



THE EFFECT OF THE DRTA LEARNING METHOD (DIRECTED READING THINKING ACTIVITY) ON STUDENTS' READING ABILITY

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ABSTRACT

The purpose of this study is to know the effect of directed reading thinking activity on students reading ability. These actions are the parts of spoken or manual language other than words. This research using quantitative research. The design of the study was true experimental with randomized subject, pre-test and post-test control group design. In gathering the data, The researcher was directly gave post-test to experimental and control classes by applying short story in experiment class. The population was 20 students, and the sample of the study was 20 students that divided into two classes, the classes were experiment class and control class. To increase students' reading comprehension is not easy, the teacher has to use teaching method or technique in order to elevate the students' ability in reading.

Keywords: *DRTA Learning Method, Reading Ability*

I. INTRODUCTION

Listening, speaking, reading and writing are the essential skills that should be studied by the students (Donny, 2020:1). Speaking is one of the essential skills that should be studied by students. Speaking is the first way to interact with others in the social community. In the global era, society was required to be able to combine English in international transactions and interpersonal activities. According to Wooley (2010: 20), reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Based on the observation, students only track the word in the text without understanding the purpose, the details and the meaning of the text. Students are silent when asked by the lecturer during the teaching and learning process in the classroom. This issue arises because students do not have the ability to read, particularly reading comprehension.

In order to enhance the student's reading comprehension problem, the researcher is trying to use a short story because the short story does not take a long time to read and consists of different elements and experience, providing new words and vocabulary. In addition, the text is simple and easy for students to study. These are the reasons that allow students to grasp the text's significance and intent.



Geanellos (1996) stated that story telling is an activity of conveying stories from a storyteller to listeners with the aim of providing information to listeners so that they can be used to raise emotions and to be involved in problem solving. To find the influence of story-telling technique to improve their comprehension, fluency, vocabulary, grammar and pronunciations. This study is expected having some significances not only for the writer herself, but also for three groups of people such English teacher, students, and other researchers. The result of this study is expected would make the teacher use storytelling technique in teaching speaking, in order to make the classroom more attractive. Hopefully, the using of storytelling technique in teaching and learning. Speaking can give the students a lot of opportunities to be creative and brave in their speaking performance.

Curenton & Craig (2011) stated that storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination. Storytelling involves a two-way interaction between a storyteller and one or more listeners. The responses of the listeners influence the telling of the story. In fact, storytelling emerges from the interaction and cooperative, coordinated efforts of teller and audience. In particular, storytelling does not create an imaginary barrier between the speaker and the listeners. This is part of what distinguishes storytelling from the forms of theatre that use an imaginary "fourth wall." Different cultures and situations create different expectations for the exact roles of storyteller and listener – who speaks how often and when, for example – and therefore create different forms of interaction. The interactive nature of storytelling partially accounts for its immediacy and impact. At its best, storytelling can directly and tightly connect the teller and audience.

Storytelling uses language, whether it be a spoken language or a manual language such as American Sign Language. As Boyle (1998) stated that the use of language distinguishes storytelling from most forms of dance and mime. These actions are the parts of spoken or manual language other than words. Their use distinguishes storytelling from writing and text-based computer interactions. Not all nonverbal language behaviors need to be present in storytelling. Some storytellers use body movement extensively, for example, whereas others use little or none.

Storytelling always involves the presentation of a story—a narrative. Many other art forms also present story, but storytelling presents it with the other four components. Every culture has its own definition of story. What is recognized as a story in one situation may not be accepted as one in another. Some situations call for spontaneity and playful digression, for example; others call for near-exact repetition of a revered text. Art forms such as poetry recitation and stand-up comedy sometimes present stories and sometimes don't. Since they generally involve the other four components, they can be regarded as forms of storytelling whenever they also present stories.

