THE INFLUENCE OF DIRECTED READING THINKING ACTIVITY (DRTA) TOWARDS STUDENTS' READING ABILITY

Purna Wiratno
STKIP PGRI Bandar Lampung, Indonesia

purnawiratno@gmail.com

Abstract: The research aimed to know the influence of using DRTA Strategy towards students' reading ability at MTs Nurul Iman Pesawaran. The research was conducted at the eighth grade of MTs Nurul Iman Pesawaran in academic year 2020/2021. The writer took two clasess in the eighth grade as the samples. The population was 40 students' in 2 clasess. The sample was taken by using cluster random sampling technique. 20 students' were as experimental class and 20 students' were as control class. The main technique in measuring students' reading comprehension was multiple choice test that consisted of 40 test items. The score for each item was 2,5 for true and 0 for wrong. In analyzing the data, the writer used t-test formula. Based on the data analysis, The result showed that t-test was 2.9. From the distribution table at the significance level of 5% is known that t-table = t (1- ½ α) (df) = 2.00 and at the significance level of 1% is known that t-table = t (1- ½ α) (df) = 2.37. It means t-test > t-table as in (2.9> 2.00 > 2.37). Based on the calculation, Ha was accepted, it means that there was an influence of using DRTA (Directed Reading Thinking Activity) strategy towards the students' reading ability at the eighth grade of MTs Nurul Iman Pesawaran in 2020/2021. Then the average score of students reading ability who learnt through DRTA (Direct Reading Thinking Activity) was higher than those who learnt reading throurgh conventional technique. It was 70.1 > 65.6. Based on the result above, it is clear that DRTA (Directed Reading Thinking Activity) can increase students' reading ability at the eighth grade of MTs Nurul Iman Pesawaran in 2020/2021.

Keyword: Influence, DRTA (Direct Reading Thinking Activity), Reading ability.

INTRODUCTION

English is very important. It is an international language that is used by many countries. In some countries, English is the second language for the people, because the role of English as an international communication language is very important for various sectors, and Indonesia is one of the countries that now makes English as a second language. because it makes English a second language, then English is included in the elementary to high school curriculum. This means that English is treated as a compulsory subject that students must learn from an early age. everything must start from the basics, including learning English. If you know and understand the basics of English from listening, speaking, reading and writing, then you will be able to communicate well. These skills must be integrated and linked to get and express ideas smoothly. Communication here is done in written form through reading activities. By reading, students will have the opportunity to learn language components such as vocabulary, grammar, punctuation, and how sentences, paragraphs and texts are made. Students will also be introduced to topics that are interesting and stimulated for discussion.

Reading is one of the most important skills to be mastered in language learning. This is a wonderful habit and can bring many benefits to the reader. One of the benefits of reading is extensive information storage. Being able to read English is very important, because there are many types of resources written in English. Reading becomes important for everyone to increase their knowledge. This idea is supported by the fact that reading has become a part of our daily lives.

Habit reading activities can help students to achieve a better understanding of written text to avoid misunderstanding when they read the text. However, most English teachers often do not realize the importance of reading in class. Although students need reading skills to get information from sources around them, such as books, magazines, newspapers, blogs, journal sites and so on.

Evidence of the importance of reading is in line with Harmer (2002: 80) which states that "Reading is an activity with a certain purpose as a reader's read. A student may read in

order to gain the information or verity of existing knowledge, or to exchange knowledge of language being read The purpose of students' learning at school is to understand the content of short functional text in order to receive the message state in narrative, explanation and discussion written form and determine the appropriate approach to reading comprehension and access information in daily context "This means reading can help students acquire language skills if they consider reading to be an important issue. Students are also expected to have adequate reading skills to understand the text being read. Meanwhile, in practice reading is still treated inferiorly and tends to be underestimated by teachers and students. Although they know the importance of reading, teachers often do not help students in reading activities and in low reading skills, students should complete reading assignments.

Therefore for most students, understanding is always difficult. They may understand words separately but linking them together to get meaning often does not work as they should because they lack proper understanding skills. Therefore, problems are formed with the fact that novice students are less aware of the strategies they can use to monitor their understanding than advanced students.

Based on preliminary research in MTs Nurul Iman Pesawaran, the writer finds out what students need to read. They found difficulty in reading reading or reading texts. The author also found that students took a long time to find the main idea and could not answer questions about understanding, some of them did not know where the information or answers were needed.

In addition to the results of preliminary research with some students, most of them said that they found difficulty in words they did not recognize. They cannot eliminate information from the text and they cannot answer questions. Therefore, the main problem here is that students have low vocabulary skills.

Based on the background of the above problems, the writer will conduct research to prove there is a need to use a DRTA strategy in teaching reading. Therefore, the authors propose a study entitled: The Influence Of Using Directed Reading Thinking Activity (DRTA) Towards Student's

Reading ability At The Eighth grade In MTs Nurul Iman Pesawaran In Academic Year of 2020/2021

THEORIES

Reading is one of the four language skills instead of listening, speaking, and writing. Reading includes the subject material in the school that should be mastered by the students. The students have to know that reading skill is important. This is supported by Patel and Jain (2008:113) who stated that reading is most useful and important skill for people. By reading, the students will know more what should they write and speak.

