Improving Reading Comprehension of the Tenth Grades at SMKN 1 Bojonegoro Throuhg Directed Reading Thingking Activity (DRTA) Strategy

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Abstract — The aims of this study were (1) to find out that the improvement of the Directed Reading Thinking Activity (DRTA) strategy can improve Reading Comprehension skills. (2) to determine the effect of the Directed Reading Thinking Activity (DRTA) strategy on students' reading interest. This research used the Class Action Research method. This research was implemented in two cycles. Each cycle conducted through research procedures starting from planning, action, observation, and reflection. The subjects of this study were 36 students of class X SMKN 1 Bojonegoro. The instruments used in this study were pre-test, post-test, pre-questionnaire and post-questionnaire. The techniques of data collection were used tests and questionnaire technique. The data analysis used is quantitative data analysis. The result of data analysis showed that there was improvement on the students' improvement in reading comprehension and reading interest from each cycle. In the pre-test, there were just 8% students who got score 75. In the post-test 2 there were 80.28% students who got scores 75. There was also an increase in the reading interest aspect, namely in the pre-questionnaire for the reading interest aspect 55% and reading comprehension 42%, the post-questionnaire for reading interest aspect 69% and reading comprehension using DRTA 77%.

Keywords — Reading Comprehension, DRTA Strategy, Classroom Action Research

Abstrak — Tujuan dari penelitian ini adalah (1) untuk mengetahui bahwa peningkatan strategi Di-rected Reading Thinking Activity (DRTA) dapat meningkatkan keterampilan Reading Comprehension. (2) untuk mengetahui pengaruh strategi Directed Reading Thinking Activity (DRTA) terhadap minat baca siswa. Penelitian ini menggunakan metode Penelitian Tindakan Kelas. Penelitian ini dilaksanakan dalam dua siklus. Setiap siklus dilakukan melalui prosedur penelitian mulai dari perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian ini adalah 36 siswa kelas X SMKN 1 Bojonegoro. Instrumen yang digunakan dalam penelitian ini adalah pre-test, post-test, pre-questionnaire dan post-questionnaire. Teknik pengumpulan data menggunakan teknik tes dan angket. Analisis data yang digunakan adalah analisis data kuantitatif. Hasil analisis data menunjukkan bahwa terdapat peningkatan peningkatan pemahaman membaca dan minat baca siswa dari setiap siklus. Pada pre-test hanya ada 8% siswa yang mendapat nilai 75. Pada post-test 2 ada 80,28% siswa yang mendapat nilai 75. Ada juga peningkatan pada aspek minat baca yaitu pada pra-kuesioner. untuk aspek minat baca 55% dan pemahaman membaca 42%, pasca angket untuk aspek minat baca 69% dan pemahaman membaca menggunakan DRTA 77%.

Kata Kunci — Pemahaman Membaca, Strategi DRTA, Penelitian Tindakan Kelas

INTRODUCTION

Reading is certainly an important activity to expand knowledge about language. Reading is not only a source of information and a fun activity, but also a means of consolidating and expanding one's knowledge of languages. Through reading, people can increase their own knowledge needed to make lasting individual development and adapt to the changing world (Tanjung, 2019). In addition, based on Website of Kemendikbud RI (2021), PICA (2018) achievements show that Indonesia is in the bottom 10 of the 79 participating countries. In percentage terms, only 25% of Indonesian students have a minimum level of reading competence or more (OECD (2019). Based on the data above, this shows that the level of interest in reading in Indonesia is still very low. Reniati (2019) also stated that the cause of students failing to learn reading comprehension was related to the students' low interest in reading. This makes the researcher want to improve children's reading interest and reading comprehension with various strategies.

The researcher conducted interviews as well as observations with class X teachers at SMKN 1 Bojonegoro. The teacher stated that grade X students at SMKN 1 Bojonegoro still had difficulty with reading comprehension. The low ability of students to understand reading as evidenced by: (1) students have difficulty in determining the intrinsic elements of reading, (2) students are confused in determining the main idea in each paragraph, and (3) students have difficulty in concluding what they read in their own words.

To overcome those problems, teachers must be able to choose the right method to make the teaching and learning process better, interesting, and communicative. One of the effective strategies is focused Reading Thinking Activities. According to Stauffer (1969) The DRTA is a strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. In fact, DRTA provides the teacher an opportunity to guide students to think like good readers do by anticipating, predicting, and then confirming and modifying their ideas with the story.

The use of DRTA can help students understand the text and involve them actively in the teaching and learning process. Therefore, DRTA is very suitable for students at SMKN 1 Bojonegoro to improve their reading comprehension skills.

RESEARCH METHOD

The type of this research is classroom action research (CAR). This research has a very important role and strategy to improve the quality of learning if implemented properly and correctly. CAR offers opportunities as a work development strategy because this research approach places educators as researchers with changing patterns and much collaboration.

