

PENELITIAN DOSEN STAIN PAREPARE

Penelitian Kompetitif Individu

IMPLEMENTING DIRECTED READING AND THINKING ACTIVITY (DRTA) FOR EFL
READING COMPREHENSION CLASS OF THE THIRD SEMESTER STUDENTS OF
ENGLISH DEPARTMENT OF STAIN PAREPARE



Oleh :

Arqam, S.Pd., M.Pd.

PUSAT PENELITIAN DAN PENGABDIAN PADA MASYARAKAT

SEKOLAH TINGGI AGAMA ISLAM NEGERI PAREPARE

2012

LAMPIRAN

CHAPTER I

INTRODUCTION

A. Background

The teaching of English in Indonesia is an effort to enable the students to use English for communication and to read books and references written in English. It is not possible that the students can understand the Indonesian books and references written in English, if they do not know English. One of the important materials in learning English at school is reading. The students can improve their knowledge in many fields of science if they master English. Furthermore, mastery of English is not perfect without dealing with reading comprehension.

Reading comprehension is a technique for improving students' success in extracting useful knowledge from texts (Mayer: 2003). As defined by *Partnership for Reading* (2005), Reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind.

Reading is one of the language skills that must be taught in higher school. If we reflect to the situation of education, one of the most difficult skills in language paradigm is reading. It's proven that in doing the test of reading the

students spend a lot of time to finish the exercise. It is caused by the lack of knowledge about technique, method and how to find information easily. Reading also enables us to gain new knowledge, enjoy literature, and do everyday things such as reading newspapers and finding job information.

The students of higher school are expected to master the four language skills such as Reading, listening, speaking, and writing. Reading in English as a Foreign Language (EFL) contributes a part of essential skills to be taught besides the other skills. In the reading process, the students are not merely necessary to read a text or passage loudly, but the most important thing was how the text or passage is comprehensible according to the objectives of reading itself. In short, the students are expected to be able to comprehend reading text that they read. Furthermore, Otto et al. (1979) states that reading is not just saying the words. Reading must always be a meaning getting process and it therefore needs understanding. He further says, the teacher must use and need a variety of reading skills to have good understanding of a reading passage or text for instance, in drawing conclusions, recognizing details from selection, recognizing word meaning, identifying the main idea. In relation to above explanation, in fact it is realized that many students frequently have problems in reading comprehension in general and particularly in finding main idea and word meaning. It would caused by the teacher's technique in presenting reading still

unsuited factors. With Directed Reading and thinking Activity (DRTA) students would more understand the text.

DRTA is a group problem solving approach to reading that teaches students's comprehension skills through making predictions about the text and finding evidence to support or refute those predictions. The group-based approach provides an environment in which students behave as readers who think critically about texts.

Students can then take the behaviors they practiced in the group setting and apply them to individual reading situations. According to the Stauffer in Rika Widyantara (2010: 3), Directed Reading Thinking Activity (DRTA) strategy has three basic steps namely: Predicting, Reading, and Proving. Predicting involves what the students interpret as to what will happen in the text. Then Reading involves the students read to turning point in the text. And proving involves the students and the teacher react to the story as a whole. Moreover, Hojnackicki in Rika Widyantara (2010:3) who is in favor of the power of DRTA states that DRTA or Directed Reading Thinking Activity was designed to get the students asking questions in reading comprehension instead of just answering the teacher's questions. This method teaches students to acquire and activate their own purpose for reading. In addition the students by setting their own purposes of reading, students develop their reading and thinking process while the

teacher, though this questioning techniques prescribe how the students interacted with the text.

Considering the brief argument above, the writer believes that Directed Reading Thinking Activity (DRTA) strategy could be effective for improving the reading comprehension of the Third semester students of English department of STAIN Parepare.

B. Problem Statement

Based on the background above, the researcher formulates research question as follows:

“Can the use of Directed Reading and Thinking Activity (DRTA) improve the reading comprehension of the third semester students of English department of STAIN Parepare?”

C. Objective of the research

Based on the problem statement above, the objective of this research is to find out whether or not the use of DRTA can improve the reading comprehension of the third semester students of English department of STAIN Parepare.

D. Significance of the research

The significance of the research was divided into two parts. They were theoretical significance and practical significance. The practical significances, the

result of this research were expected to enrich the knowledge of English especially in reading study. Significances, there were four significances that are expected by this research, namely;

- a. For educational world, this research concern to give new information for developing method in presenting reading.
- b. For English teacher, it would be another model of learning in teaching English, especially in reading comprehension.
- c. For curriculum designer, the result of this research would be as consideration material in developing teaching models in curriculum.
- d. For the students, the research is expected to recognize the achievement of English, especially in reading.
- e. For the next researcher, the researcher would be source information and motivate the next researcher to create another idea or method to improve reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Pertinent Ideas

1. Reading

a. Definition of Reading

Due to the complexity of the reading process in completeness of exiting knowledge as the nature of the reading act it is not unusual that there are numerous and diversified definitions of reading. Reading is a process of creative interaction between the reader and the text. If all the information in the text were totally new to the reader, reading would be a tiresome process indeed. Understanding depends both on what is presented to the reader (text) and on what knowledge of vocabulary, grammar, and reader's world already processes before he or she starts reading.

