

The Effect Of Application Directed Reading Thingking Activity (DRTA) Learning Strategies Toward Reading Comprehension Skills At The Fourth Grade Student Of SDN Kompleks Pincengpute Kecamatan Tanasitolo Kabupaten Wajo

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ABSTRACT

This research examines the effect of application DRTA learning strategies toward reading comprehension skills at the fourth grade student of SDN Kompleks Pincengpute Kecamatan Tanasitolo Kabupaten Wajo. The formulation of this research problem are (1) What is the description of the reading comprehension skills at the fourth grade student of SDN Kompleks Pincengpute Kecamatan tanasitolo Kabupaten Wajo? And (2) How much effect of the Application DRTA learning strategies toward reading comprehension skills at the fourth grade student of SDN Kompleks Pincengpute Kecamatan Tanasitolo Kabupaten Wajo. The purpose of this study are: (1) To know the description of the reading comprehension skills. (2) To know the effect of the Application DRTA Learning Strategies toward Reading Comprehension Skills at the Fourth Grade Student of SDN Kompleks Pincengpute Kecamatan Tanasitolo Kabupaten Wajo. This research approach is quantitative research with the type of quasi experimental research, with the pretest, treatment, and posttest stages. The research variables consist of two, the independent variable is the DRTA learning strategies and the dependent variable is reading comprehension skills. The population in this study were all high class students IV, V, and VI at SDN Kompleks Pincengpute Kecamatan Tanasitolo Kabupaten Wajo and the study sample of the 4th grade at SDN Kompleks Pincengpute Kecamatan Tanasitolo Kabupaten Wajo was 23 student. The data collection techniques are carried out using test and documentation. The technique of analyzing data using descriptive statistical and inferential statistical analysis. The results of this study indicate that: (1) Student reading comprehension skills have increased from effective to very effective. (2) There is the influence of the DRTA learning strategies on the comprehension skills at the fourth grade student of SDN Kompleks Pincengpute Kecamatan Tanasitolo Kabupaten Wajo.

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INTRODUCTION

Education is a universal activity in human life, because wherever and whenever in this world there is education. Along with the development of education, language plays an important role in sparking ideas, ideas and opinions of people. With language one can express intentions, thoughts and feelings to others around him. The need for language is felt large by its use. Therefore, language teaching gets its own attention starting from elementary, middle, high to university level.

Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 23 of 2016 concerning Competency Standards for Indonesian Language Graduates covering four language skills, namely listening, speaking, reading and writing. The four language skills are inseparable, interrelated and complementary.

The role of the teacher is very important because a teacher is required to know various methods and learning strategies, so that they are skilled and can choose appropriate learning methods and strategies in the teaching and learning process. Educators who teach by using effective and efficient learning methods and

strategies can heighten the interests and attention of students and will easily reach learning goals. Based on this, it is necessary to have a learning strategy that is easy to understand and not boring. The ability to read comprehension needs to be improved through strategies that attract students' interests so that it stimulates students to be actively involved in learning to read.

Based on the problems found by researchers at the SDN Kompleks Pincengpute Kecamatan Tanasitolo Kabupaten Wajo, in learning the teacher still uses lecture and question and answer methods in class. That is because the teacher realizes that he does not yet understand innovative learning strategies, so that the dominance of activities during the learning process lies with the teacher. Students become less active because they listen more and pay attention to the teacher's explanation. This also relates to the fact that there are still students who have not yet achieved grades in the complete category and meet the Minimum Completion Criteria (KKM) of 70.

The results of research conducted by Tolibin (2014), which proves that the implementation of the DRTA strategy has an effect on students' reading comprehension skills. Teachers can use DRTA learning strategies, because these learning strategies can be actively involved with learning. This is because the learning strategy involves students with intensive reading.

Based on that, the effort to overcome these problems researchers examined through experimental research with the title "The effect of application Direcetd Reading Thinking Activity (DRTA) learning strategies toward reading comprehension skills at the fourth grade student of SDN Kompleks Pincengpute Kecamatan Tanasitolo Kabupaten Wajo.

DRTA Learning Strategies

According to Mehdi Yazdani (2015: 2) "DRTA is a strategy that guides students to ask questions about texts, make predictions, and then read to confirm or reject predictions". According to Rahim (2011) the DRTA learning strategy focuses student involvement with the text, because students predict and prove it when they read.