McGuinness (2005:283) stated that "reading is a complex act and it's important to pin down which memory systems matter most". It means that reading is a complex activity in reading for get information from a text. Reading is important in language skill. By reading, readers have a lot of new knowledge. Then, the readers not only get the information from a text but also the readers can share their knowledge after reading with each other. In reading, the reader can understand what the writer wants to convey information through written form,

because reading also is an activity to get knowledge and information form a text.

Meanwhile, Grabe (2009:14) states that reading is process of receiving and interpreting information encoded in language from via the medium of print. Means that reading is process interpret of the content from a text. Thus, the reader comprehend about information of the text. In addition, Susan (2005:78) said that reading is a complex area. Moreover, Scanlon et.al (2010:9) state that reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information. It means that reading is a process to get understanding from a text. The reader can understand information by interpreting source information from a text. Then, reading has purpose to comprehend of the text. Reading also one of the ways to know information.

Based on the theories above, it can be concluded that reading is an activity that it get information or knowledge from the text. Reading is a complex process to interpret information from a text. The reader can receive any information by reading the

text. Then, the reader should share their knowledge and information what they have read to another reader.

According to Cameron (2001:125) reading is essentially about understanding that readers will understand texts that they by constructing a meaning for themselves, and that writer will try to ensure that their readers are able to understand what the write. It means that reading is very important for daily life, without reading people so hard to face kind of reading passage or text. In teaching and learning process, as a teacher obligation to make the students understand the content of a text. Sequeira (2012:3) states that teaching is a set of events, outside the learners which are designed to support internal process of learning. Teaching (Instruction) is outside the learner. Learning is internal to learners. Learning is both a motive and behavior is seen, learning is internal, performance is external. In this case, teaching as a series of event that must be understood by a teacher to support the learning process.

In addition, Sequeira (2012:1) "learning is about a change the change brought about by developing a new

skill, understanding a scientific law, changing an attitude". The change is not merely incidental or natural in the way that our appearance changes as we get older. Learning is a relatively permanent change, usually brought about intentionally.

Brown (2000:8) extracts the definitions of the learning into several definitions in domain of research and inquiry as follow:

1. Learning is acquisition or "getting"

2. Learning is retention of information or skill

3. Retention implies storage systems, memory, and cognitive organization

4. Learning involves active, conscious focus on and acting upon events outside or inside the organism.

5. Learning is relatively permanent but subject to for getting.

6. Learning involves some form of practice, perhaps reinforced practice.

7. Learning is change in behavior.

From the definition above, it can be concluded that learning is activity or process of acquiring new knowledge by

studying to develop the skill and change the behavior as a result of experience or practice. Teaching reading is important in the language learning because reading is one of key factors of mastering language. The goal of teaching reading is to help the student to be able to make.

According to Nunan (2003:74-77) there are eight principles for teaching reading:

1. Exploit the Reader's background knowledge

   A reader's background includes all of the experiences that a reader brings to a text. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking question, making predictions, teaching text structure.

2. Build a strong vocabulary base

   Recent research emphasized the importance of vocabulary to successful reading. Basic vocabulary should be explicitly taught and L2 readers should be taught to use context to effectively guess the meaning of less frequent vocabulary. It means that if readers has limited vocabulary the readers cannot read

understand text well (Nunan, 2003:74). So the writer concludes that vocabulary is one of key in successful reading.

3. Teach for comprehension

   Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the predictions being made are correct and checking that reader is making the necessary adjustment when meaning is not obtained. In order to teach comprehension processes and be able to discuss (Nunan, 2003:75).

4. Work on increasing reading rate

   One great difficulty in the second language reading classroom is that even when language learners can read, much of their reading is not fluent. Often, in our efforts to assist students in increasing their reading rate, teachers over emphasize accuracy which impedes fluency. The teacher must work towards finding a balance between assisting students to improve their reading rate and developing reading comprehension skills. It is very important understand that the focus is not

develop speed readers, but fluent readers (Nunan, 2003:76).

5. Teach reading strategies

Strategies are "the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use". To achieve the desired result, students need to learn how to use a range of reading strategies that match their purposes for reading (Nunan, 2003:76).

6. Encourage readers to transform strategies into skills

Strategies can be defined as conscious actions that learners take to achieved desired goals or objectives while a skill is a strategy that has become automatic. This characterization underscores the active role the readers play in strategic reading. As learners consciously learn and practice specific reading strategies, that strategies move from conscious to unconscious: from strategy to skill (Nunan, 2003:76).

7. Build assessment and evaluation into your teaching

Assessing growth and development in reading skills from both a formal and informal perspective requires time and training. Both quantitative and qualitative assessment activities should be include in the reading classroom. Quantitative assessment will include information from reading comprehension tests as well as reading rate data. Qualitative information can include reading journal responses, reading interest surveys, and responses to reading strategy checklist (Nunan, 2003:77).