From the point above, it is clear that someone who reads in fact interacts with what information written in the text. It has much possibility that he finds difficulty in understanding the contents of the text if all information is new and understands more easily if he possesses what is presented in the text, like knowledge of vocabulary, grammar, and knowledge of world.

Decant in Rika Widyantara (2010: 8) defines reading as a language and communication process, which is a process of reader in contacting and communicating with ideas: reading, therefore will not take place without the accuracy of a reader. Furthermore, an Otto (1979) states that, reading must

always have a meaning getting process and it therefore needs understanding. He further says, to have good understanding of a reading passage, the reader must use and need a various reading skills, for instance, to draw conclusion, to recognize details from a selection and to identify the main idea.

Zakaluk (1996: 4) states that reading is multilevel interactive process that is text must be analyzed at various levels, with units of analysis going from letter to text as a whole. In addition to processing the explicit features of text, the reader must bring considerable preexisting knowledge based processed and of levels within each is essential.

Pang S. Elizabeth (2003:6) states that reading is about understanding written text. It is a complex activity that involves both perception and thought which consist of two related processes: word recognition and comprehension.

William on Ahmad (2009:6) says that reading is a process where, by ones looks at and understand what has been written.

Nuttal (1982:2) states that reading is:

1. Understand, interpret meaning sense
2. Decode decipher identify
3. Articulate speak pronounce

In summary, it can be said that reading is an interaction and communication process between the reader and the text which needs

understanding and a large number of interrelated skills to infer the information conveyed by the writer through reading texts

b. Kinds of reading

Beside definition of reading, there are also some kinds of reading which can improve the students' reading ability. In this case, Locus Lilik Hastuti (2007:6-7) states three kinds of reading as follows:

1. Reading aloud

Reading aloud is important to do in reading where the students who are known as a reader are required to read aloud to practice their tongue about how to pronounce every word found in the reading text.

2. Silent reading

A reader who has wants to comprehend the text in reading comprehension process frequently does silent reading. Reading silent needs a reader much attention to what is they read.

3. Speed reading

Speed-reading is a way that required to reads the text rapidly and comprehends it at once. Between reading comprehension and speed reading should run side by side where a reader is required not only to read speed faster but also how to understand the idea not only that express in the passage.

c. Strategy of reading

Abbott et. Al (1981:92) in La Umi (2004) determines the strategy of reading:

1. Skimming

Is to read text superficially a rapidly in order obtain the gist or the main idea it is skill that requires concentration. Adequate knowledge among of practice is necessary in order to skim fulfill their purposes.

2. Scanning

Is to read text quickly in order to locate a specific item of information. It is used to design the process of locating quickly a particular word, phrase, sentences, and fact of the figure with a selection.

3. Intensive reading

Is a reading for recall or total accuracy? It is an activity in class way in using reading. It deals with the detailed content and linguistic study.

2. Reading comprehension

a. Definition of reading comprehension

Comprehension is the knowledge or understanding that is result of such a process, Niles (1980:60). Thinking process that depends not only a comprehension skill but also on the student's experience and prior knowledge. Comprehension involves understanding the vocabulary, seeing the

relationship among the words and concepts, organizing ideas, recognizing the author's purposes, making judgment and evaluating.

From all definition of reading and reading comprehension, we may come to a conclusion that the term reading and reading comprehension have basically the same concepts. Both terms refers to the act of getting thoughts from printed symbols.

b. Strategy of Reading Comprehension

Following are ten such strategies Brown, H Douglas (2001:306-310) each of which can be practically applied to our classroom techniques.

a) Identifying purpose of reading

b) Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners)

c. Level of reading comprehension

Etal (1996:106-107) in Muhammad Amir (2004) divides comprehension into three levels:

3. Reading the lines

At this level, a reader is expected to understand what the author says.

In the other words, in reading the lines a reader tries to recall what the author explicitly states in writing.

4. Reading between the lines

This level is higher and more difficult than reading the lines. At this level, a reader is demanded to comprehend what the author means, not just what the author says. When the reader understands the lines, he then tries to make interpretation between the lines.

5. Reading beyond the lines

This level is the higher of two others. A reader at this level is of drawing inference and making generalization what he has read.

From the brief description above, what we are going to do in those three levels of comprehension can be understood by asking the following questions:

1. What the author says, this refers to reading the lines
2. What did the author mean; this refers to reading between the lines
3. What generalization made, this refers to reading between the lines.

6. Developing reading comprehension

There are some methods for improving comprehension according to the language expects. Smith (1980: 138-166) points out that there eight comprehension skills students need to learn to become good readers. They are:

1. Students must learn to read sentences with appropriate intonation pattern. Oral reading is probably the only way to teach students to

read with appropriate intonation patterns but it is also should always be followed by silent reading for specific purposes.