II. LITERATURE REVIEW

The use of prior knowledge and prediction is clearly of great value in helping students set purposes for reading and use their own experiences as a basis for comprehending text (Pearson, 1985). Prior knowledge and prediction is utilized in the Directed Reading Thinking Activity (DRTA) developed in 1969 by Russell Stauffer. The DRTA is intended to develop students' ability to read



critically and reflectively and is fundamentally different from the DRA used in basais. The DRTA attempts to equip readers with the ability to determine purposes for reading; the ability to extract, comprehend, and assimilate information; the ability to examine reading materials based upon purposes for reading; the ability to suspend judgments; and, the ability to make decisions based upon information gleaned from reading (Stauffer, 1969; 1975). Stauffer (1969; 1975) based his notions upon the belief that reading is a thinking process involving the reader in using his or her own experiences to reconstruct the author's ideas. This begins with the generation of hypotheses based upon the reader's doubts and desires. It continues with the reader's acquisition of information and the generation of further hypotheses during reading. Then, the reconstruction terminates with the resolution of the reader's doubts and desires (Dishner, Readence, & Tierney, 1985). Using the DRTA technique, students are guided through the process of sampling text, making predictions based upon prior knowledge and textual information, resampling text, and confirming or adjusting predictions in light of new information. This model has received increasing attention in recent years as teachers and researchers search for improved methods of increasing reading comprehension. This approach is frequently identified as an exemplary instructional activity for developing comprehension and critical thinking skills (Anderson, 1984; Tierney & Pearson, 1986). The DRTA can easily be adapted for any selection and any level of difficulty and may be used for both group and individual use (Vacca & Vacca, 1996). When used with groups, Stauffer (1969; 1975) suggests using it with between eight and twelve students. However implemented, the DRTA offers several important advantages to students and teachers. First, it increases comprehension through its strong emphasis on student-generated prediction, speculations, and conclusions, which are based on and grow from prior knowledge and experience. The DRTA highlights related experience and encourages the consistent use of the reader's prior knowledge during reading. Secondly, the DRTA establishes a positive instructional environment: a general sharing of background information and experience is invited as students and teachers move toward the common goal of understanding. The end results of use of the DRTA are active, engaged students, discussions with depth and texture, and students who assume responsibility for their own learning (Haggard, 1988).

III. RESEARCH METHOD

The population was 20 students, and the sample of the study was 20 students that divided into two classes, the classes were experiment class and control class. In the experiment class, there were 10 students, and the control class was 10 students. The study conducted at English Department Study Program, STKIP Al Maksum Langkat.

The design of the study was true experimental with randomized subject, pre-test and post-test control group design. In gathering the data, The researcher was directly gave post-test to experimental and control classes by applying short story in experiment class.

The data was tested by validity and reliability test after the researcher gathered the data. The validity test aims to convince that the instrument has valid

items. To examine the validity, the researcher used a correlation product-moment by Karl Pearson.

To know the influence of storytelling, the researcher used t-test by using the level of significance was 95% ($\alpha = 5\%$). The t-test was useful to know that the hypothesis of the study was accepted or rejected.

T-test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

IV. DISCUSSION

After the researcher gave treatment, the researcher collected the data. The data was taken from the experimental class and control class. The result is posted in the below table.

The Findings of Post Test Experimental Class

No	Score	Absolute Frequency	Relative Frequency
	60-69	6	60%
	70-79	4	40%
	Total	10	100%

The Findings of Post Test Control Class

No	Score	Absolute Frequency	Relative Frequency
	50-59	6	60%
	60-69	4	40%
	Total	10	100%

Based on the above table, in the experimental class, six students have score in the range 60-69 with the relative frequency is 60 % and four students have score in the range 70-79 with the relative frequency is 40 %. In addition, in the post test control class, six students have score in the range 50-59 with relative frequency is 60 % and four students have score in the range 60-69 with relative frequency is 40%.

Based on the analysis of post-test data, the value of t_{counted} is 1,801. Using the level of significant 5 %, the value of t_{table} is 1,685. After comparing the post-test data, the value of t_{counted} was bigger than t_{table} . It could be stated that there is an influence of storytelling technique to increase the students' reading comprehension.

V. CONCLUSION

To increase students' reading comprehension is not easy, the teacher has to use teaching method or technique in order to elevate the students' ability in reading. The Storytelling is one of effective technique can be used by the teacher to teach reading in the classroom because storytelling may attract students to focus in listening and reading the story.



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