8. Strive for continuous improvement as a reading teacher

The quality of the individual of the teachers is integral to success of second/foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best. Integrating the key principles discussed above can lead to more effective reading instruction in the second language classroom (Nunan, 2003:77).

Based on the statement above, in teaching reading the principles of teaching reading is needed for the students. The principles of teaching reading is very important for teacher in order to increased students reading knowledge and comprehension in reading skills.

Brown (2001:313-315) mentioned there are some for designing interactive reading, they are :

1. In an interactive curriculum, make sure that you do not overlook the importance of specific instruction in reading skill.

2. Use techniques that are intrinsically motivating.

3. Balance authenticity and readability in choosing texts

4. Encourage the development of reading strategies

5. Include both bottom-up and top-down techniques

6. Follow the "SQ3R" sequence.

7. Subdivide your techniques into pre-reading, during reading, and after-reading phases

8. Build some evaluative aspect to your techniques.

According to Shanahan (2005:6) component of teaching reading means parts that are explained in teaching reading. Those are:

1. Phonemic Awareness

Phonemic awareness is commonly defined as the understanding that spoken words are made up of separate units of sound that are blended together when words are pronounced it can also be thought of as skill at hearing and producing the separate sounds in words, dividing or segmenting words into their component sounds, blending separate sounds into words, and recognizing words that sound alike or different. It is defined by reading experts as the ability to "focus on and manipulate phonemes in spoken words". Timothy Shanahan (2005:6). For example, hearing and saying that the word cat has three sounds, or phonemes /k/a/t/ is an example of phonemic awareness skill.

2. Phonics

Understanding phonics and the purpose of phonics instruction involves thinking about how written language was created. Spoken language had existed for a very long time before the need for written communication

brought about the invention of various alphabets. Timothy Shanahan (2005:11). When people began inventing the letters of an alphabet to represent the sounds of their spoken language, they eventually saw the need for a set of rules to make spelling consistent from word to word. It means that, they understand it would be important for the same letter or letters to be used each time a particular sound was represented. They rules they created to establish consistency in how speech sounds are represented in print are what we now call Phonics rules. We define phonics as a set of rules that specify the relationship between letters in the spelling of words and the sounds of spoken language. For the English language, there relationships are predictable, but not completely consistent. And they are consistent enough to be very useful to young children in helping them learn to decode unfamiliar words. (Timothy Shanahan 2005:14)

3. Fluency

Fluency was understood to mean rapid word recognition that freed up space in the reader's working memory for use in comprehending the massage of the text.

That is, fluent reader need to put less effort into word recognition and therefore have more available for comprehension. Later studies of fluency (Hooks & Jones, 2002:17) expanded this understanding by clarifying that fluency can also involve grouping words within a sentence into phrases that make what is read easier to comprehend. Grouping words into meaningful phrases and reading with expression helps the readers understand the text by making what is being read resemble natural speech. It means that we to know understand that fluency is recognizing the words in a text rapidly and accurately and using phrasing and emphasis in a way that makes what is read sounds like spoken language. (Timothy Shanahan 2005:18)

4. Vocabulary

The term vocabulary refers to words we need to know to communicate with others. There are four types of vocabulary: listening, speaking, reading, and writing. Vocabulary is important in word recognition. Young readers use the pronunciations and meanings of words in their oral vocabulary to help them recognize words they see in print. When children

sound out an unfamiliar word, they use the trial pronunciation they have created to search their oral vocabulary. The findings have implication for two instructional practices that improve comprehension: ongoing, long-term vocabulary instruction and teaching vocabulary words prior to making reading assignments. Additionally, vocabulary is important for reading to learn as well as learning to read. Children need to understand the meanings of the words they read if they are to learn from what they read.

5. Comprehension

Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood. Comprehension is the final goal of reading instruction. While fluent decoding is essential component of skilled reading.

From the statement above, reading is a complex process where all components may be active the same time and all components must function together. The student must interact with a text for comprehension to occur, combining the idea and information with what they already to know. They understand more when they are familiar with the basic vocabulary or concepts presented, or when they can develop their understanding of new words as they read. Teach all components have important implications for teachers.

In teaching and learning process of reading, the learners need to understand the aspect of reading skill. The aspect is needed to obtaining information and understanding the text. The aspect also becomes a habit during the process of reading. The Professional Development Service for teacher (2012: 2) states that there are five aspect of reading skill:

1. Phonemic awareness and Phonics

Phonological Awareness can be defined as "An ability to recognize, combine and manipulate the different sound units of spoken words" (Department of Education and Training in Western Australia, 2004:73). Phonics is the relationship between the letters (or letter combination) in written language and the individual sounds in spoken language. Phonics instruction teaches

students how to use these relationships to read and spell words.