2. Students must learn to form mental pictures of situations or condition that are described in a sentence or large passage, forming mental image as one reads is important because many written materials requires visualization in order to be comprehended.
3. Student must learn to answer questions about the facts or details presented in a sentence or large passage. Students are hoped gain not only a general impression from the material and for certain reading process, but also factual information and many details are important for a good understanding of the subject matter.
4. Students must learn to recall with a minimum of prompting the pacts and details in a sentence or a longer passage. Post reading discussion in which students are asked to recount the selection in as much detail as they can remember are helpful in developing students' recall powers.
5. Students must learn to paraphrase the central thought or main ideas in passage. The best manifestation of true understanding of the main ideas in the passage in the ability to put the passage aside and express the essence of expression.

6. Students must learn to identify cause-effect, comparison-contrast sequential happening, and other relationships between and among ideas. Perhaps direct questioning is the best way to teach students to find relationships between and among ideas.
7. Students must learn to summarize the content of passage. Probably the ability of a student to summarize a passage is the best indication of a student's comprehension.
8. Students must learn to test the information given or the assertions made by other authors. The teaching of this skill can be beginning in early in a child's reading developments.

From the explanation about developing reading comprehension, the researcher that developing reading comprehension it's important will be know by students because it's easy to the students to know condition that are described in a sentence or larger passage, to answer the question, recall with a minimum of prompting the facts, to paraphrase main idea in a passage, and other relationships between and among ideas, to summarize the content of passage and test the information given or the assertions would made by other authors.

7. Teaching reading comprehension at higher education

There were two objectives in teaching reading for the students of higher education. Those are general objectives and specific objectives.

Both of them, which were expected to be able to support the teaching succession.

1. General objective in teaching reading

The general objective in teaching reading in the curriculum is the students can read and recognize in the all type of texts collaborate with reading strategies.

2. The specific objective in teaching reading

To be comprehension for a better achievement of the students of higher education, teacher or lecturer teaches reading to the specific objectives, which require the students able to:

- a. Find out certain information.
- b. Find out description about text.
- c. Find out implicit main idea.
- d. Find out explicit main idea.
- e. Find out implicit and detail information.
- f. Find out the explicit information.
- g. Interpret the meaning of definition of words, phrases, and sentences based on the text.

B. Directed Reading and Thinking Activity (DRTA)

1. Definition of Directed Reading and Thinking Activity

Reading is a process of creative interaction between the reader and the text. If all the information in the text were totally new to the reader reading would be a tiresome process indeed. Understanding depends both on what is presents to the reader (text) and on what knowledge of vocabulary, grammar, and the reader's world already process before he or she start reading. From the point above, it is clear that someone who read in fact interact with what information in the text.

DRTA is a group problem solving approach to reading that teaches children comprehension skills through making predictions about the text and finding evidence to support or refute those predictions. The group-based approach provides an environment in which students behave as readers who think critically about texts.

Students can then take the behaviors they practiced in the group setting and apply them to individual reading situations. According to the Stauffer in Rika Widyantara (2010: 3), Directed Reading Thinking Activity (DRTA) strategy has tree basic steps namely: Predicting, Reading, and Proving. Predicting involves what the students interpret as to what will happen in the text. Then the students read to turning point in the text. And proving involves the students and the teacher react to the story as a whole. Moreover, Hojnakicki in Rika Widyantara (2010:3) who is in favor of the power of DRTA states that DRTA or Directed Reading Thinking Activity was designed to get the pupils asking questions in

reading comprehension instead of just answering the teacher's questions. This method teaches students to acquire and activate their own purpose for reading. In addition the students by setting their own purposes of reading, students develop their reading and thinking process while the teacher, through his questioning techniques prescribe how the students interacted with the text.

It has much possibility that he finds difficulty in understanding the contents of the text if all information is new and understands more easily he possesses what is presented in the text, like knowledge of vocabulary, grammar, and knowledge of world. Decant (1992) in Rika Widyantara (2010: 8) defines reading as a language and communication process, which is a process of reader in contacting and the communicating with ideas, reading, therefore will not take piece without the accuracy of reader.

2. The Advantages of DRTA Strategy

- a) DRTA can help students become critical readers. In this case, DRTA can give a freedom to the readers to examine their own thinking to raise questions and seek answer diligently and boldly.
- b) It builds readers' self concepts. When readers see that what they predict helps them to understand better, and then everyone's speculations are important whether or not they are proven to be what the author concluded, they feel more confident about their reading.

In addition, the researcher views that DRTA is one strategy that ensures the students will become actively engage in the text they read. This is line with McIntosh and Bear (1994) which states that, in order to make prediction, students need to combine many pieces of information, and consider how each piece relates to the whole text and this kind of active construction aides comprehension and relation.