Febrie (2015) states that DRTA learning strategies are instructions in learning to read by predicting what the writer thinks, confirming or revising predictions and collaborating opinions.

Based on the description it can be concluded that the DRTA learning strategy can improve students' reading skills by focusing student involvement with the text, students predict and prove when reading. Where this strategy involves the reader to make predictions by using his experience to build the author's idea. Activities in this strategy invite the reader to process information to formulate questions and hypotheses and evaluate temporary solutions. DRTA is one of the learning strategies that can help educators actively involve students to read from a text that is read.

The DRTA strategy is directed towards achieving general goals so that students are able to engage the process of thinking when reading because the reader must involve his experience. DRTA learning strategies require students to be actively involved with learning. That is because the DRTA learning strategy involves students with intensive reading. Before reading, students make predictions from the title and picture instructions, then match the predictions with the text. Only after that, students read the full text, then teach tests related to reading.

According to Abidin (2012) DRTA learning strategy steps, namely: 1) The teacher introduces reading, 2) students make reading predictions, 3) students read silently discourse to check the predictions they have made, 4) test predictions, at this stage students are required check the predictions he has made, 5) fundamental skills training. This stage is done by students to activate their thinking abilities.

Abidin (2012: 7) states that DRTA specifically aims to develop students' abilities in 1) explaining the purpose of reading, 2) quoting, understanding, and assimilating information, 3) discussing reading material based on the purpose of reading, 4) hanging the decision, and 5) make decisions based on information obtained from reading activities.

According Rahim (2011) the advantages of DRTA learning strategies are as follows: 1) This DRTA strategy contains many types of reading strategies so that teachers can use and pay attention to differences in students, 2) DRTA strategy is an understanding activity that predicts stories to be able to help students to get an overall picture of a material that has been read, 3) DRTA learning strategies can attract students to learn, because in DRTA learning strategies use various methods that not only serve students audio-visual, but also kinestesis, 4) DRTA learning strategies show ways of learning that are meaningful to students, because learning is not just for learning but is preparing for life as follows.

Besides having many advantages of DRTA learning strategies also have weaknesses according to Rahim (2011), among others: 1) DRTA learning strategies often take a lot of time if classroom management is

inefficient, 2) DRTA learning strategies require the provision of reading books and often are beyond the ability of schools and students, 3) This learning strategy requires knowledgeable teachers.

Based on the explanation of the DRTA learning strategy, it can be concluded that the strengths and weaknesses of the DRTA learning strategy are not an obstacle in the learning process. This DRTA learning strategy can help students in determining the main ideas and main ideas in learning to read comprehension.

Reading Comprehension Skills

According to Faris (2015: 122) reading comprehension is an activity processing the meaning of words, understanding the ideas conveyed by the author and related to the experience and knowledge possessed by the reader. Palawija (2008: 1), argues that "reading comprehension is the ability to read and understand writing".

So that it can be said that reading the reader's understanding is required to understand the contents of the reading, in reading comprehension the speed of understanding reading beravriasi, depending on the reading material read. Reading comprehension is the process of activities to understand and accept the contents of the writer's reading and related to the experience and knowledge possessed by the reader.

The purpose of reading comprehension according to Tarigan & Guntur (2008) says "reading comprehension is reading reading material by capturing the points of thoughts expressed by the author so that separate satisfaction after reading the reading is finished". Indicators of reading comprehension ability, namely: 1) Answering questions based on text. 2) Find the main ideas in each paragraph. 3) Find the main sentence in each paragraph. 3) Make a summary of the contents of the reading in writing using their own language.

Research Hypothesis

Based on the description in the background, literature review and mindset so that this research is more directed, it is necessary to put forward the following statistical hypotheses:

Hypothesis Zero (H_0) = There is no significant difference before and after the implementation of the Directed Reading Thinking Activity (DRTA) learning strategy toward reading comprehension skills at the four Grade student of SDN Kompleks Pincengpute Kecamatan Tanasitolo Kabupaten Wajo.

Alternative Hypothesis (H_a) = There is a significant difference before and after the implementation of the Directed Reading Thinking Activity (DRTA) learning strategy toward reading comprehension skills at the four Grade student of SDN Kompleks Pincengpute Kecamatan Tanasitolo Kabupaten Wajo

RESEARCH METHOD

The research approach used is a quantitative approach. The type of research used is experimental research. In experimental research there must be a treatment that causes and will have an effect or effect. There are two variables used in this study, namely the independent variable in this study is the DRTA learning strategies that is given the symbol x, while the dependent variable is the reading comprehension skills given the symbol y. The research design used in this study is a quasi experiment design nonequivalent control group design.

