject of this study was the ninth-grade students of SMPS Awaluddin which consisted of 32 students. The researcher conducted this research based on the pre observation and discussion with the teacher at the school. The researcher found that students had a problem in reading comprehension especially Ninth-Grade Students. The problems faced by students in comprehending the reading text were finding the main ideas, supporting detail, reference, inference and the meaning of vocabulary.

2.3 Data analysis

After collecting the data, the researcher analyzed the data. There were three dates that needed to be analyzed in this research; these were observation checklist, field note and reading test.

1. For Observation Checklist and Field Note

In analyzing the data from both of observation checklist and field, the researcher used descriptive analysis given by Miles & Huberman (1994) explain there are four components of data analysis for qualitative data and it can be seen in the following figure:

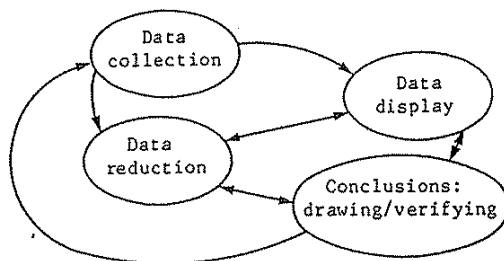


Figure 1.2 components of data analysis based on Miles & Huberman (1994, p.12)

a. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes. Data reduction means making summaries, choosing, focusing on important thing, and deleting unused data. So, the data collection from observation checklists and field notes was analyzed and reduced to focus on this research purpose.

b. Data Display

After reducing the data, the second major flow of analysis activity is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and action. In this step, the researcher showed data simply in the form of words, sentence, narrative, table, and graphic in order to make easier for making conclusion or to make understandable. In this research, after collecting and reducing the data, the researcher displayed those transcribed data in the form of descriptive and table. This displayed data is suitable to the research questions of this research.

c. Conclusions Drawing and Verification

The third stream of analysis activity is conclusions drawing and verification. In this step, the researcher concluded and describe the research after reducing and displaying the data based on the data have been found.

2. Reading Test

The data was collected from the students' reading test. After the researcher got the data, it was calculated to find the individual score or each student' reading ability and the KKM of the students' score is 70.

3. FINDINGS AND DISCUSSION

3.1. Findings

This research was classroom action research. In this research, there were two meetings in each cycle and the end of cycle the researcher gave reading test to students. The researcher also presented the results of research and the analysis of the collected data which were conducted in two cycles. There are two types of data, namely qualitative data and quantitative data which were analyzed descriptively. The qualitative data were obtained from the result of observation checklist and field note, while quantitative data was obtained from the result of reading test in every cycle.

1. Description of Qualitative Data

The first teaching learning process of this study was done on 03 May 2022 as the first meeting, the researcher found that there were many students who did not pay attention to the material that was explained by the researcher as English teacher and they just talked with their friends. The researcher also found that the students were afraid in answering the question from the teacher. When the teacher asked some questions, they only kept silent and they looked confused and they still asked their friends what they had to answer the question given by the English teacher and the English teacher still did not guide or ask students difficulties in learning process until the students still did not understand to practice narrative text using Directed reading- thinking activity strategy. Therefore, the Directed reading-thinking activity strategy did not run well at the first meeting.

The second meeting of the first cycle was done on 04 May 2022, the collaborator found that some students did not follow the lesson seriously and only few students paid an attention when the teacher was explaining. Some students were still talking to their friends and did not understand yet in doing narrative text using Directed reading-thinking activity strategy such as finding main idea and making questions. Besides, when the teacher asked some questions, they still kept silent but the students seemed to be more enthusiastic than before and the English teacher had begun to ask students' difficulties and guide them better than before

The second cycle was started on 10 May 2022 as the first meeting, the researcher found that most of students paid attention to the material that was presented by the English teacher and only few students which still talked to the other friend when the teacher explained the materials. The English teacher also found that the students were more active. In the teaching learning process, the researcher found that students were brave to ask what they did not understand and answer the teacher's questions. If they did not understand what the English teacher said, they asked the English teacher. Directed reading-thinking activity strategy almost worked very well but any students still could not practice narrative text using directed reading-thinking activity strategy seriously.

The second meeting of the second cycle was started on 11 May 2022. The researcher found that all students paid attention to the teacher's explanation, followed the lesson seriously and many students could understand the teacher's explanation well. These things can be observed that there were no students who talked with their friends each other. In the second meeting, the researcher also found the English teacher asked students' difficulties and guided the students because that many students could practice reading comprehension using directed reading- thinking activity strategy seriously and understood finding main idea. When the teacher asked some questions,

whole of students answered bravely. Same as the first meeting, in the second meeting, the researcher found that the students were not afraid anymore to ask the words or what they did not understand to the English teacher, then the students answered the teacher's questions bravely and also the students felt happy and enjoyable during the lesson.

