

The Effect of Using DRTA (Directed Reading Thinking Activity) Strategy on Reading Comprehension of Grade 11 Students at SMK SW Persiapan Pematang Siantar

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ABSTRACT

This research seeks to determine the effectiveness of implementing the Directed Reading Thinking Activity (DRTA) strategy in enhancing the reading comprehension abilities of Grade 11 students at SMK SW Persiapan Pematang Siantar during the academic year 2022/2023. The study utilized a quantitative research approach with a quasi-experiment design. The dependent variable is the student's reading comprehension ability, while the independent variable is the DRTA strategy. The research subjects were Grade 11 students at SMK SW Persiapan Pematang Siantar during the academic year 2022/2023. The study's objective is to evaluate the effectiveness of the DRTA strategy on reading comprehension. The study utilized pre-test and post-test instruments, and the results indicated that the mean score of the experimental group was higher than the control group. Therefore, it can be deduced that implementing the DRTA strategy positively influences the reading comprehension ability of Grade 11 students at SMK SW Persiapan Pematang Siantar during the academic year 2022/2023.

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1. INTRODUCTION

The aptitude for language holds great potential in evaluating the comprehensive linguistic skills of students. Amongst the various components of linguistic prowess, reading comprehension is a critical requirement for students seeking to imbibe knowledge and broaden their horizons. Reading involves both deliberate and automatic mental processes [9]. Readers engage in this process by contrasting and matching details provided within a written context with background information and previous experience. According to [2], "reading comprehension is the most important skill in educational settings as it is an assessment of general students". The comprehension process involves comprehending the text and making connections between the ideas presented and our existing knowledge [11]. Besides, comprehension involves linking different elements of our environment, such as reading material, with our prior knowledge, intentions, and anticipations [12]. Surely, mastering reading and attaining knowledge is the

ultimate objective. Students must have a high level of understanding to interpret reading material and extract information. Reading skills are essential for all subjects, as reading is integral to all subjects. Therefore, students should have a high level of understanding.

In reality, there are still numerous issues with learning reading. Sometimes, students only need to read aloud before answering questions on the topic. It is a method that excludes students' ability to think and prevents them from engaging in an active reading process. Of course, communication methods cannot be separated from any teaching. When learning is based solely on communication methods and students are treated as passive rather than active participants, it becomes difficult to advance students' thought processes. Henceforth, the most refined resolution is to partake in critical reading and educate discerning readers in explanation, analysis, synthesis, reasoning, interpretation, evaluation, problem-solving, logic, and application [3] [6].

According to researcher's experience during the internship, Grade 11 TKJ's reading comprehension training at SMK Swasta Persiapan Pematang Siantar was still not going as planned. The teacher continued to teach normally, using traditional strategies and methods. The teacher asked students to answer 10 multiple-choice questions based on analytical text only to complete the tasks in the LKS. From conversations the researcher had with several students, the researcher learned that some still had difficulty answering questions based on the text's content. Students underperform on text-based questions, reflecting the fact that they continue to encounter obstacles in discerning the central concept of the text. In one of the researcher's schedules, the researcher had students read the text for a while and then verbally say, "Who knows the main idea of the first paragraph?" It may have only one or two students who dared to answer. In addition, they have a limited vocabulary that complicates them to understand sentences. It is known that students get scared when they are asked to retell the text in their own words.

Therefore several reading problems for students, including difficulties understanding, having low comprehension levels, and many do not even show interest in reading, difficulty concentrating while reading because there are many new words, not understanding story elements and their meanings, and not understanding long reading material such as stories. After students read the story, many students find it difficult to analyze the overall structure of the story in terms of direction, complexity, and solutions as they read the text over and over.

The Directed Reading Thinking Activity (DRTA) strategy is a highly effective method for teaching reading comprehension. DRTA is designed to develop critical thinking skills and improve the ability to analyze and interpret written materials [13]. DRTA helps students establish objectives, assess information, and draw conclusions by engaging students with the text. The strategy encourages students to predict and visualize as they read, allowing them to identify the text's main idea and break it down into smaller parts. This process teaches students to read and think critically, ultimately enhancing their comprehension. DRTA is an invaluable tool for helping students understand complex texts.