2.   Fluency

Fluency readers are able to read orally with appropriate speed, accuracy, and proper expression. Fluency is the ability to read aloud with expression to demonstrate an understanding of the author's message (Department of Education and Training in Western Australia, 2004:30). The ability to read quickly and naturally, recognize words automatically and group words quickly (Stephenson and Harold, 2014).

3.   Vocabulary

Vocabulary development is the enrichment and extension of pupils' word knowledge and understanding. Vocabulary consists of the words we understand when we hear or read them (receptive vocabulary) and words we speak or write (expressive vocabulary). Vocabulary development is closely connected to comprehension. The larger the reader's vocabulary (either oral or print), the easier it is to make sense of the text.

4.   Comprehension

Comprehension is the complex cognitive process readers use to understand what they have read. Vocabulary development and instruction play a critical role in comprehension.

5.   Attitude and Motivation

Motivation refers to a child's eagerness and willingness to read. Motivated readers require a safe, supportive classroom environment, one in which both the physical aspects and the culture encourages opportunities to use and combine printed, spoken, visual and digital texts.

Reading involves complex process. It consists of decoding, fluency and comprehension. All the components of the reading skill are to increase the reading skill. These components are called Micro and Macro skill of reading. Brown (2003:187) presents some important micro-skills and macro-skills of reading, as follows:

1. Micro-skills

a. Discriminating among the distinctive graphemes and orthographic patterns of English.

b. Retaining chunks of language of different lengths in short-term memory.

c. Processing writing at an efficient rate of speed to suit the purpose.

d. Recognizing a core of words, and interpreting word order patterns and their significance.

e. Recognizing grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms).

f. Recognizing that a particular meaning may be expressed in different grammatical forms.

g. Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2. Macro-Skill

a. Recognizing the rhetorical forms of written discourse and their significance for interpretation.

b. Recognizing the communicative functions of written texts, according to form and purpose.

c. Inferring context that is not explicit by using background knowledge.

d. Inferring links and connections between events, ideas, etc., deducing causes and effects, and detecting such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

e. Distinguishing between literal and implied meanings.

f. Detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata.

g. Developing and using a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Spratt et al (2005:21) define reading as a process of responding to making sense a text being read and connecting it with readers' prior knowledge. In making sense of information, readers connect new knowledge obtained from the text with the known knowledge they know already. It is believed that relating to readers' prior knowledge will make readers memorize the new knowledge longer. Therefore, a reading activity is an interaction between readers' mind and the text. In line with Spratt et al,

the activity of interaction between the mind and the text can be considered as an active process since it involves background knowledge of the readers (Pang et al, 2003: 14). The readers bring their knowledge of the world to comprehend the text. Their mind will dynamically move to follow the flow of ideas presented in the text. In making sense of the ideas, there are some processes undergoing in readers' mind.

Brown (2001:299) stated that there are three types of the reading process. Those types are bottom-up, top-down, and interactive. Gregory (2008:109) argues that in bottom-up, the readers recognize from the small unit to the largest one. The readers start to process the word sound as the basis of understanding the larger part. The recognizing process starts from the word sound as the small unit of meaning to the largest one; those are the knowledge of the world and the knowledge of language structure. Gregory also explains that the top-down process is the inverse of the bottom-up process. In the top-down process, the readers proceed from the general to the particular. The readers use their knowledge of the world and

knowledge of the language structure to recognize the individual words.

Harrison (2004:35) states that the interactive process is a mixture of both bottom-up and top-down processes. In this process, the readers mostly follow the bottom-up process in which the readers recognize the word sound first to be the basis of understanding the larger part, but the input from the top-down process will be used if it is necessary.

In short, the reading process is a mind process in which readers' mind engages to the text. In engaging their mind to the text, the readers employ their background knowledge to make sense the ideas presented in the text. In the way of making sense of the ideas, the readers go through some processes. Those processes are bottom-up, top-down and interactive processes.

The Direct Reading Thinking Activity (DRTA) is a general plan for directing children's reading of either basal reader stories or content area selection and check their accuracy. Another site in the DRTA strategy students related background knowledge to the text, determine goals for reading, and then engage in

predicting activities at set stopping points throughout the text.

Stauffer in puspita's journal says, "The Direct Reading Thinking Activity is a teaching activity intended to develop predicting, summarizing and evaluating skills". And Kinsella also says "The DRTA strategy work well when you can make some prediction about what you will read.

According to Stauffer in Rahim, strategy DRTA is focused students' engagement with the text, because the students predict and prove it when they read.

Directed Reading-Thinking Activity (DR-TA) is a teaching strategy that guides students in making predictions about a text and then reading to confirm or refute their predictions. This strategy encourages students to be active and thoughtful readers, enhancing their comprehension.

Based on the above statement, the writer can conclude that the Guided Reading Thinking Activity is a teaching strategy that guides students in making predictions about a text and is intended to develop the skills of predicting,

summarizing, and evaluating. Topping points throughout the text.