In the second meeting of the first cycle, the teacher could improve the indicators of learning namely the teacher explained the indicators of learning to the students. Therefore, the students began understanding indicator of learning and the students seemed active in doing narrative using directed reading-thinking activity strategy but these things were still not perfect yet. The teacher also explained the material and taught the material using suitable lesson plan well. In this phase, some students showed good attitude better than before during teaching learning process but the teacher only gave motivation a few students who have not participated in learning. Same as the first meeting of the first cycle, in the second meeting, any students still did not concentrate in answering questions that given by the English teacher.

Furthermore, in the first meeting of the second cycle, the researcher found that the teacher taught the material using suitable lesson plan very well, most of the students could show good attitude during teaching learning process, looked enthusiastic and concentric in answering questions of narrative text, and most of the students were active in learning process such as doing narrative using Directed reading-thinking activity strategy which made the class situation good. When the English teacher asked some questions to the students, they can answer the questions.

In the second meeting of the second cycle, the researcher found that all of the students learnt very seriously. The class situation could be controlled when the English teacher presented the materials and explained narrative text using directed reading-thinking activity strategy. Many students knew how to get important idea in text and make questions from important idea. The teacher explained the material and indicator of learning better than the first cycle. There were no students who talked to their friends in the teaching learning process, it can be looked the students were very active to ask the English teacher and focus in doing narrative text using Directed reading-thinking activity strategy and also the students looked enthusiast and concentration in answering questions of narrative text. So, directed reading-thinking activity strategy could run very well in teaching.

In conclusion, from the results of the observation checklist and field note the researcher still found some obstacles during teaching learning process so the researcher and English teacher discussed, evaluated and needed to do some improvements to make better in teaching learning process. The researcher and English teacher revised the weaknesses, improved the teaching

learning process and also had to make the students practice a lot in learning narrative text using Directed reading-thinking activity strategy. Therefore, the researcher decided to conduct the next cycle.

2. Description of Quantitative Data

The researcher analyzed the score of reading test by using quantitative data. The quantitative data used was the Measurement test namely individual score. The researcher conducted a measurement test to find out the result of students' score from reading test. In collecting the quantitative data, it was taken from the result of students' reading test.

Based on the result of first test, the students' reading comprehension on narrative text was still not good and it could be seen appendix. The result of first cycle test also could be seen from 1 (3%) student got 52 which included poor category, the 22 (69%) students got 56 until 68 which included average category, and the 9 (28%) students got 72 until 80 which included good category. In the first cycle, many students still got average category. The most of the students got average category namely 22 students even 1 student still got poor category, and only 9 students got good category. The researcher also concluded a diagram to show the students' individual score in the first cycle, this can be seen as follow:

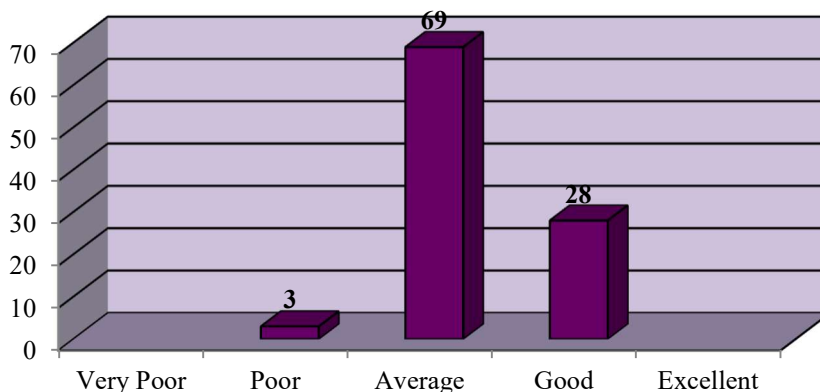


Figure 4.1
The Diagram of Students' Individual Score in the First Cycle

Based on the result of the second test, the students' reading test on narrative text and it could be seen appendix. The result of the second test of the second cycle also could be seen from 2 (6%) students who got 68 which included average category, the 28 (88%) students got 72 until 84 which included good category, and the 2 (6%) students got 88 until 92 which included excellent category. Fortunately, in the second cycle the students' score got increase because many students got good category. The most of the students got good category namely 28 students even 2 students got excellent category. The researcher concluded a diagram to show the students' individual score in the second cycle, this can be seen as follow:

