IMPROVING STUDENTS' READING COMPREHENSION ACHIEVEMENT BY USING DR-TA STRATEGY (DIRECTED READING-THINKING ACTIVITY) AT SMP NEGERI 3 PALEMBANG

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Abstract: The objective of this study is to find out whether or not there is a significant difference on students' reading comprehension achievement between the students who were taught by using DR-TA strategy and those who were taught by using teachers' strategy at the second year students of SMP Negeri 3 Palembang. This research was conducted through quasi-experimental method and used nonequivalent control group design. The population was 458 students of the second year of SMP Negeri 3 Palembang in the academic year 2013/2014. Seventy four students were chosen as the sample by using convenience sampling technique. The sample was assigned into two groups; the experimental group and the control group. Each group consisted of thirty seven students. The data were obtained by multiple choice tests. A test was given both to the experimental and control groups but only one group given treatment. The result of the test was analyzed by means of SPSS 16. Based on the result of the data analysis that is the result of hypothesis testing using independent sample t-test, the significant difference was found the p-output (0.000) lower than 0.05. It means that, there was a significant difference between students' pretest and posttest scores in experimental group taught using DR-TA strategy. Therefore, it can be concluded that DR-TA strategy was significantly improved. The writer also found that most of the students of both groups made a good reading improvement. However, there were still some students who were poor in reading comprehension achievement.

Keywords: DR-TA Strategy, Reading Comprehension.

Introduction

In Indonesia, English is an International language. All the knowledge and information are typed in English, and it also wide spreads in few aspects such as politics, scientist, education, and so on. According to Lauder (2008:12) the current status of English in Indonesia as an international or global language is used and supported by its wide use in a range of fields such as politics, diplomacy, international trade and industry, commerce, science and technology, education, the media, information technology, and popular culture. Especially for education, commonly the scientific papers published in all subjects are in English.

English is also used as a medium of instruction in schools and universities, with subjects such as management, information technology and the humanities making particular use of English (Lauder, 2008:12). There are four skills in English, and all the skills are important or should study by students. According to Heaton (1988:8) basically, there are four skills in English, there are listening, speaking, reading and writing. Saleh (1992:27) cited in Wirasari (2013:1) states that students should master the four language skills, i.e. listening, speaking, reading and writing. All the

skills have relationship to others. It means practicing one skill can support other skills but does not provide a total for practice in other skills.

All the language skills are important because people use English not only in oral but also in written. According to Al-Mansoer (2011:4) the most important language skill that everyone must learn is reading. Reading is not only a single skill but a combination of many skills and processes in which the readers interact with texts for content and pleasure. Through reading, a reader can develop writing, speaking, vocabulary items, grammar, spelling and other language aspects. The basic goals of reading are to enable students to acquire an understanding of the world and themselves, to develop appreciation and interests, and to find solutions to their personal and group problems.

From the writer's experience when he taught at SMP Negeri 3 Palembang for PPL program, many students often got stuck in reading comprehension of a text, because they find unfamiliar words, they lack of vocabulary and structure. And these factors can be the reason why they have low ability of reading comprehension, especially for reading a fairy tales or narrative text.Based on the curriculum, the second year students will learn three types of reading texts; descriptive, recount and narrative texts. On the first semester, they learn recount and descriptive text, and on the second semester they learn narrative text. If this condition continued, the students' competences are not able to fulfill in teaching learning process. To solve the problems above, the writer is interested to apply DR-TA strategy in teaching of reading comprehension to improve students' reading comprehension at SMP Negeri 3 Palembang. According to Ruddell (2005:92) states that DR-TA guides students through text by having the teacher ask students to make and support predictions before reading and then examine their predictions, conclusions, and logic as reading progress.

Concept of Reading Comprehension

Al-Mansoer (2011:4) states that the most important language skill that everyone must learn is reading. Reading is not only a single skill but a combination of many skills and processes in which the readers interact with texts for content and pleasure. Through reading, a reader can develop writing, speaking, vocabulary items, grammar, spelling and other language aspects.

Furthermore, Ruddell (2005:88) says that the most academic goal of reading is text comprehension-the construction of meaning that in some way corresponds to the author's intended meaning. The fact of individual differences in both prior knowledge and stance in relationship to text suggests that this correspondence is never exact or identical from reader to reader.

Concept of DR-TA Strategy

Ruddell (2005:92) states that DR-TA guides students through text by having the teacher ask students to make and support predictions before reading and then examine their predictions, conclusions, and logic as reading progress.

Furthermore, Tierney et al (2000:45) state that DR-TA is intended to develop students' ability to read critically and reflectively. Walker (1988:159) states that DR-TA is appropriate for students who readily engage in constructing meaning as they read. They use what they already know to predict what will happen in the story and then select important information from the text to justify their answers.