Based on these statements, the researcher intended to investigate "The Effect of Using the DRTA (Directed Reading Thinking Activity) Strategy on SMK SW Persiapan Pematang Siantar 11th Grade Students' Reading Comprehension".

2. METHOD

This study used a quantitative research approach with a quasi-experiment design. [14] stated that a quasi-experiment is a method that has a control group but cannot fully control the external variables affecting the experiment. The research variable is divided into two, including the dependent variable, reading comprehension ability, and the independent variable, the DRTA strategy. In addition, the tools used in this research were pre-test and post-test. Tools measure, observe and document the quantitative data [5]. Before treatment, a pre-test was given to assess students' prior knowledge. Finally, a post-test was conducted to assess the impact of DRTA on students' reading comprehension.

The population refers to all members of a specific group [1], while a sample is a smaller subset used for research purposes [4]. The population for this study was 11th-grade students at SMK SW Persiapan Pematang Siantar during the 2022/2023 academic year. The sample used in the study

consisted of two classes, with XI TKJ serving as experimental group (30 students) and XI MM as a control group (30 students).

Finally, to analyze the research data, the researcher used the following formula :

1. To calculate students' scores of test :

$$\text{Score} = \frac{\text{students correct answer}}{\text{Item}} \times 100$$

2. To calculate the mean :

$$M = \frac{\sum x}{N}$$

[7]

3. To calculate standard derivation :

$$S = \frac{\sqrt{N\sum x^2 - (\sum x)^2}}{n(n-1)}$$

[7]

4. To calculate the T-test :

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S_{12} + S_{22}}{N_1 + N_2}}}$$

[7]

3. RESULTS AND DISCUSSION

After conducting pre-test and post-test on the experimental class, the researcher awarded points to the students. The table below displays the outcomes of students' reading comprehension by utilizing DRTA in an experimental class. The researcher gave points to students in the experimental class after administering tests. The table shows students' test results after treatment with DRTA strategy.

Table 1. Pre-Test and Post-Test Results (Experimental).

No	Name	Pre-Test Score (X)	x ²	Post Test Score (x)	x ²
1	Aditia	80	6400	93.3	8704.8
2	Agus	60	3600	93.3	8704.8
3	Arnol	20	400	73.3	5372.8
4	Bagas	33.3	1108.8	86.6	7499.5
5	Christian	33.3	1108.8	86.6	7499.5
6	Diaz	60	3600	93.3	8704.8
7	Defri	40	1600	86.6	7499.5
8	Evandra	20	4 00	80	6400
9	Fidia	40	1600	86.6	7499.5
10	Fren	26.6	707.5	80	6400
11	Ghani	20	4 00	80	6400
12	Joel	26.6	707.5	80	6400
13	Jesrun	60	3600	93.3	8704.8
14	Julpanro	60	3600	93.3	8704.8
15	Jesika	80	6400	93.3	8704.8
16	Keylin	26.6	707.5	73.3	5372.8
17	Lewisa	20	400	73.3	5372.8
18	M. Fahri	46.6	2171.5	8 0	6400

No	Name	Pre-Test Score (X)	x ²	Post Test Score (x)	x ²
19	Nazril	53.3	2840.8	80	6400
20	Riski	20	4 00	80	6400
21	Richip	40	1600	86.6	7499.5
22	Sandi	73.3	5372.8	93.3	8704.8
23	Sintia	26.6	707.5	73.3	5372.8
24	Sri	26.6	707.5	80	6400
25	Syah	53.3	2840.8	86.6	7499.5
26	Steven	53.3	2840.8	93.3	8704.8
27	Tandi	66.6	4435.5	93.3	8704.8
28	Tama	46.6	2171.5	86.6	7499.5
29	Vandem	53.3	2840.8	93.3	8704.8
30	Widya	66.6	4435.5	93.3	8704.8
N = 30		ΣX = 1132.5	ΣX² = 69705.1	Σx = 2565.7	Σx² = 220940.5