3. Step For Directed Reading And Thinking Activity

Directed Reading thinking Activity (DRTA), which is firstly conceptualized and refined by Stauffer (1969) in is an effective activity that helps students in understanding the text. According to Stauffer, reading likes thinking metal process. To requires a reader's use of experience and knowledge to reconstruct the ideas or concepts procedure by the writer. The process of reconstruction is in continual change as long as a person read.

Meanwhile according Hojnacki (2001) in Rika Wisyantara DRTA or directed Reading Thinking Activities are designed to get students asking questions to aid in reading comprehension instead of just answering teacher's question. He further states that this strategy encourages students to develop their own reading and thinking processes by setting their own purpose for reading.

In turn according to Stauffer (1969), DRTA has three basic sets called: Predicting, reading, and proving involve the students and the teacher reacts to the text as a whole. The following descriptions exemplify the stage of DRTA.

a. Predicting

In the first step, the teacher sets the students for reading and helps them think about what they are going to read before begin. The children learn to predict what they are going to read basically on available clues that in the text, pictures, italic, and bold-face terms and underline word provide in the passage or by skimming.

The students learn to pose questions about what they are going to read and to set up hypothesis before reading begins. During this step of the strategy, the teacher's role is to both activate and agitate thought by asking students to defend their hypotheses. This is time to guess, anticipate and hypothesize. Ask students "What do you think?" Why do you think so?"

b. Reading

The next steps are reading. The students are asked to read the text silently to verify the accuracy of their predictions. Some of their hypotheses rejected and some confirmed or rejected by further reading. There are no rights or wrong predictions rather some responses are judged to be less accurate than others are

c. Proving

During this step, students read back through the text and point how they are able to verify their prediction. Students verify the accuracy of their predictions by finding statements in the text and reading them orally to the teacher. The teacher serves as the mentor, refining, and deepening the reading or the thinking process. This step is built on the previous stages, in which the children make prediction and read to find evidence. In this step, the children will confirm or revise their predictions.

According to Stauffer (1975), in J. Estill Alexander, (1979: 242-244). The DRT may be used with a group when a chapter or selection of pointed materials in science, social studies, or math is being considered. When using the DRTA in a group setting, a four-step process is advisable.

Step 1, identifying purpose for reading. Students are encouraged to identify problems, goals, or questions that can be answered by reading the passage under consideration. The problems or questions defined through discussion and interaction of group members and the teacher should be related to the experiential backgrounds of the students. During this introductory part of the DRTA, students often establish hypotheses or guess at possible solutions, answer, or facts they expect to find in the passage. Both group and individual purposes for the piece can be set at this point.

This preparatory stage is also a time when both teacher and students discuss difficult concepts and terms. The concept load of content materials

(noted earlier) is an extremely critical problem for many students. The DRTA provides an opportunity to alleviate this difficulty to some extent through a thorough discussion and examination of unfamiliar or technical terms included in the passage. The ability of students to deal adequately with a passage is enhanced when terms and concepts are known and understood before students are asked to deal with the printed material.

Step 2, adjusting rate of reading to purpose set. The nature of the material and the purposes set will determine the rate to be sought in reading the material. Purposes may dictate, for example that the reader survey or skim to get the main idea of the passage, that he scan to find specific information, or that he read carefully and critically in order to reflect or pass judgments. It is the responsibility of the teacher to help establish efficient reading rates.

It seems appropriate at this point to consider the specific reading skills the group needed. For example, maps, charts, or graphs may illustrate the passages, requiring special attention and discussion.

Step 3, Achieving Reading Purpose. After purposes are established, hypotheses set, concepts explained, and efficient rates determined, the group reads the passage silently. Throughout the reading, students are relating the material their own purposes and hypotheses they have generated to see if the purposes are met and the hypotheses supported. During this step, the teacher should be available to assist students who are having problems with

clarification of purposes. Word recognition skills or evaluation of material in light of purposes set. The activities involved with skills work may vary according to the needs, interest, and abilities of the students in the group.

Step 4, Developing Comprehension. During this step, the teacher may facilitate comprehension by sharing information as it relates to purpose set. This may involve reporting specific facts, summarizing findings, oral rereading of passages that support or refute hypotheses. In any event, this step should involve discussion not an oral quiz. Discussion, centered on a given concept facilitates comprehension of that concept. After the discussion, the group may need to redefine their purposes and do more reading, in addition, the teacher may also need to teach, reteach, or reinforce skills they will need for further reading.

