

The Effectiveness of Directed Reading Thinking Activity (DRTA) Strategy on upgrading the Reading comprehension skill of student in Primary School

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Abstract

This research is motivated by the problem of the low reading comprehension skills of students in elementary schools. This is due to the lack of conformity in the method of reading learning activities so that students feel bored when learning to read. Students are less able to guess the contents of the reading, students do not understand the contents of the reading, students do not understand in making conclusions from the reading results they read, and students lack the reading habit of understanding. This study aims to determine the effect of DRTA strategies on comprehension reading skills in Class V of Primary Schools. This type of research is quasi-experimental research (quasi-experimental) with the design of nonequivalent group pretest-posttest designed. The population in this study were all class V students in the second semester of elementary school in one of the cities of Padang consisting of 2 classes totaling 57 people. VB class as experimental class and VA class as control class. The experimental class was treated using a DRTA strategy on comprehension reading skills while the control class used direct learning.

Keywords: Influence, DRTA Strategy, Reading Comprehension.

Introduction

Education in the industrial revolution era 4.0 experienced very rapid progress which demanded educators to be creative and create technology-based learning innovations. This era of the Industrial Revolution 4.0 Indonesia needs to immediately improve the capabilities and skills of human resources through education as a driver of the industry to achieve high competitiveness and productivity (Syamsuar and Reflianto, 2018). One of the subjects that will be updated in the learning process is Indonesian because Indonesian Language subjects are the core of all existing subjects that will enhance students' creativity in reading and writing. Indonesian is one of the subjects contained in learning in elementary schools. Indonesian subjects are oriented to the nature of language learning, that language learning is learning communication. Indonesian language learning seeks to improve students' ability to communicate in Indonesian language properly and correctly, both verbally and in writing, and foster appreciation of the literary work of the Indonesian people. One of the skills in Indonesian language learning taught in elementary school is reading.

Reading is one of the keys to the success of students in achieving progress. During the learning process, students always struggle with reading material. With good reading skills, students will find it easier to gather information from various written sources. Reading is an activity or cognitive process that seeks to find various information contained in writing. Reading is not just looking at a collection of letters that have formed words, groups of words, sentences, paragraphs, and discourses, but more than that reading is an activity to understand symbols or writings that are meaningful so that the message conveyed by the author can be accepted by the reader (Dalman, 2013 : 5). Reading at school has several objectives, one of which is for students to be able to find and understand the information in an essay. In the process of understanding information, students are expected to learn

how the authors present their thoughts. So in addition to enriching knowledge by reading also increases the power of reason.

The purpose of reading varies greatly depending on the situation and conditions of reading. Reading should have a purpose, because someone who reads with purpose, tends to understand better than people who have no purpose. Learning to read in elementary school has an important role in learning Indonesian. Through reading learning, teachers can develop moral values, reasoning abilities, and student creativity. The ability to read is always there in every learning theme. This shows the importance of mastering reading skills.

Learning to read in elementary school aims that students are able to take advantage of what is conveyed by the author through the reading text. Reading really helps the teaching and learning process to be more effective, because children who love reading will get new knowledge and information from the reading they read by reading students can get knowledge and information because most knowledge is conveyed through writing. The ability to read is very important for someone, because in social life that is increasingly complex, all daily activities always involve the ability to read.

The ultimate goal of reading is to understand the contents of the reading, but the facts in the field have not all students been able to achieve that goal. Many students read fluently a reading material but did not understand the contents of the reading. Slamet (in Taufina, 2015: 164) Reading is divided into several types, namely reading comprehension, critical reading, speed reading, and reading aloud. The focus of this research is reading comprehension. Reading comprehension is one aspect of language skills that must be mastered by elementary students, especially high class. Through this activity students can actively receive receptive information. Called active receptive because by reading, someone will get information, obtain knowledge and new experiences (Darmiyati Zuchdi and Budiasih, 2001). The ability to read comprehension can be improved by using various strategies in reading. One strategy that can be used to improve reading comprehension is to use the Directed Reading Thinking Activity (DRTA) strategy.

Rahim (2007: 47) revealed that "The Directed Reading Strategy Thinking Activity (DRTA) is a strategy that focuses students' involvement in predicting and proving their predictions when they read the text". Learning to read with this strategy requires students to predict reading and then read the text and adjust it to its predictions, so students will be more active in making it. In reading comprehension learning using this DRTA strategy, the teacher must prepare learning media. This aims to make it easier for students to express their predictions about the messages contained in the reading text.