N = 30

ΣX = 1132.5

ΣX² = 69705.1

Σx = 2565.7

Σx² = 220940.5

Notes :

N = total students (experimental)

ΣX = pretest sum (experimental)

Σx = post-test sum (experimental)

ΣX² = squared scores on pre-test (experimental)

Σx² = squared scores on post-test (experimental)

The experimental class' pre-test results ranged from a minimum of 20 to a maximum of 80, as indicated in the table. The post-test showed a range of scores, with the highest being 93.3 and the lowest being 73.3. DRTA method has proven to be a successful means of enhancing learners' comprehension.

1. The mean of the pre-test (experimental) :

$$\begin{aligned}\bar{X} &= \frac{\Sigma X}{N} \\ &= \frac{1132,5}{30} \\ &= 37.75\end{aligned}$$

2. The mean of the post-test (experimental) :

$$\begin{aligned}\bar{X} &= \frac{\Sigma x}{N} \\ &= \frac{2565,7}{30} \\ &= 85.5\end{aligned}$$

Notes :

\bar{X} : Mean

ΣX : Mean sum

N : Total students

Hence, the pre-test mean (\bar{X}) is 37.75, and the post-test mean (\bar{X}) is 85.5. The pre-test mean score was lower than the post-test mean score.

Variation of pre-test (experimental) :

$$\begin{aligned}\sigma^2 &= \frac{N\Sigma X^2 - (\Sigma X)^2}{N^2} \\ \sigma^2 &= \frac{(30(69705,1) - (1132,5)^2)}{30(30)} \\ \sigma^2 &= \frac{2091153 - 1282556,25}{900} \\ \sigma^2 &= \frac{808596,75}{900} \\ \sigma^2 &= 898,44 \\ \sigma &= \sqrt{898,44} \\ \sigma &= 29.9\end{aligned}$$

The standard deviation of the pre-test (experimental) :

$$\begin{aligned}S &= \frac{\sqrt{N\Sigma X^2 - (\Sigma X)^2}}{n(n-1)} \\ S &= \frac{\sqrt{30(69705,1) - (1132,5)^2}}{30(30-1)} \\ S &= \frac{\sqrt{2091153 - 1282556,25}}{30(29)} \\ S &= \frac{\sqrt{808596,75}}{870} \\ S &= \sqrt{929,4} \\ S &= 30.4\end{aligned}$$

Therefore, the results of the pre-test of the experimental are :

$$\text{Mean } (\bar{X}) = 37.75 \quad \text{Standard deviation (SD)} = 30.4$$

Variation of post-test (experimental) :

$$\begin{aligned}\sigma^2 &= \frac{N\Sigma x^2 - (\Sigma x)^2}{N^2} \\ \sigma^2 &= \frac{(30(220940,5) - (2565,7)^2)}{30(30)} \\ \sigma^2 &= \frac{6628215 - 6582816,49}{900} \\ \sigma^2 &= \frac{45398,51}{900} \\ \sigma^2 &= 50,4 \\ \sigma &= \sqrt{50,4} \\ \sigma &= 7.09\end{aligned}$$

Standard derivation of the post test (experimental) :

$$\begin{aligned}S &= \frac{\sqrt{N\Sigma x^2 - (\Sigma x)^2}}{n(n-1)} \\ S &= \frac{\sqrt{(30(220940,5) - (2565,7)^2)}}{30(30-1)} \\ S &= \frac{\sqrt{6628215 - 6582816,49}}{30(29)} \\ S &= \frac{\sqrt{45398,51}}{870} \\ S &= \sqrt{52,1} \\ S &= 7.2\end{aligned}$$

Therefore, the results of the post-test of experimental are :

$$\text{Mean } (\bar{X}) = 85.5 \quad \text{Standard Deviation (SD)} = 7.2$$

After discovering the experimental class test results, the researcher continues to score students' tests of the control class. The lists are available below :

Table 2. Pre-Test and Post-Test Results (Control).