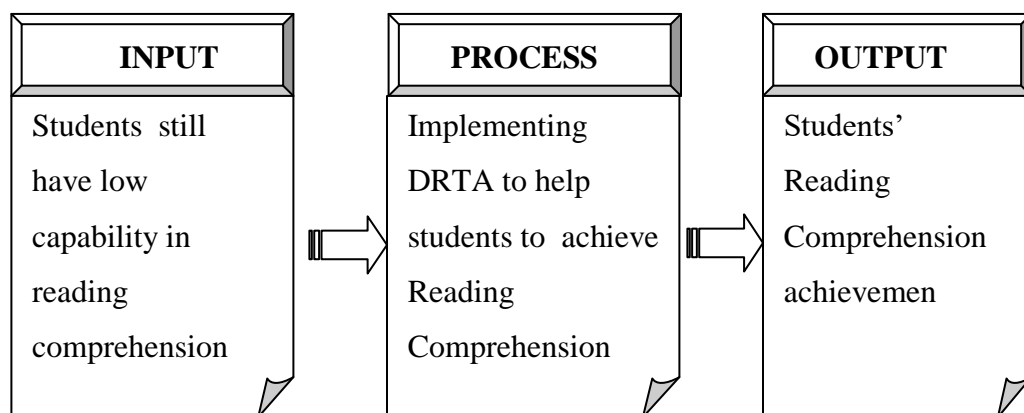
The DRTA can also be used in an individualized manner with content area material. Stauffer and Harrell (1975) have provided a process to use in dealing with the DRTA on an individual basis. They stress that in using the DRTA with an individual, four conditions need to be considered.

1. The student must identify a problem, goal, or question to be investigated.
2. Resources (library, media center) must be available where the student can seek and obtain information.

3. The teacher must provide the student with the intellectual and physical freedom necessary to obtain information which he can understand and which meets his goals.
4. The student must be able to share his findings with others.

C. Conceptual Framework

The main focus of the research is the use of DRTA strategy in improving the student's skill in reading. The theoretical underlying of this research will give in the following diagram:



There are three main components are explained in the following; the first component is *input*, it refers to the students reading comprehension capability that still low based on the observation in the place where the research would be took

place. The second component is a *process* it refers to activities in English language teaching by implementing DRTA. The students ask to read some titles of text. Then they will try to find the difficult words, find the main idea of the text, and choose the best option as the answer. And the last component is *output* it refers to the student's reading comprehension achievement after giving treatment through DRTA.

D. Hypothesis

The research formulates two hypotheses as follows:

Ho (Null Hypothesis) : There is no significant improvement of the reading comprehension of the students after they are taught using DRTA.

H1 (alternative hypothesis) : There is a significant improvement of the reading comprehension of the students after they are taught using DRTA.

CHAPTER III

RESEARCH METODOLOGY

A. Research Design

The strategy applied in this research is quasi-experimental method. The researcher will use two classes as sample, namely experimental class and control class. The design is illustrate as follows:

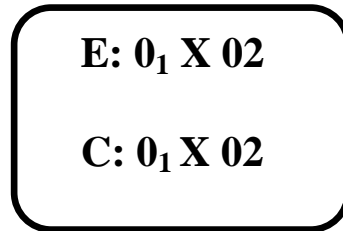


Figure 2.

Where:

E : Experimental Group

C : Control Group

O₁ : Pre-test

X : Treatment

O₂ : Pos-test

(Gay, 1981: 225)

B. Research Variables and Definition of Variables

1. Research variable

There are two variables in this research namely independent variable and dependent variable.

- a. Independent variable is the application of Directed Reading and Thinking Activity.
- b. Dependent variable is students' reading achievement.

2. Operational definition of the variables:

- a. Reading comprehension is mental process requiring accurate word recognition, ability to call to mind particular and concerns on the ability to derive meaning from what is read.
- b. Directed Reading and Thinking Activity (DRTA) is a teaching technique which encourages readers to engage actively in a Three-step comprehension cycles were sample the text, make predictions, and sample the text to confirm or correct previous predictions. And DRTA Predicting involves what the students interpret as to what will happen in the text. Then the students read to turning point in the text. And proving involves the students and the teacher react to the story as a whole.

C. Population and Sample

1. Population

The population of this research is the Third semester Students of English department of STAIN Parepare in academic year 2011/2012. There are four parallel classes, namely; III - C1 consist of 30 students, III - C2 consist of 33 students, III - C3 consist of 31 students, and III – C4 consist of 30 students, III C5 consist of 31. So the total number of the population are 155 students.

2. Sample

The sample would be taken by using cluster random sampling technique. Then the sample would be taken is class VI – C1 with 30 classroom members as experimental group and class VI – C2 with 33 classroom as a control group. In collecting data the researcher only take 20 students' result study for each class in order to simplify the data.

D. Instrument of The Research

The instruments that would be used in this research is a reading comprehension namely; identify acceptable words test, multiple choice tests, and true false test. The total number of the test is 20 items which is divided into 10 items of identifying acceptable words test, 5 items of multiple choice test, and 7 items true false test and suitable words test to measure the ability of the students to comprehend the reading text. The test that would be applied as a pre-test and post-test. The pre-test is used to find out the comprehend of the students before

giving treatment, and post-test is used to find out the reading comprehension after giving treatment.