Method

According to the problems and objectives to be achieved in the study, the research method carried out is experimental research. Iqbal Hasan (in Mahmud, 2011: 106) the core of experimental research is "efforts to observe and measure the results of manipulation of researchers on certain situations and objects. Experimental research is characterized by three important things, namely: 1) the manipulation of research objects to change certain conditions systematically, 2) the existence of observations to observe and measure the results of manipulation, 3) the existence of controls that control research conditions when manipulation takes place".

Operationally, experimental research manipulates independent variables (a stimulus, treatment, or experimental conditions), then observes the effects or changes caused by manipulation. Independent variables also called experimental variables, causes, or treatments are manipulated activities or characteristics. The dependent variable or dependent variable also called the regression variable is the effect of manipulation which is usually measured by a test.

This study uses research using quasy experiments with the design of "nonequivalent group pretest-postest designed". The study was conducted in two classes (a) control class and (b) experimental class. The two groups were treated unequally, the control group with learning from the teacher with direct learning, while the learning experimental group used the DRTA strategy.

The population in this study were all fifth grade students in Elementary School, consisting of VA classes totaling 28 people and VB classes totaling 29 people with a total number of 57 people. The sampling technique was carried out on the grounds that the number of fifth grade elementary school students is not too much, and this study is expected to produce generalizations with very little errors.

The sampling technique is done by random sampling. Sugiyono (2015: 63) random sampling is done by taking members of the sample from the population randomly regardless of the strata that exist in that population. This method is done when members of the population are considered homogeneous. Random sampling can be done by lottery.

Result and Discussion

This research was conducted twice in the experimental group and the control group respectively. The first meeting begins with pre-test. The researcher also provides post-test at the end of the second learning face. Data from the results of this study were obtained using tests. The implementation of the research in more detail is described as follows.

1. Experimental Class

The experimental class is the class given treatment by applying the DRTA strategy. The experimental class in this study was a VB class consisting of 29 students. In each learning meeting, the researcher acts as a teacher. The implementation of the experimental class meeting is explained in more detail as follows.

a. Meeting I

The first meeting of all students present was given questions about pre-test to find out their initial abilities regarding reading comprehension skills. Students who participated in the prates were 29 students. Data shows that there were 4 students scored in the 40-50 range, 7 students obtained scores in the range 51-60, 2 students obtained scores in the range 61-70, 5 students obtained scores in the 71-80 range, 7 students obtained scores in the range 81-90 and 4 students get grades in the range 91-100.

b. Meeting II

After being given pre-test, at the second meeting students were given treatment by applying the DRTA strategy to the experimental group beginning with the teacher greeting, the teacher preparing the class conditions to follow the learning, students praying to start learning, the teacher checking the attendance of students, the teacher doing apperception by asking about previous learning to students, and students listen to the learning objectives conveyed by the teacher.

Furthermore, the core activities which consist of exploration, the teacher writes the title of the reading text that is "I Love You Mother" which students will read on the board. After that the teacher tells students to predict the contents of the reading text to be read based on the title. Next the teacher displays a picture of the reading text that the student will read. Students are told to predict the contents of the reading text that they will read later. The teacher shares the reading text that the student will read based on his choice of the picture chosen by the student. After reading the text the teacher evaluates the results of student predictions, by asking questions about who the students are with the same predictions as the reading texts that students read.

In the final activity and confirmation stage, students summarize, students and teachers conclude learning, students make homework, and students pray before going home. After all treatments with

the DRTA strategy were carried out, the teacher gave LKS to students to do the post-test. Students work on five essay questions. Students who participated in the postgraduate program were 29 people. The data shows that there are 4 students obtained between 31-50, 3 students get between 51-70, 20 students get a score between 71-90, and 2 students get a value between 91-100.