No	Name	Pre-Test Score (X)	x ²	Post Test Score (x)	x ²
1	Aliyyah	40	1600	80	6400
2	Aldi	40	1600	73.3	5372.8
3	Andika	20	400	73.3	5372.8
4	Angel	66.6	4435.5	80	6400
5	Aurelia	40	1600	73.3	5372.8
6	Avila	40	1600	80	6400
7	Chiko	20	400	66.6	4435.5
8	Daniel	73.3	5372.8	86.6	7499.5
9	Dameria	40	1600	73.3	5372.8
10	Elfrando	33.3	1108.8	73.3	5372.8
11	Fatur	33.3	1108.8	73.3	5372.8
12	Genesis	33.3	1108.8	73.3	5372.8
13	Izal	40	1600	80	6400
14	Irpan	53.3	2840.8	86.6	7499.5
15	Joko	40	1600	73.3	5372.8
16	Kevin	60	3600	86.6	7499.5
17	Lewis	26.6	707.5	66.6	4435.5
18	Maykel	33.3	1108.8	73.3	5372.8
19	Maria	53.3	2840.8	86.6	7499.5
20	Mhd. Izam	20	400	66.6	4435.5
21	Mhd. Suhada	33.3	1108.8	73.3	5372.8
22	Rachel	53.3	2840.8	73.3	5372.8
23	Reno	53.3	2840.8	73.3	5372.8
24	Reynaldi	60	3600	93.3	8704.8
25	Rivaldo	33.3	1108.8	80	6400
26	Rifki	40	1600	73.3	5372.8
27	Rina	60	3600	73.3	5372.8
28	Tomi	60	3600	86.6	7499.5
29	Tyas	73.3	5372.8	93.3	8704.8
30	Weldy	40	1600	73.3	5372.8
N = 30		Σ Y = 1312.8	Σ Y² = 63904.6	Σ y = 2318.9	Σ y² = 180804.2

N = 30

ΣY = 1312.8

Σy = 2318.9

ΣY² = 63904.6Σy² = 180804.2

Notes :

N = total students (control)

ΣY = pre-test sum (control)

Σy = post-test sum (control)

ΣY² = squared scores on pre-test (control)Σy² = squared scores on post-test (control)

Upon examination of the data, it becomes apparent that the control group's pre-test results ranged from a high of 73.3 to a low of 20, while their post-test scores reached a high of 93.3 and a

low of 66.6. While the mean post-test score was higher than the pre-test mean, the difference was not statistically significant. This indicates that the conventional teaching approach does not effectively enhance students' reading comprehension.

1. Mean of pre test (control) :

$$\begin{aligned}\bar{X}Y &= \frac{\Sigma XY}{N} \\ &= \frac{1312,8}{30} \\ &= 43.7\end{aligned}$$

2. Mean of post test (control) :

$$\begin{aligned}\bar{X}y &= \frac{\Sigma Xy}{N} \\ &= \frac{2318,9}{30} \\ &= 77.2\end{aligned}$$

Notes :

\bar{X} : Mean
 ΣX : Mean sum
 N : Total students

Hence, the pre-test mean ($\bar{X}X$) is 43.7, and the post-test mean ($\bar{X}x$) is 77.2. Pre-test mean score was lower than post test mean score.

Variation of pre test (control) :

$$\begin{aligned}\sigma^2 &= \frac{N\Sigma Y^2 - (\Sigma Y)^2}{N^2} \\ \sigma^2 &= \frac{(30(63904,6) - (1312,8)^2)}{30(30)} \\ \sigma^2 &= \frac{1917138 - 1723443,8}{900} \\ \sigma^2 &= \frac{193694,2}{900} \\ \sigma^2 &= 215,2 \\ \sigma &= \sqrt{215,2} \\ \sigma &= 14.6\end{aligned}$$

Standard Derivation of pre test (control) :

$$\begin{aligned}S &= \frac{\sqrt{N\Sigma Y^2 - (\Sigma Y)^2}}{n(n-1)} \\ S &= \frac{\sqrt{(30(63904,6) - (1312,8)^2)}}{30(30-1)} \\ S &= \frac{\sqrt{1917138 - 1723443,8}}{30(29)} \\ S &= \frac{\sqrt{193694,2}}{870} \\ S &= \sqrt{222,6} \\ S &= 14.9\end{aligned}$$