E. Procedure of Collecting Data

The procedure of collecting data was presented in the chronological order as follows:

1. Pre-test

The researcher administrated the test firstly. Then explain what the students were going to do and the researcher checked their students' work by answering together with the students and gave score.

2. Treatment

In the treatment, the researcher will teach the reading materials through Directed Reading and Thinking Activity (DRTA) as pre-reading activity for experimental group in helping the students to build their idea. Meanwhile, for control group the researcher gave reading material by using conventional way. It would hold in four times to find out the student's reading comprehension.

1. The first meeting

For experimental group, the researcher explained about what the topic is as pre-reading activity and then gave a narrative text under the title Future Plans with sub-title Study japanese at University. And then the

researcher put the students to be eight groups with 4 or 5 group members and then they identified informations in the text.

For control group, the researcher explained about meaning of narrative text. Then, the researcher gave a narrative text under the title future Plans with sub-title Work in south Africa and asks them about language features and social functions and answer the question from the test.

2. The second meeting

For experimental group, The researchers explained about what the topic is as pre-reading activity and then give a narrative text under the title becky's Travelling. And then the teacher makes another group for students and then they identified much information in the text.

For control group, the researcher gave the students a text narrative with title Becky's Travelling and they answer the question based on worksheet was divided.

3. The third meeting

For experimental group, the researcher gave the students a narrative text with title Introduction then the teacher makes another group for students and then they identified much information in the text.

For control group, the researcher gave the students a narrative text with the title introduction and they answer the question about language feature.

4. The fourth meeting

For experimental group, the researcher gave the students a narrative text with title How Much Is It?, and then the researcher makes another group for students and then they identify much information in the text.

For control group, the researcher gave the students a narrative text with title How Much Is It? and they analyzed the linguistic features of the text.

3. Post-test

After giving the treatment, the researcher gave posttest, this is the last meeting. The researcher gave posttest to measure the students' achievement in reading comprehension after they are taught by using text narrative and spoof texts. The students have to answer 20 questions. It consists of 5 items as essay test, 6 items as true false test, and 9 items as multiple choice. The research collected and then analyzed student's works.

F. Technique of Data Analysis

The data is collected through the data analysis, the quantitative analysis employed statistical calculation to test the hypothesis. The use of percentage technique is to know student's reading comprehension through DRTA.

1. Some formulas in this research were used to process the data as follows:
 - a. Scoring the students' answer

$$\text{Score} = \frac{\text{Gained Score}}{\text{Maximum Score}} \times 100$$

b. Point the students answer the researcher use the following formulas

1. Multiple choice and true false tests.

Indicator	Score
Correct	1
Incorrect	0

2. Essay test

Indicator	Score
1. The answer is grammatically correct and the idea is true	3
2. Some grammatical errors but the idea is true	2
3. Many grammatical errors and the idea is nearly true	1
4. Many grammatical errors and the idea is false	0

c. Table to the rate percentage of the students score obtained:

No	Score	Classification
1.1	86-100	Very Good
1.2	71-85	Good
1.3	56-70	Fair
1.4	41-55	Poor
1.5	<40	Very Poor

(Dikdasmen, 2005:2)

2. Findings significance difference of the students comprehends on the pre-test and on the post-test.

a. Calculated the means score of each group the researcher used formula as follow:

$$\bar{X} = \frac{\sum X}{N}$$

Where :

\bar{X} : Mean score

\sum : Total row score

N : The number of the students

b. The data obtained from questioner is computed by the following formula:

$$P = \frac{F}{N} X$$

Where:

P : Percentage

F : Item of frequency

N : The number of respondent

3. To find out the standard deviation is used to the following formula:

$$SD = \sqrt{\frac{SS}{N}} \quad \text{where: } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where:

SD : Standard deviation

SS : The sum square

N : Students of total number

4. To compute the value of t-test to indicate the difference between the pre-text and post-test by using the following formula;

$$t = \frac{X_1 - X_2}{\sqrt{\left[\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \right] \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$
$$SS_1 = \frac{X_1}{\Sigma X_1} 2 \left[\frac{X_1}{n_1} \right]^2$$
$$SS_2 = \frac{\bar{X}_2}{\Sigma X_2} 2 \left[\frac{\bar{X}_2}{n_2} \right]^2$$

Where :

\bar{X}_1 : Mean score of experimental group

\bar{X}_2 : Mean score of control group

SS_1 : The sum of square of experimental group

SS_2 : The sun of Square of control group

ΣX_1 : The sun of square of experimental group

ΣX_2 : The sun of all square of control group

$[\Sigma X_1]^2$: The square of all the sun score of experimental group

$[\Sigma X_2]^2$: The square of all the sun score of control group

(Gay, 1981:381)

H_0 : $\mu_1 \neq \mu_2$

H_1 : $\mu_1 > \mu_2$

Where: μ_1 is experimental group

μ_2 is control group

To test the hypothesis, the researcher will use 0,05 level of significance, for independent sample, the formula degrees of freedom (df) is (n_1+n_2-2)

- a. If t-table is higher t-test, H_0 (Null Hypothesis) is accepted and H_1 (alternative Hypothesis) is rejected. It means that there is no significance improvement between reading comprehension of the students before and after they are taught DRTA.
- b. If t-test is higher t-table, H_1 (alternative Hypothesis) is accepted and H_0 (Null Hypothesis) is rejected. . It means that there is a significance improvement between reading comprehension of the students before and after they are taught DRTA.