2. Control Class

The control class is a class that is given treatment in the form of applying learning with direct learning as usual learning by the teacher. The control class in this study was a VA grade student at SD Kota Padang. The number of students in the control class was 28 students.

a. Meeting I

In this first meeting students worked on pre-test questions in 4 items. There were 28 students who participated in the pre-test. Data shows that there were 3 students who scored between 51-60, 14 students obtained grades between 61-70, 8 students obtained grades between 71-80, 3 students obtained grades between 81-90, and 1 student obtained grades between 81-100.

b. Meeting II

After being given pre-test, at the second meeting students were given treatment with direct learning (without using the DRTA strategy) by the class teacher. Learning is done by the following steps: the teacher says greetings, students pray, the teacher takes the presence of students, the teacher performs an apperception, and the teacher conveys the learning objectives. Furthermore, the core activity is the exploration of students taking children's story texts shared by the teacher entitled "I Love You Mother", students read the story text, students do question and answer with the teacher about children's text stories, students answer questions about children's story texts, and students explain about the story text. The elaboration stage, students find intrinsic elements in children's stories, students do question and answer about the intrinsic elements of anaka stories, students retell children's stories with their own sentences, students recall the questions that have been asked previously. And students conclude the contents of the children's story. Each reading reading process is assessed based on the reading stages, namely pre-reading, reading and post-reading.

In the final activity, namely confirmation, students make a summary, students and teachers conclude learning, students make homework, and students pray before going home. After all treatments with learning are carried out, the teacher gives LKS to students to do the post-test. Students work on four essay questions. Students who participated in the postgraduate program were 28 people.

Data shows that there are 3 students getting a value between 31-50, 9 students get a score between 51-70, 15 students get a score between 71-90, and 1 student gets a value between 91-100. Thus it can be explained in a range of 10 each value has a different number of students. Before conducting the study, researchers gave prates to the experimental class and the control class. The aim was to find out whether the initial abilities of the two classes were significantly different or not. The results of the pre-test showed that the experimental pre-test value was 72.41, while the control class had an average value of 71.69.

Therefore, researchers continue to collect research data by giving treatment to each class. The experimental class conducts reading learning understanding with the DRTA strategy, while the control class carries out reading comprehension learning with ongoing learning. After giving treatment, data obtained in the form of the results of the value of reading comprehension skills of students who apply the DRTA strategy is higher than the value of students' reading comprehension skills who apply the discussion method.

The data can be seen from the post-test values of the two classes tested using the t-test. Price t count shows a number of $(39,013) > t$ table (56) so that it can be concluded that the reading

comprehension skills of students who apply the DRTA strategy are higher compared to learning with conventional methods. This is also indicated based on the acquisition of the average value of the two classes. The average post-test grade of the experimental class is 77, while the control class has an average post-test score of 72.

The final conditions of the experimental class and the control class show differences due to the giving of different methods. In the control class that applies learning to take place, Only a few students are enthusiastic about asking questions and active in learning. In addition, students are less careful in reviewing information in children's story texts.

Based on the observations of researchers, the condition of reading activities with the DRTA strategy in the experimental class made students more active in learning. The steps in the DRTA strategy make students have a high curiosity to understand reading material. Students are enthusiastic in asking questions and deepening information related to reading. Students' mastery of the material increases at each treatment. This is in accordance with Farida (2005: 52), the advantages of the DRTA strategy are; (a) focus on student involvement with the text, because students predict and prove it when they read, (b) encourage students to apply their metacognitive skills, because students think according to their own way of thinking.

The strength of this DRTA strategy is the activity of understanding predicting stories so that it helps students in getting the overall picture they have read and also attracts students' interest in learning especially reading stories.

From the two classes studied, it appears that the DRTA strategy makes students more actively explore information from reading sources and is able to rewrite the results of the information they obtain in summary. Thus, learning with the DRTA strategy makes students easier to understand learning material.

Conclusions

The results showed that the learning process used DRTA strategies for reading comprehension in the fifth grade of Padang City Elementary School experiencing significant progress. This is evidenced by the acquisition of the normality test with the acquisition of experimental grade value $0.200 > 0.05$ and the control class with a significance value of $0.061 > 0.05$.

The effect of DRTA strategies on reading comprehension in the fifth grade of Padang City Elementary School is higher than reading comprehension skills with direct learning for fifth grade elementary school students in Padang city. This is evidenced from the results of the t-test with a significance level of 5% (95% confidence level) obtained t count 39,013. The value of t count shows that the reading skills of understanding the two groups differ significantly. Therefore, it can be concluded that the effect of DRTA strategies is more effective than on-going learning. This is also supported by differences in the mean values of reading skills in the understanding of the experimental group and the control group. Students who apply the DRTA strategy have an average value of 77, while in the control group students apply direct learning an average score of 72.

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