Directed Reading Thinking Activity (DRTA) is a technique developed by Russell Stauffer (1969). DRTA encourages students to make predictions while they are reading. After reading segments of a text, students stop, confirm or revise previous predictions, and make new predictions about what they will read next.

The procedure of teaching reading by using Directed Reading Thinking Activity (DRTA) on the classroom according to Russell Stauffer (1969) is as follow:

Step 1 : Choose a text. This strategy works well with both fiction and expository texts.

Step 2 : Activate students' prior knowledge. Have students read the title of the text, or tell them the topic of the text. Ask students to brainstorm a list of ideas that come to mind when they think about the title or topic. Write those ideas on the board. When using this strategy with a piece of fiction, you might have students

brainstorm a list of ideas that they associate with an overriding theme of the story, the story's setting, or the author of the story (if the author is someone with whom your students are familiar). Students will be making predictions about what they will read about in the text, so it is important that you activate their prior knowledge on a topic that will allow them to make predictions about what might be included in the text.

Step 3 : Have students make predictions about what they will read about in the text. Use all available clues, including the index, table of contents pictures, charts, and tables in the text. Ask students to explain how they came up with their predictions.

Step 4 : Have students read a section of the text. Either have student volunteers read aloud, or have students read silently to themselves. If students are reading to themselves, be sure to indicate where students should stop reading. The teacher should predetermine stopping points. They should be points in the text that lend themselves to making predictions. In expository texts, good stopping points are often right after students have read a new heading or subheading in the text.

Step 5 : Ask students to confirm or revise prior predictions, and make new predictions. Students should be encouraged to explain what in the text is causing them to confirm and/or revise prior predictions, and what is causing them to make the new predictions they are making.

Step 6 : Continue steps 4 and 5 until students have finished reading.

Step 7 : When students have finished reading, ask questions that promote thinking and discussion. Sample questions:

a) What is the main point the author is making in this story/article? What supports your answer?

b) Do you agree with the author's ideas or the character's actions? Explain why or why not.

c) What is the mood of this piece and how does the author develop it?

d) What would you tell someone about this article/story if the person did not have time to read it?

e) Is this like something else you have read? Explain.

According Bainbridge (1999:164), Directed Reading Thinking Activity (DRTA) strategy encourages reader students to be actively involved in the constructions of meaning. It's means that through student's predictions in the text to make their active in reading. Thus, Brunner (2011:56), said that strategy help students read critically and reflect upon what they read. Besides, this strategy helps students determine a purpose for reading, carefully examine the text, and remain engaged throughout the lesson.

Reading is a foundation to learn English. Students who master reading will be easier to do all skills; listening, speaking, and writing. Because first of all the students need to read the task before they work on it, they should comprehend it first in order to avoid misunderstanding. By mastering reading, students will be easier to understand what does the language means. It also enriches their vocabulary, which can be found in any kind of reading text.

Just a little English teacher has creativity, innovation, and motivation to teach English for students by using an enjoyable and interesting way. Sometimes, they forget if the teaching and learning process must be enjoyable so that the students will be easier to understand the material and the purpose will be reached without any extra time and energy.

Reading is one component of English that should be mastered because without reading, people could not understand what was being said in written form, as we know that most of all stuff is written, including an order or a warning. The teacher should be able to help students to master reading well. Therefore, the teacher should have a technique to make the students fun and enjoy the lesson to increase their reading skills. Directed Reading Thinking Activity (DRTA). It is a kind of technique that can increase students'

ability in reading. It teaches them how to mastery reading step by step because students are often lazy to follow the lesson, the teacher should be patient and need to teach them to step by step so that students will know the material clearly.

Based on the frame of thinking above, the writer formulated the hypothesis as follows:

1. There is a significance influence of DRTA towards students' reading comprehension.

2. The average score of students' reading comprehension which taught through DRTA is higher than those which taught through conventional instruction.

RESEARCH METHODOLOGY

In conducting research, the writer used the experimental method. The research focuses on the influence of Directed Reading Thinking Activity (DRTA) on students' reading ability. The writer took two classes to be investigated, the first class is the experimental class and the second is the control class. The writer taught reading in the experimental class by using Directed

Reading Thinking Activity (DRTA) and in control class the writer taught reading by using the conventional method.

There are two variables of this research, as follows :

1. The independent variable of research is Directed Reading Thinking Activity (DRTA) (X)

2. The dependent variable is the students' reading ability (Y)

The operational definition of variable used to describe the characteristic of the variable, as follows:

Directed Reading Thinking Activity (DRTA) is a strategy for teaching reading in cooperative learning class which gives readers a purpose for reading and encourages them to share their knowledge of a reading passage.

Students' reading comprehension is the ability to recognize, understand and interpret message which conveyed in written form (can be seen or known by students).

The population of the research is the students of MTs Nurul Iman

Pesawaran at the eighth grade in academic year of 2020/2021. It consists of 40 students from 2 classes.