The population in this study is high class students SDN Kompleks Pincengpute Kecamatan Tanasitolo Kabupaten Wajo, amounting to 122 students. Sampling is done by purposive sampling technique. This type of sample is used because the selected sample has certain characteristics. Data collection techniques used in this study are tests and documentation. The learning process is carried out during four meetings, the first meeting as a pretest, the second meeting, the third, as a treatment (action). The fourth meeting as a posttest.

The data analysis technique used is descriptive analysis and inferential analysis consisting of normality test, homogeneity test and hypothesis test \ to determine the differences in students' motivation to learn science before and after being treated. Before questionnaires of learning motivation are used for research, there are need validity and reliability tests.

1. Validity Test

Validity test was analyzed using SPSS 20.0 for Windows. To determine the valid statement items if r count is greater than r table, where the r table value of the experimental group N = 23 is 0.413 and the r table value of the control group N = 20 is 0.444.

2. Reliability Test

The size of the measurement is displayed in the reliability coefficient, which is a measure that states the validity or consistency of a test instrument. Realibitas refers to an understanding that the instrument can be trusted enough to be used as a data collection tool because the instrument is already good.

A. Statistik Deskriptif

Descriptive statistical analysis in this study will be used to describe the ability to read students' understanding when treated using the DRTA learning strategy. Descriptive data of students is seen from the average value (mean), lowest value of data (minimum), highest value of data (maximum), range and standard deviation (standard deviation). Variable reading comprehension ability is illustrated using categorization. From the results of the value of the reading comprehension variable students are categorized into:

Table 1 Categories of Reading Comprehension Skills

Interval	Categori
81 – 100	Very High
61 – 80	High
41 – 60	Medium
21 – 40	Low
0 – 20	Very Low

B. Inferential Statistic

Inferential statistical analysis is an analysis that emphasizes the relationship between variables using the presentation of hypotheses and summarizing research results. Before testing a hypothesis, a normality of data must be known in advance to determine the type of statistics that will be used to test the hypothesis.

1. Normality Test

Data normality test is used to determine whether the data obtained is normally distributed or not. Reading comprehension skills data can be said to be normally distributed if the significance of the calculation results is greater than 0.05 for the significance level (α) of 5%.

2. Homogeneity Test

The principle of this test is to see differences in the variations of the two data groups, so before testing is conducted, it must first be known whether the variance is the same or different. Data from both groups are said to be homogeneous if the significance value obtained is greater than 0.05. Conversely, if the data of the two groups obtained a significance value of less than 0.05, the data is said to be homogeneous.

3. Independent Sample t-test

Independent sample t-test is used to see the difference in the average learning motivation of the experimental class and the unrelated control class.

RESULTS AND DISCUSSION

A. Research Results

1. Description of Using DRTA Learning Strategies

a. Pretest and Posttest Experiment Group

Descriptive analysis results for the pretest answers of the experimental class related to the dependent variable 8 namely learning motivation in science lessons are presented as follows:

Table 2: Recapitulation of Pretest Value for Experiment Groups

No	Skor	Kategori	Frekuensi	Presentasi (%)
1	81-100	Sangat Tinggi	-	0%
2	61-80	Tinggi	6	26%
3	41-60	Sedang	17	74%
4	21-40	Rendah	-	0%
5	0-20	Sangat Rendah	-	0%

It can be concluded that the tendency of students' learning motivation pretest scores in the experimental class is in the medium category. The results of descriptive analysis for the results of the experimental class posttest answers are as follows:

Table 3: Recapitulation of Pretest Value for Experiment Groups

No	Skor	Kategori	Frekuensi	Presentasi (%)
1	91-100	Sangat Tinggi	18	78%
2	61-80	Tinggi	5	22%
3	41-60	Sedang	-	0%
4	21-40	Rendah	-	0%
5	0-20	Sangat Rendah	-	0%

It can be concluded that the students' reading comprehension ability in the posttest has improved from the previous reading ability (pretest). That is because students like to follow the learning process using DRTA learning strategies. So it can be concluded that the tendency of the posttest score of students' reading comprehension ability in the experimental group is in the very high category and has increased compared to the time of the pretest.