Therefore, the results of pre test of control are :

Mean (\bar{X}) = 43.7 standard deviation (SD) = 14.9

Variation of post test (control) :

$$\begin{aligned}\sigma^2 &= \frac{N\Sigma y^2 - (\Sigma y)^2}{N^2} \\ \sigma^2 &= \frac{(30(180804,2) - (2318,9)^2)}{30(30)} \\ \sigma^2 &= \frac{5424126 - 5377297,2}{900}\end{aligned}$$

$$\sigma^2 = \frac{46828,8}{900}$$

$$\sigma^2 = 52,03$$

$$\sigma = \sqrt{52,03}$$

$$\sigma = 7,2$$

Standard Derivation of post test (control) :

$$S = \frac{\sqrt{N\Sigma y^2 - (\Sigma y)^2}}{n(n-1)}$$

$$S = \frac{\sqrt{(30(180804,2) - (2318,9)^2)}}{30(30-1)}$$

$$S = \frac{\sqrt{5424126 - 5377297,2}}{30(29)}$$

$$S = \frac{46828,8}{870}$$

$$S = \sqrt{53,8}$$

$$S = 7,3$$

Therefore, the results of post test of control are :

$$\text{Mean } (\bar{X}) = 77,2 \quad \text{standard deviation (SD)} = 7,3$$

To discover the effect of DRTA, the data was calculated using T-test formula :

$$\bar{X}_1 = 47,75 \quad S_1^2 = 36,9 \quad N_1 = 30$$

$$\bar{X}_2 = 33,5 \quad S_2^2 = 21,8 \quad N_2 = 30$$

$$t\text{-test} = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

$$t\text{-test} = \frac{47,75 - 33,5}{\sqrt{\frac{36,9}{30} + \frac{21,8}{30}}}$$

$$t\text{-test} = \frac{14,25}{\sqrt{\frac{58,7}{30}}}$$

$$t\text{-test} = \frac{14,25}{\sqrt{1,9}}$$

$$t\text{-test} = \frac{7,4}{1,3}$$

$$t\text{-test} = 5,6$$

Notes :

- \bar{X}_1 : Mean (experimental)
- \bar{X}_2 : Mean (control)
- S_1^2 : Variance (experimental)
- S_2^2 : Variance (control)
- N_1 : Students of experimental
- N_2 : Students of control

After obtaining the t-test (5.6), researcher counted the df :

$$Df = (N_x + N_y - 2)$$

$$= 30 + 30 - 2$$

$$= 58$$

Upon adjusting the data to conform to the t-test formula, a noteworthy value of 5.6 emerged, while the t-table value was 1.67815.

Hypothesis testing should be done to know if the study success or not. The hypothesis of research are as follow :

1. If t-test > t-table, H_a is accepted.
2. If t-test < t-table, H_a is rejected.

The t-test result showed a value higher than the t-table ($5.6 > 1.67815$), which confirms the acceptance of the alternative hypothesis (H_a) that DRTA strategy enhances the reading comprehension of grade 11 students at SMK SW Persiapan Pematang Siantar. The null hypothesis (H_0) is rejected. Therefore, the implementation of DRTA in analytical exposition text significantly impacts reading comprehension among 11th-grade students at SMK SW Persiapan Pematang Siantar.

Based on this analysis, the researcher found several findings that could be listed as follows

:

1. The findings confirmed that implementing DRTA (Directed Reading Thinking Activity) to students leads to higher scores than the conventional technique. This is supported by the mean score of the experimental, which increased from 37.73 in pre-test to 85.5 in post-test, in contrast to the control group, whose scores increased from 43.7 in pre-test to 77.2 in post-test. Furthermore, the experimental standard deviation was 30.4 in pre-test, and 7.2 in the post-test. Whereas the control group's standard deviation was 14.9, and 7.3 in the post-test. Overall, these results demonstrate that the implementation of DRTA led to significantly higher scores between experimental and control.
2. The hypothesis has been confirmed with a significant t-test value of 5.6, surpassing the t-table value of 1,67815 at 5% significance level. This indicates that the implementation of DRTA strategy on grade 11 students at SMK SW Persiapan Pematang Siantar was highly effective.