The writer uses two classes as the sample of the research. The first class is treated as experimental class where the writer used Directed Reading Thinking Activity (DRTA) teaching strategy and the second class is treated as control class where the writer used conventional instruction.

In determining that sample, the writer used Cluster Random Sampling technique because the average score of each class is homogenous. To determine which class experimental class or control class, the writer used the class randomly by using lottery.

In the main technique, the writer used the reading test to know and measure the students' reading ability. The test is multiple choice. It consists of 40 items. The score of each item is 2.5. The highest score is 100 and the lowest score is 0.

1) Observation

Observation is used to observe the students' reading ability and their daily activities in the class. In this research, the writer will observe the situation of the class when teaching and learning process is occurred.

2) Documentation

Documentation is used to know the condition of the students and teacher for the writer to complete the data.

To know the reliability of the test, the writer will use split half technique by Spearman Brown with steps as follow:

1) Give the test to the students as a try out and obtain their score.

2) Divide the test items into odd (X) and even (Y).

The data calculation can be seen on Apendix 9

3) Analyze the test result by using product moment formula to obtain the coefficient correlation.

Product Moment formula:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\}\{n \sum y^2 - (\sum y)^2\}}}$$

With:

r_{xy} = the coefficient correlation between odd and even number item test

n = the total number of samples

Σxy = the multiplication between odd and even number item test

Σx = the score of odd number item test

Σy = the score of even number item test

Σx^2 = the quadrate of odd number item test

Σy^2 = the quadrate of even number item test

4) After getting the coefficient correlation between X and Y, the result is inputted to Spearman Brown formula to get the reliability coefficient.

Spearman Brown formula:

$$r_{gg} = \frac{2\,(r_{xy})}{1 + r_{xy}}$$

With:

r_{gg} = the reliability of test

r_{xy} = the reliability of half of the test

1 & 2 = constant numbers

5) To know whether the result of reliability coefficient "r_{gg}" is reliable or not, the result is

compared with "r_{table}" which obtained from product moment r table.

To know whether the data is normality or not, the writer used Lilliefors formula by Sudjana (2009: 466):

1. Calculating the mean $(\overline{X})$ and the standard deviation

2. Determining the boundary of the class (x) by subtracting the lowest score in the class by 0.5 calculating z for the boundary of the class with the formula

$$z_i = \frac{x_i - \overline{x}}{s}$$

3. Calculating $F(z_i)$ and $S(z_i)$.

4. Determining $F(z_i)$ - $S(z_i)$ and take the biggest score with symbol L_o.

5. Comparing L_0 with the score in the table Lilliefors (L_{table})

To do the test of normality, the writer used formula as follows:

H_o = the sample taken from population of normal distribution.

H_a = the sample taken from the population has not normal distribution.

The Criterion test, accepted H_o if: $L_o <$ L_{table} and rejected H_o if: $L_o > L_{table}$

To know that the data are homogenous or not, the writer will use statistical formula as follows:

1) The hypothesis is:

$H_o = \sigma_1^2 = \sigma_2^2$; the variances of the data are homogenous

$H_a = \sigma_1^2 \neq \sigma_2^2$; the variances of the data are not homogenous

The formula used is:

$$Fo = \frac{HighestVariance}{LowestVariance}$$

With:

Fo = the homogeneity coefficient

S = standard deviation

2) The hypothesis is accepted within this criteria:

Reject H_o if Fo ≥ Ftable(F(α)(n_1 - 1)(n_2 - 1))

(Sudjana, 2006:205)

To test the hypothesis, the writer will use statistic formula t-test.

The formula:

$$T_{test} = \frac{\overline{X_1} - \overline{X_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

In which

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

With:

$\overline{X_1}$ = the average score of experimental class

$\overline{X_2}$ = the average score of control class

S = the samples' standard deviation

n1 = the total students in experimental class

S_1^2 = the variance of experimental class

n2 = the total students in control class

S_2^2 = the variance of control class

The testing criterion is:

Ho is accepted if

$-t_{table\,(1-1/2\alpha)(df)} < t_{test} < t_{table\,(1-1/2\alpha)(df)}$

with $df = (n_1 + n_2 - 2)$.

To prove the hypothesis there is any influence of reading relay towards students' reading ability at the tenth class of MTs Nurul Iman Pesawaran in 2020/2021, the writer will consult the result of t$_{test}$ or t$_{ratio}$.