CHAPTER IV
FINDING AND DISCUSSION

A. Findings

1. Data collected through reading text

It has been mentioned in the previous chapter that the result of the students' pre-test and pos-test of both groups on reading test tabulated in percentage then they were classified into four levels as presented in the ensuring table.

a. Pre-test

Before giving treatment, the researcher conduct a pre-test through DRTA to see the students' prior knowledge on reading comprehension, and the result of the score s of the students presented in table 1.

Table 1. The percentage of pre-test score of experimental class and control class.

NO	Classification	Score	Experimental Group		Control Group	
			F	(%)	F	(%)

1	Very Good	86 - 100	-	-	-	-
2	Good	71 - 85	-	-	-	-
3	Fair	56 - 70	8	40	8	40
4	Poor	41 - 55	10	50	8	40
5	Very Poor	< 40	2	10	4	20
Total			20	100	20	100

Table 1 shows that before giving treatment in reading comprehension, 50% of the students were classified poor. It means that the students need strategy that used in learning, so the researcher used DRTA (Directed Reading and Thinking Activity) as strategy in teaching learning process.

The classification of the control class was presented in the table 1 shown that most the students' score were poor and very poor classification. Just like in the experimental class, there was only eight (40%) students was in fair classification, eight (40%) students were poor classification and four (20%) students were in very poor classification.

b. Post-test

After giving treatment, the researcher gave the students achievement on reading comprehension. And the result of the students presented in table 2.

Table 2. The rate percentage of the score on post-test of experimental class and control class

NO	Classification	Score	Experimental Group		Control Group	
			F	(%)	F	(%)
1	Very Good	86 - 100	6	30	-	-
2	Good	71 - 85	8	40	10	50
3	Fair	56 - 70	6	30	6	30
4	Poor	41 - 55	-	-	4	20
5	Very Poor	< 40	-	-	-	-
Total			20	100	20	100

The data shown in table 2 indicated that the students reading comprehension after being taught through DRTA strategy had improved significantly. The classification of the score of experimental class as presented in the table points out that after giving treatment, the percentage of very good classification were six (30%) students and the percentage of good classification was eight (40%) students. And six (30%) students were in fair classification. This could be the evidence that the way that the researcher had offered worked on the students in experimental class was success.

The data shown in table 2 indicated that the students reading comprehension after teaching reading comprehension through conventional way, the researcher found ten (50%) students in good classification, six (30%) students in fair classification and four (20%) students were poor classification.

As shown in table 2, none of the students was in very poor classification like in experimental class but overall, the conventional way here did not make the gain score of the control class as high as the experimental class's score.

Table 3. The mean score and standard deviation of the students pre-test

No.	Class	Mean Score	Standard Deviation
1.	Experimental	53.8	10.89
2.	Control	50,5	13.50

After calculating the result score of the students' pre-test, the mean score and standard deviation of both classes are presented in table 3. The table above shows that mean score obtained by the students in control class was greater than experimental class (53.8); it revealed that the mean score of pre-test gained by both the classes (experimental class and control class) was quite different. In order to know whether the mean difference of both classes were statistically significance at the level of significance 5% (0.05), degree of freedom ($n_1 + n_2 - 2$) = 38, the result of calculation was shown in table 4.

Table 4. The t-test of the students' pre-test

Variable	t-test value	t-table value
Pre-test	0.829	2.021

Table 4 shown that the t-test value (0.829) was smaller than t-table value of students' pre-test (2.021). The implication of the data above was the students' prior ability of both classes were considered the same, because based on the result above; the researcher found that there was no significant difference between the two mean score before treatment.

Table 5. The mean score and standard deviation of the students post-test

No.	Class	Mean Score	Standard Deviation
1.	Experimental	78.8	7.27
2.	Control	71.9	10.9

The table above displays that the mean score obtained by the students in experimental class (78.8) was greater than control class (71.9). It shown that the means score of the post-test obtained by the students in both classes was different. The standard deviation on the experimental class's score was 7.27 and the standard deviation on the control class's sore was 10.9. To find out whether or not the mean difference of both classes was statistically significant at level of significance 5% (0.05), degree of freedom $(n_1 + n_2 - 2) = 38$, the result of calculation was shown in table 8.

Table 6. The t-test of the students' post-test

Variable	t-test value	t-table value
Post-test	2.300	2.021

The table above shows that the t-test value (2.300) is higher than t-table value (2.021). Based on this analysis, it was concluded that null hypothesis was rejected and alternative hypothesis was accepted. It means that reading comprehension of the Third semester students of STAIN Parepare can be improved after they were taught through DRTA Strategy.