Discussion

The researcher conducted a study to see if using the DRTA strategy helped students better understand analytical exposition texts. The students took a test before and after using the strategy, and the results showed that those who used it had higher scores on the post-test. The mean score for those who used the strategy was good (85.5), while the mean score for those who didn't was average (77.2). The study found that the DRTA strategy improved students' reading comprehension.

Through the implementation of DRTA, the experimental class experienced a notable improvement in their reading comprehension. A t-test was conducted to analyze the discrepancy in scores between the students' pre-test and post-test. The researcher used t-table with a significance level of 5% and found the value for hypothesis testing at a degree of freedom of 58 to be 1.67815. Hence, the t-test value was 5,6, whereas the t-table value was 1,67815. The results showed that the t-test value was greater than the t-table value. Thus, H_a is accepted and H_0 is rejected. This verifies a significant difference in reading scores for grade 11 students at SMK SW Persiapan Pematang Siantar before and after utilizing DRTA.

The researcher's discovery of a t-test value greater than the t-table value, specifically 5.6 compared to 1.67815, has led to the acceptance of the hypothesis (H_a). This indicates that the use of Directed Reading Thinking Activity (DRTA) significantly improves reading comprehension. The success of this strategy can be attributed to its ability to assist students in identifying key concepts, understanding vocabulary, making inferences, and finding relevant information. By implementing DRTA, the researcher could effectively communicate the material to students, increasing motivation to learn. Conversely, students in the control group who did not have access to DRTA struggled with problem-solving and comprehension, possibly leading to disinterest and lack of engagement in analytical exposition text.

The DRTA strategy is a highly effective method for improving reading comprehension. This approach fosters a better understanding of texts by allowing students to make and discuss predictions. Recent research has confirmed the benefits of DRTA, with experimental classes outperforming control groups using traditional teaching methods. The three stages of DRTA - predicting, reading, and proving - encourage active engagement with texts and critical thinking skills [13]. In contrast, conventional teaching methods can lead to disinterest and poor comprehension. Incorporating innovative strategies like DRTA makes students more likely to remain engaged and motivated while achieving greater success in reading comprehension.

The data presented supports a study conducted by [8], which investigated how using the DRTA strategy and different learning styles affects reading comprehension performance. The study found that using DRTA strategy positively impacted reading comprehension, and extroverted students performed better than introverted students. However, there was no interaction between the DRTA strategy and learning style. Another study by [10] also showed that using the DRTA strategy can improve reading comprehension outcomes.

By implementing DRTA (Directed Reading Thinking Activity), the researcher can effectively facilitate group discussions and foster the development of students' ideas and opinions. The researcher opted to utilize two classes of 30 students for each class as a sample for this study. A single class was designated as experimental group, which was exposed to DRTA (Directed Reading Thinking Activity), while the other functioned as control group, receiving a different approach or none at all.

Thus, using the DRTA strategy can greatly improve reading comprehension, as shown in a study at SMK SW Persiapan Pematang Siantar where students who used this strategy did better than those who did not. The data suggests that the DRTA strategy is especially effective for grade 11 students at this school.

4. CONCLUSION

There are several conclusions of this research, including : First, Utilizing DRTA strategy has exhibited a superior efficacy in enhancing the students' proficiency in reading comprehension of analytical exposition text on the experimental group at SMK SW Persiapan Pematang Siantar. Second, the application of DRTA strategy can prove to be a valuable asset for the students of SMK SW Persiapan Pematang Siantar. It can aid them in predicting the text and enhancing their reading comprehension skills, thereby providing them with a greater level of ease when attempting to answer questions related to the text. The last, through the application of DRTA strategy, students can relish in the process of acquiring knowledge alongside their peers, while also engaging in meticulous reading to fully comprehend the intricacies of the text

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