Ho : μ1 = μ2   (there is no influence of DRTA towards students' reading ability at the tenth class of MTs Nurul Iman Pesawaran in 2020/2021)

Ha : $\mu 1 \neq \mu 2$ (there is an influence of DRTA towards students' reading ability at the tenth class of MTs Nurul Iman Pesawaran in 2020/2021)

The criteria:

Ho is accepted if $t_{ratio} < t_{table}$ with *df* = (n1 + n2 – 2) at significance level of 5% ($\alpha = 0.05$) and 1% ($\alpha = 0.01$)

(Sudjana, 2005:239)

Ho : $\mu 1 \leq \mu 2$ (The average score of students' reading comprehension which taught through DRTA is lower than the average score of students' reading ability which taught through direct instruction)

Ha : $\mu 1 > \mu 2$ (The average score of students' reading comprehension which taught through DRTA is higher than the average score of students' reading ability which taught through direct instruction)

The criteria:

Ho is accepted if $t_{ratio} < t_{table}$ with *df* = (n1 + n2 – 2) at significance level of 5% ($\alpha = 0.05$) and 1% ($\alpha = 0.01$)

(Sudjana, 2005:239)

DISCUSSION

The observation was done by the writer to know the situation and condition of MTs Nurul Iman Pesawaran. In this case the writer wanted to know the problem of the students in Learning English.

In teaching reading there are many techniques that can be used by teacher in order to make the students are interested in during learning process. One of these techniques is Directed Reading Thinking Activity (DRTA). This technique helps the students in learning process especially in learning reading. In this research, the writer applied Directed Reading Thinking Activity (DRTA) in teaching reading. The results of hypothesis showed that t_{test} = 2.9 and from distribution table at the significance level 5 % know t_{table} = t (1-½ α) = 2.00 and the significance level of 1 % know t_{table} = t (1-½ α) = 2.37. It means that $t_{test} > t_{table}$. The null hypothesis (Ho) is rejected. Thus it can be said that there is an influence of Directed Reading Thinking Activity (DRTA) towards students' reading ability at eighth grade of MTs Nurul Iman Pesawaran in 2020/2021.

The average score of students reading ability who learnt reading through DRTA strategy (70.1) was higher than those who learn reading through direct instruction (65.6). It means that DRTA strategy is good strategy in teaching the students to improve their reading ability.

The goals in teaching reading are the students are able to understand the meaning of the texts they read, so that the communication between the readers and the writers runs well or in other words, the readers get the information delivered by the writers. In reading the students get a lot of information and knowledge. But in fact, many students in their reading ability need to be increased because they often confuse when they are reading English text. They are not able to get the ideas and information from reading. There are students who are easily to understand the content of the lesson and there are also students who faced difficulties to understand the content of the lesson. When the teacher gives them task to read the story or textbook they would read it slowly and translate the difficult word in order to get the information from reading it and understand the meaning. It is possible when they have much time, but when the teacher asked the students about information in the story or textbook and they should answer the question in the limited time they got many difficulties in answering the question from the teacher.

In learning and teaching process, the students usually tend to spend the time to get the information and knowledge from the reading text. Reading can make the students able to decide the kind of sentence, the students to be efficient in getting specific information and idea from the text. Without mastering reading skill, automatically the students will find difficulties in learning English. Reading is also something crucial and indispensable for the students, because their success of their study depends on the greater part of their ability to read. If their reading skill is poor, they are very likely to fail in their study or at least they would have difficulty in making progress. On the other hand, if they have a good ability in reading, they would have a better chance to succed in their study. Looking at the problems above, in teaching reading the teachers as facilitators in teaching and learning process should be able to create, to

foster, and to build motivation with the purpose to make the students are interested in reading English text. The teacher can use various teaching strategies to build the students' motivation in learning reading. There are many kinds of strategies that can be used in teaching reading. One of them is Directed Reading Thinking Activity (DRTA).

The Question and Answer Relationships, one of the teaching strategies that is developed by Raphael, this strategy helps students make connections between information on the selection and their prior knowledge. Reading comprehension apparently can be increased with the use of this strategy because readers are asked to think at various levels of cognitive processing. The strategy also encourages the reader to think about the selection from four perspectives: entering the text, moving through the text, moving beyond the text, and carrying on a mental dialogue with the author. Students who use this strategy to learn to recognize the different types of thinking needed when answering questions. Thoughtful questions cause readers to anticipate meaning, to search for information, to modify ideas,

and to elaborate upon the ideas presented in the selection.

Based on the explanation, it can be summarized that Question and Answer Relationship is the best way and more effective to use in teaching learning in the class, especially in teaching reading. Directed Reading Thinking Activity can also give interest and motivate students in learning English. Thus it is expected that the students will not only be easier in learning reading, but also it can help them mastering other language skills.

CONCLUSSION

Based on the result of the data analysis and computation which use t_{test} formula, the result of analysis is significance, which is $t_{test} > t_{table}$. There is different in achievement of student's reading ability of explaination text between the students who learn through Directed Reading Thinking Activity (DRTA) and the students who learn through conventional instruction. From the result of analysis data the writer would like to give some conclusion as follows:

1. There an influence of Directed Reading Thinking Activity (DRTA)

towards students' reading ability at Eighth grade of MTs Nurul Iman Pesawaran in 2020/2021.

2. The average score of students' reading ability which is taught through Directed Reading Thinking Activity (DRTA) is higher than those which taught through conventional instruction. It can bee seen from the average score of experiment class and control class.

REFERENCES

Alderson, J.C. (2000). *Assessing reading*. Cambridge: Cambridge. University Press.