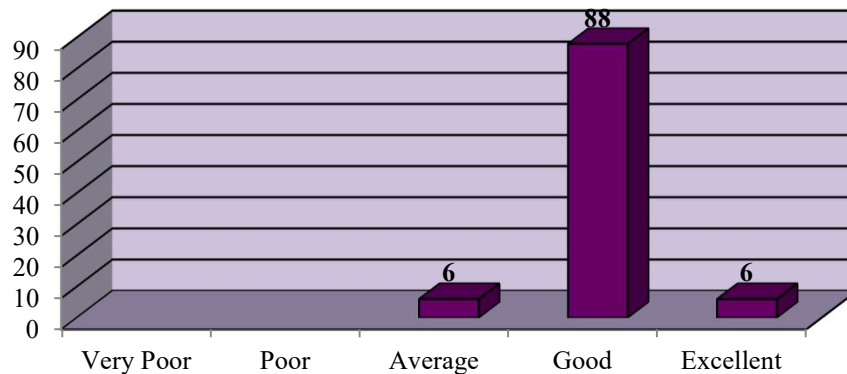


Figure 4.2
The Diagram of Students' Individual Score in the Second Cycle

3.2. Discussion

In the teaching learning process through directed reading- thinking activity strategy, the students showed an improvement well. It could be seen from the result of observation checklist and field note. In the first cycle, the students did not look enthusiastic during teaching reading comprehension of narrative text using directed reading-thinking activity strategy, the students were not active in learning process, the students did not pay attention to teacher's explanation, and the students could not practice narrative text using directed reading-thinking activity strategy.

In the second cycle, the students looked enthusiastic in learning reading comprehension using directed reading-thinking activity strategy, the students were active in learning process, the students paid attention to teacher's explanation, and the students could practice narrative text using directed reading-thinking activity strategy. Therefore, the use of directed reading-thinking activity strategy was also successful to improve students' motivation and enthusiasm in learning reading comprehension.

In teaching learning process, the implementation of directed reading-thinking activity strategy gave a good influence to the students. The good influence could be seen from the students' improvement, attitude and class situation and score of tests in the second cycle. In the observation checklist and field note, the students showed the positive progress and good improvement from the first cycle to the second cycle.

As the discussion, directed reading-thinking activity strategy is a popular Strategy for engaging students in reading narrative texts for understanding Crawford (2005). This strategy helps strengthen reading and critical thinking skills of the students Baumann & Seifert (1992). Directed reading-thinking activity strategy is effective way to engage the readers in active reading.

Previous studies showed that students' reading comprehension on narrative text improved after being taught by directed reading-thinking activity (DRTA) strategy Nudho (2013), Tanjung (2019)

concluded in his research finding that the DRTA strategy is an appropriate strategy to increase the students' reading comprehension. Erliana (2011) also found that directed reading-thinking activity strategy could improve students' comprehension and increase their motivation in learning. Hasanah (2016) concluded that using directed reading-thinking activity strategy could improve the students' reading comprehension because these activities were rich with more communicative tasks and consequently provided students with new concepts, ideas, and styles of thinking or opinions.

Directed reading-thinking activity strategy can be used to help enhance students' reading comprehension at all levels, especially for those who are learning literature in English. To help students become better readers Maarof & Kartir Kustati (2010). In this study, teaching reading comprehension of narrative text could really improve the students' reading comprehension because it encourages to become active or involve in the learning process. The result of the current study also showed that the directed reading-thinking activity strategy could bring improvement, attitude and class situation and score of test in the second cycle to the ninth-grade Students of SMPS Awaluddin in the academic year of 2021/2022.

4. CONCLUSIONS

4.1. Conclusion

In this study, the students improved their interest and confidence in reading comprehension because the students' behavior was getting better in the learning process. They looked enthusiastic in learning reading comprehension through directed reading-thinking activity strategy, paid attention to teacher's explanation, and could practice narrative text through directed reading-thinking activity strategy during the learning process.

The students became active in the learning process, in which it was proven they had enough bravery to read descriptive texts loudly and when they had difficulties they asked to the researcher as the teacher of this study. Besides, directed reading-thinking activity strategy made the students like reading. It can be concluded that the directed reading-thinking activity strategy can improve the students' reading comprehension of narrative text to the ninth-grade students of SMPS Awaluddin in the academic year of 2021/2022.

4.2. Suggestions

Based on the conclusion above, the researcher gave some suggestions as follow: 1) For the teacher. The teachers are expected to be able to improve the students' effectiveness, interest and confidence in reading comprehension. By using appropriate strategy in teaching learning process

will help the teachers in managing the students' activities in class to create enjoyable and active class in improving the students' reading comprehension. 2) For the students. The students have to participate in every step of learning process well because it will improve the students' reading comprehension. By using directed reading- thinking activity strategy, the students will actively involve in every learning activity such as observing, questioning, collecting information, associating, and communicating. 3) For the other researchers. The researcher hopes that the other researcher can develop this research in conducting the similar research. The research findings in this research can give information for the other researchers to complete another research. This research also can be used as the reference for the researchers who want to conduct the similar research.

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