A. Discussion

Based on the result of data analysis, the researcher presented the discussion of the data analysis given to students. Before giving the treatment, most of students' reading comprehension was categorized poor and very poor. It was proved by the percentage of total score of pre-test for the two classes (experimental and control class).

After giving treatment for four times to each class, the students' achievement at reading comprehension in experimental class showed that the students in experimental class good achievement. It was indicated by higher mean score from the post-test obtained by the students in the experimental class

it was greater than the mean score of the students in the control class. This figure out the students in experimental class had better ability at reading comprehension after they got special treatment in teaching process. It means that the achievement the students who were directed to using real object in teaching reading had any significant difference between the students who were taught reading comprehension trough DRTA strategy and the students who were taught reading comprehension trough conventional way.

So, the researcher convinces that teaching reading comprehension trough DRTA strategy as a new strategy in teaching learning process have positive effective for students because they really will be more interest and motivated.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the description of the previous chapter the writer would like to conclude that using the DRTA (Directed Reading and Thinking) strategy was effective improve significantly the students ability in reading comprehension. It can be proved by the students' achievement in reading comprehension who are thought through the DRTA strategy and those without through the DRTA strategy were the mean score of experimental class for post-test is 78.8 and the mean score of control class for post-test is 71.9. It means that, the achievement of the student who is through the DRTA strategy and without through the DRTA strategy was different. Through the DRTA strategy was effective in learning English, especially in reading comprehension of the Third semester students of English department of STAIN Parepare. It proved by t-test value that is 2.300 is higher than t-table value 2.021.

B. Suggestion

Based on the conclusion above, the researcher would like to present some suggestion as follows:

1. To improve the English reading comprehension, the teachers of English Should use the DRTA (Directed Reading and Thinking Activity) strategy.
2. The teachers should guide and motivate the students to increase their interest to learn through reading for comprehension and use the DRTA strategy on the reading text in teaching reading in order to present

interesting activities and something different will be more enjoying for the students. The teacher should give more opportunity to the students to practice their reading.

BIBLIOGRAPHY

Arqam, 1999. *The Influence Of Using The Three Dimension Media on Learning Motivation And Material Command In English Teaching To The Fourth Graade Students At SD Negeri Kompleks IKIP I Ujung Pandang*. Unpublished Thesis. Ujung Pandang: Undergraduate Program IKIP Ujung Pandang.

- Arqam, 2004. *Promoting Students To Be Good Language Learners (GLLs).(A Case Study At Sekolah Tinggi Agama Islam Negeri Parepare and Universitas Muhammadiyah Parepare)*. Unpublished Thesis. Makassar: Pasca Sarjana Universitas Negeri Makassar.
- Alexander J. Estill et. al 1977. *Teaching Reading*. L/ B little Brown and Company Boston Toronto. General Editor.
- Brown, H. Douglas, 2001. *Teaching by Principle: An Interactive Language Pedagogy 2nd Ed*. San Francisco State University: Longman.
- Decant 1992. In Rika Widyantra 2010. *The Use of Directed Reading Thinking Activity Strategy to Improve the Students' of SMK N 2 Singaraja Achievements In Finding Main Idea And Words Meaning*. Thesis FKIP Agama Hindu Singaraja.
- Gay, L. R, 1981. *Educational research competencies for analysis and application*. Columbus, Ohio: Meril Publishing Company.
- Hojnacki 2001, in Rika Widyantra 2010. *The Use of Directed Reading Thinking Activity Strategy to Improve the Students' of SMK N 2 Singaraja Achievements In Finding Main Idea And Words Meaning*. Thesis FKIP Agama Hindu Singaraja.
- Lena.2000. *The Correlation Between the Student English Vocabulary Command and Their Reading Comprehension Ability Makassar*. Thesis FPBS UNM Makassar.
- Niles Olive.S. 1980. *A Dictionary of Reading and Related Terms*. Washington: International Reading Association.
- Nuttal, Cristine. 1982. *Teaching Reading Skill in a Foreign Language*. London: Heinemann Educational Books.
- Otto et al, 1979. *How to Teach Reading*. New York: Wesley Publishing Company.
- Pang, S Elizabeth et al, 2003. *Teaching Reading. Educational Practice Series-12*. Switzerland: International Academy of Education.
- Smith, B. Nila and robinson, H. Alan. 1980. *Reading Instruction for To Day's Children*. New York: Prentice-Hall, Inc.

Stauffer, R. G. (1969). *Directing reading maturity as a cognitive process*. New York: Harper & Row.

Wahyuni, 2011. *Implementing Directed Reading And Thinking Activity (DRTA) To Improve The Reading Comprehension To The Eleventh Year Students Of Madrasah Aliyah DDI tellu Limpoe Kabupaten Sidrap*. Unpublished Thesis. Parepare. Universitas Muhammadiyah