Advantages of DR-TA Strategy

Furthermore, according to Ruddell (2005:95) mentions that there are three advantages of DR-TA, they are as follows:

1) DR-TA is a very important instructional strategy. It encourages the behaviors of critical, thoughtful, and strategic readers. And with its emphasis on prediction and discussion, it stimulates full, rich understanding of text.

2) DR-TA is worth knowing a lot about because it is adaptable to many different text styles as well as to another media.

3) DR-TA is particularly useful for accommodating the wide cultural, language, and literacy differences students bring to secondary classrooms and for supporting all students in constructing new knowledge. It encourages students to construct meaning collaboratively, and it stimulates a great deal of student talk and verbal interchange, thus bringing into the classroom to the real life transactions and mutual sharing of knowledge and ability that are characteristic of everyday learning.

Research Design

In doing this research, an experimental method will be used. The design selected for this study was quasi-experimental research design. It means a design which cannot be random in selecting sample of the research (Fraenkel and Wallen, 1990:242). In this study, nonequivalent-groups pretest-posttest design will be used. There were two groups; experimental and control group which both were given pretest and posttest, but only experimental group was given treatment by using DR- TA. McMillan (1992:176) states that the form of this design as follows:

Experimental group	O_1	X	O_2
Control group	O_3		O_4

Where:

O_1 : Pretest of experimental group

X : Treatment only on experimental group by using DR-TA Strategy

O_2 : Posttest of experimental group

O_3 : Pretest of control group

O_4 : Posttest of control group

Population and Sample

The population of this study was all the eighth grade students of MTs Negeri 2 Palembang. The total number of the population is 458 students which consist of 12 classes. The sample of this study was taken through convenience sampling. In this study, the writer chose two classes of the eight grade students of SMP Negeri 3 Palembang. The classes were VIII.10, 37 students and VIII.9, 37 students. The total numbers of the students were 74 students. The writer divided the class into two groups: experimental and control. Finally, the writer got VIII.10 as the experimental group and VIII.9 as the control group.

Validity Test

A test as the instrument of collecting the data should be valid and reliable. According to Fraenkel and Wallen (1990:127), validity refers to the extent to which an instrument gives us the information we want. The writer measures the content of validity. To provide the content validity of the test, the writer should check to the curriculum and syllabus.

Reliability Test

According to Fraenkel and Wallen (1990:127), mention that reliability is the consistency of scores or answers, how consistent they are for each individual from one administration of an instrument to another from one set item to another. In this study, In this study, the writer finds out the reliability of the test by using internal consistency; Kuder Richardson 21 reliability (KR21) (Fraenkel and Wallen, 1990:133). From the result of Kuder Richardson correlation above (1.02), it

was stated that the score was higher than 0.70. It means that the assessment result was very reliable.

Normality test

After the result to the thirty seven sample of the students pretest in experimental and control groups was measured, it was found that the normality score in experimental and control was 0.312 and 0.204. From the result of the output, it can be stated that the students' pretest score in experimental and control groups was normal since it was higher than mean significant different at 0.05. Then, after the result to the thirty seven sample of the students posttest in experimental and control groups was measured, it was found that the normality score in experimental group was 0.179 and while the normality score in control group was 0.125. From the result of the output, it can be stated that the students' posttest score in experimental and control groups was normal since it was higher than mean significant different at 0.05.

Homogeneity test

After the result to the thirty seven sample of the students pretest in experimental and control groups was measured, it was found that the significant score was 0.114. From the result of the output, it can be stated that the students' pretest score in experimental and control groups was homogen since it was same or higher than mean significant different at 0.05. Then, after the result to the thirty seven sample of the students posttest in experimental and control groups was measured, it was found that the significant score was 0.699. From the result of the output, it can be stated that the students' posttest score in experimental and control groups was homogen since it was higher than mean significant difference at 0.05.

Results of hypothesis testing

A significant difference is found from testing students' pretest to posttest scores in experimental group by using independent sample t-test. A significant difference is found whenever the p-output was lower than a significant difference at 0.05 level.

The result analysis measuring by using independent sample t-test found the p-output 0.000. It can be stated that there was means significant difference on students' reading comprehension achievement by using DR-TA strategy since the p-output was lower than 0.05.

Conclusion

Based on result of hypothesis testing using independent sample t-test measuring a significant difference was found the p-output (0.000) lower than (0.05). So that it can be stated that there was a significant difference from students' pretest to posttest scores in experimental group taught using DR-TA strategy. Therefore, it can be concluded that Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Ha) was accepted.

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