Table 4 Description of Experiment Group Pretest and Posttest Data

Statistik Deskriptif	Nilai	
	Pretest	Posttest
Jumlah Sampel	23	23
Rata-rata (<i>Mean</i>)	58,008	84,238
Median	57,50	83,33
Modus	55,83	80,00
Standar Deviasi	4,457	4,473
Varians	19,874	20,009
Rentang (<i>Range</i>)	17,50	18,33
Nilai Terendah	49,17	76,67
Nilai Tertinggi	66,67	95,00

Based on the table found in the scores obtained by students between pretest and posttest in the experimental group. This is evidenced by the average value (average) of the pretest results of students' reading comprehension ability is 58,008, but after being treated in the form of DRTA teaching strategies the average value of students increased in the test group posttest to 84,238. In addition, the median or pretest median of students' reading comprehension ability is the median value of data which has been sorted by 57.50. While the median posttest after treatment increased to 83.33. As for the mode or value that often arises from the overall of each experimental group pretest data is 55.83 and the median posttest data changes to 80.00, then the standard deviation consisting of variations in the distribution of data on the pretest and posttest control group select 4.457 and 4.473 values The more data obtained the greater. The lowest value at the time of the pretest was 49.17 and the posttest value after being given the lowest value changed to 76.67. While the highest value at pretest is 66.67 and the posttest value is 95.00. Finally, the range of the pretest and posttest of the experimental group was 17.50 and 18.33. It is expected that it can be concluded that an increase in value after being given treatment as an application of the DRTA learning strategy.

b. Pretest and Posttest Control Groups

The control class is a class that does not use the DRTA learning strategy in the learning process.

Table 5 Recapitulation of Control Group Pretest Values

No	Skor	Kategori	Frekuensi	Presentasi (%)
1	91-100	Sangat Tinggi	-	0%
2	61-80	Tinggi	8	40%
3	41-60	Sedang	12	60%
4	21-40	Rendah	-	0%
5	0-20	Sangat Rendah	-	0%

Table 5 shows that the tendency of students' reading comprehension pretest scores in the control group is in the medium category.

Table 6 Recapitulation of Control Group Posttest Values

No	Skor	Kategori	Frekuensi	Presentasi (%)
1	91-100	Sangat Tinggi	4	20%
2	61-80	Tinggi	16	80%
3	41-60	Sedang	-	0%
4	21-40	Rendah	-	0%
5	0-20	Sangat Rendah	-	0%

Based on the table, it can be concluded that from the 20 grade IV students, the students' reading comprehension results are in the high category and have increased compared to the pretest.

Table 7 Description of Pretest and Posttest Data for the Control Group

Statistik Deskriptif	Nilai	
	Pretest	Posttest
Jumlah Sampel	20	20
Rata-rata (Mean)	58,291	75,792
Median	58,33	76,25
Modus	55,83	74,17
Standar Deviasi	4,148	5,576
Varians	17,212	31,097
Rentang (Range)	15,00	19,16
Nilai Terendah	49,17	64,17
Nilai Tertinggi	64,17	83,33

Based on the table above, it can be seen that the value of the control group at the time of the pretest and posttest there is a difference in the average value (mean) at the time of the pretest of 58.291 and after the posttest of 75.792. The lowest value in the pretest from 49.17 to 64.17 and the highest value from 64.17 changed to 83.33. Furthermore, median values of 58.33 and 74.17, mode values of 55.83 and 74.17, standard deviations of 4.148 and 5.576 with variations of 17.212 and 31.097. So it can be concluded that there is an increase in value at the time of the pretest and after the posttest.

2. The Effect of DRTA Learning Strategies on Student Comprehension Skills

a. Normality Test

Table 8. Normality Test Results

Data	Sig.	Keterangan
Pretest Kelas Eksperimen	0,200	$0,200 > 0,05$
Pretest Kelas Kontrol	0,200	$0,200 > 0,05$
Posttest Kelas Eksperimen	0,200	$0,200 > 0,05$
Posttest Kelas Kontrol	0,200	$0,200 > 0,05$

Obtained experimental group data taught using the DRTA learning strategy at pretest and posttest are 0.200 and 0.200, while the control group taught without using the DRTA learning strategy at pretest and posttest is 0.200 and 0.200. Because $0.200 > 0.05$, it can be concluded that all data from the two groups are normally distributed.