Arikunto, S. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik.* Edisi Revisi. Jakarta: PT Rineka Cipta.

Bainbridge, Joyce, & Sylvia Pantaleo. (1999). *Learning with Literature in the Canadian Elementary Classroom.* Edmonton Alberta: The University of Alberta Press.

Brindley, Susan. (2005). Teaching English. New York : The Open University

Brown, H. Douglas. (2001). Structure and Spontaneity: Knowledge and Organization. London: Sage Publication.

Brown, H. Douglas. (2003). Language Assessment: Principles and Classroom Practice. Longman: San Fransisco State University

Brown, H. Douglas. (2000). Principles Of Language Learning And Teaching (Fifth Edition). New York : Pearson Edition. Inc

_____, H. Douglas. (2001). *Teaching by Principles: an Interactive Approach to Language Pedagogy.* White Plains, NY: Longman.

Brunner, Judy Tilton. (2011). *I Don't Get It: Helping Students Understand What They Read*. Plymouth, United Kingdom: Rowman and Littlefield Education.

Cameron, Lyanne. (2001). Teaching Languages to Young Learners. New York : Cambridge University Press.

Cresswell, John W. (2008). Educational Research (Third Edition). Canada: Pearson PrenticeHall.

Felder, R. M.; Brent, R. (1994). Cooperative Learning in Technical Courses: Procedures, Pitfalls, and Payoffs. Eric Document Reproduction Service, ED 377038. Accessed on 2006 at http://www.ncsu.edu/felder-public/Papers/Coopreport.html.

Diane McGuinness. (2005). Language Development and Learning to Read. Cambridge : Cambridge Center

Grabe, William. (2009). Reading in a Second Language. New York : Cambridge University Press.

Grabe, W., & Stoller, F. (2001). *Reading for Academic Purposes: Guidelines for the ESL/EFL Teacher*. In M. Celce-Murcia (Ed.), *Methods in Teaching English as a second or Foreign Language* (pp. 187-204). Boston: Heinle & Heinle.

Harmer, J. (2001). *How to Teach English.* England: Pearson Education Limited.

Harris, Karen R. and Steve Graham. (2007). Teaching Reading

Comprehension to Students with Learning Difficultie. NewYork : The Guilford Press.

Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. 2nd Edition, New Age International Publishers, New Delhi.

Learning First Alliance. (2000). *Every Child Reading: A Professional Development Guide*. Virginia, United States.

Linse, C.T. and Nunan, D. (2005). *Practical English Language Teaching: Young Learners*. McGraw-Hill ESL/ELT, New York.

Mackey, Alison & Gass, M. Susan (2005). Second Language Research : Methodology and Research. New York : Routledge.

M. F Patel and Praveen M. Jain. (2008). English Language Teaching : Methods, Tools & Techniques. Vaishali Nagar : Sunrise.

M. Scanlon, Donna et.al. (2010). Early Intervention for Reading Difficulties. London : The Guilford Press

Nina, Angreni et.al. (2014). Teaching Reading Comprehension By Using

3H (here, hidden, and in my head) strategy. English Language Education Study Program of FKIP Untan.

Nunan, David (2003) Practical English Language Teaching, First Edition. New York : McGraw-Hill Inc

Proffesional Developent Service for Teacher. (2012). The Reading Process. NCCA Report.

Richards, Jack C., and Theodore Rodgers (2001). *Approaches and Methods in Language Teaching*. Second Edition. New York: Cambridge University Press.

Sequeira, A.H. (2012). Introduction To Concepts Of Teaching And Learning. India : National Institute of Technology Karnataka, Surathkal, India.

Seyler, U. D. (2004). *The Reading Context: Developing College Reading Skill.* New York: Person Education.

Seyler, Dorothy U. (2004). *The reading Context: Developing College Reading Skill*. New York: Pearson Education Inc.

Shanahan, Timothy. (2005) The National Reading Panel Report. Chicago. University of Illinois at Chicago.

Smith, Frank. (2004). *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read.* USA: Lawrence Erlbaum Associates.

Sudjana. (2005). Metode Statistika. Bandung : Tarsito Bandung Suharsimi, Arikunto. (2009). Dasar-dasar Evaluasi Pendidikan, Edisi Revisi. Jakarta: Bumi Aksara.

————. (2006). Prosedure Penelitian Suatu Pendekatan Praktik, Jakarta: Rineka Cipta.

Stauffer, Russell G. (1969). *Directing Reading Maturity as a Cognitive Process.* New York, Harper & Row.

Wallace, C. (2006). *Reading*. Oxford, England: Oxford University Press.

Westwood, Peter. (2001). Reading and Learning Difficulties: Approaches to Teaching and Assessment. Victoria: ACER Press

Woolley, G. (2011) *Reading Comprehension: Assisting Children*

With Learning Difficulties. Springer.com, Springer Science + Business Media.

Wong, Bernice y. L. et.al. (2008). The ABCs of learning Disabilities 2nd Ed. California Academic Press.