b. Homogeneity Test

Table 9 Homogeneity Test Results

Data	Sig.	Keterangan
Pretest Kelompok Eksperimen dan Kontrol	0,655	$0,655 > 0,05 = \text{homogeny}$
Posttest Kelompok Eksperimen dan Kontrol	0,376	$0,376 > 0,05 = \text{homogeny}$

Based on the results of the output shows the homogeneity of data from the experimental group and the control group at the pretest with a significance level of 0.655 and at the posttest of 0.376. That is, the distribution of data from both groups is homogeneous because the condition is said to be homogeneity of a data if the significance must be > 0.05 . While the significance data is $0.655 > 0.05$ and $0.376 > 0.05$.

c. Independent Sample t-test

The following are the results of the independent sample t-test pretest experimental and control groups.

Table 10 Test Results Independent sample t test Pretest

Data	T	Df	Sig.(2 tailed)	Keterangan
Pretest Kelompok Eksprimen dan Kelompok Kontrol	-0,214	41	0,831	0,831 > 0,05 = tidak ada perbedaan

Based on the table, it can be seen that the probability value is greater than 0.05, it shows that there is no difference in the pretest of student learning outcomes between the Experiment class and the control class. Furthermore, t-test was carried out on the results of the posttest of the experimental group and the control group. The following are the results of the Independent sample t-test posttest of the experimental group and the control group.

Table 11 Test Results Independent sample t test Prosttest

Data	T	Df	Sig.(2 tailed)	Keterangan
Posttest Kelompok Eksprimen dan Kelompok Kontrol	5,509	41	0,000	0,000 < 0,05 = ada perbedaan

The results of the independent sample t test in this study were significant $0.376 > 0.05$. After knowing Sig. greater than 0.05, then what is done by researchers is to pay attention to the value of sig. (2-tailed) on the equal variance not assumed whose value is $0,000 < 0.05$ meaning, there is a significant difference between the results of the posttest (control group without using DRTA learning strategies and posttest results (experimental groups treated with DRTA learning strategies).

B. Discussion

This study describes the effect of the implementation of DRTA learning strategies on reading comprehension skills of grade IV SDN Kompleks Pincengpute Kecamatan Tanasitolo Kabupaten Wajo. This research was conducted on May 9 to May 22 2019. The learning process carried out at SDN Kompleks Pincengpute Kecamatan Tanasitolo Kabupaten Wajo took place for 6 meetings, in which 3 meetings were held in the experimental group and 3 meetings in the control group. The learning process in the experimental group uses the DRTA learning strategy while in the control group without using the DRTA learning strategy.

The results of the calculation of students' reading comprehension ability for the experimental group before being given treatment are in the medium category. Furthermore, the results of the calculation of students' reading comprehension scores for the control group are in the medium category. Furthermore, the results of the calculation of students' reading comprehension scores for the experimental group and the control group after treatment were given, namely the experimental group was in the very high category and the control group was in the high category. Based on this it means that the DRTA learning strategy was successfully used in students' reading comprehension ability because the posttest score of the experimental group was higher than the posttest value of the control group. This is in line with Tolibin's research (2014) which states that the implementation of the DRTA strategy has an effect on students' reading comprehension skills.

Based on testing the hypothesis using an independent sample t test known sig values. (2-tailed) on the equal variance not assumed is $0,000 < 0.05$ meaning that there is a significant difference between the results of the posttest (control group without using the DRTA learning strategy and the results of the posttest (the experimental group treated with DRTA learning strategy treatment).

CONCLUSION

Based on the results of research and discussion, it can be concluded that the reading comprehension ability of students can be improved through the implementation of DRTA learning strategies SDN Pincengpute Complex Tanasitolo District, Wajo Regency. This is proven by the difference in students' reading comprehension skills before and after the implementation of DRTA learning strategies.

SUGGESTION

Based on the conclusions expressed, suggestions are made as follows:

1. For school principals, as an effort to improve the learning process teachers can use DRTA learning strategies.
2. For teachers, DRTA learning strategies can be one of the alternative learning strategies that can be applied in the learning process in the classroom that has previously been adapted to the subject matter to create an atmosphere of active learning.
3. For students, to be more active and focused during the learning process so that the subject matter taught is easy to understand, so that the DRTA learning strategy is expected to improve student learning outcomes.

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