It is apply to see the improvement as a certain number of cycles. If the researcher does not get a significant result, more cycles will be apply and giving more treatment in the teaching-learning process until the researcher gets the significant result of it. In this research, each cycle did in a four step, namely Planning, Action, Observation, and Reflection.Cycle 2 is the improvement of Cycle 1 by applying Directed Reading Thinking Activity strategy.

FINDINGS AND DISCUSSION

In the initial conditions of low learning outcomes, students' interest and moti-vation in participating in English learning are still lacking, students do not dare to ask questions, have difficulty practicing questions, do not dare to express opinions and are less active. This is used as a benchmark to increase students' interest and motiva-tion so that better learning processes and results are obtained, especially in improving English learning outcomes, especially in reading comprehension.

The following is a table of test results in initial conditions:

Table 1 Pre-test Result

Pre-Test Success Rate					
Range	**Category**	**Cycle 1**		**Description**	**Percentage**
		Frequency	**Percentage**		
85-100	Very Good	0	0%	Passed	8%
75-85	Good	3	8%		
65-75	Currently	14	39%	Not Passed	92%
55-65	Not Enough	7	19%		
<55	Very Less	12	33%		
Total		**36**	**100%**		
Max Score		80			
Min Score		30			
Average		60.28			
KKM		75			

From the table above, it can be shown in a bar chart the percentage of pre-cycle student learning success rates:
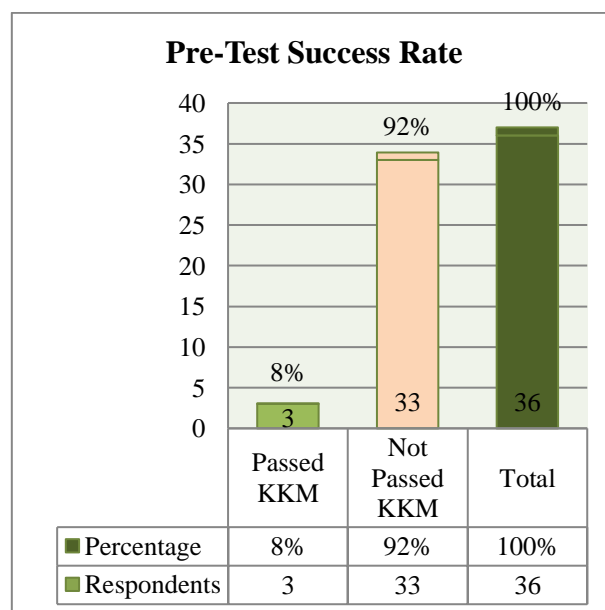

Figure 1 Pre-test Succes Rate

From figure 1, it can be seen that 3 students (8%) have succeeded in achieving more than the KKM 75, while 33 students (92%). The average value of the low class only reached 60.28. Seeing the level of completeness of learning which reached 92%. These

data indicate that students' reading comprehension in the early stages is still in the low category.

At the beginning of the learning meeting, in addition to the pre-test, the researcher also distributed a pre-questionnaire to find out the students' reading interest and how much they needed to use strategies for reading comprehension.

The following is a table of test results in initial conditions:

Table 2 Pre-Questionnaire Result

Item Number	Score	F	Total Score	Percentage
1,2,3,4,5	SA (5)	0	0	0%
	A (4)	27	108	22%
	U (3)	89	267	54%
	D (2)	58	116	23%
	SD (1)	6	6	1%
Amount		180	497	100
Max Score		900		
Index		55%		

Based on table 2, none of them strongly agree or 0% interest in reading, there are 22% of students agree, 54% of students express doubt, 23% of students disagree and 1% strongly disagree. Thus, the index value of 55% is obtained. Thus, it can be concluded that in this pre-questionnaire most of the students had no interest in reading.

Table 3 Pre-Questionnaire Result

Item Number	Score	F	Total Score	Percentage
6,7,8,9,10	SA (5)	0	0	0%
	A (4)	10	40	10%
	U (3)	44	132	35%
	D (2)	83	166	44%
	SD (1)	43	43	11%
Amount		180	381	100
Max Score		900		
Average Percentage		42%		

Based on table 3, none of them strongly agree or 0% understands the reading comprehension, there are 10% of students agree, 35% of students express uncertain, 44% of students disagree and 11% strongly disagree. Thus, the index value of 42% is obtained. Thus, it can be concluded that in this pre-questionnaire most students need a good strategy to improve their reading comprehension.

1)   Finding of Cycle 1

a.   Planning: Preliminary activities, implementation of the DRTA strategy, closing.

b.   Action & Observation: Learning actions use the DRTA strategy and are carried out individually.

c.   Learning Outcomes: Based on analysis post-test result, there are 17 students (47%) who have succeeded in reaching more than the KKM 75. While the other 53 students (92%) still have not reached the KKM, there are even some students whose scores are still very low. The class average score is also quite low, only reaching 68.6.

d.Reflection: Based on the analysis of student test results, it can be seen that the indicators of success in cycle 1 have not been achieved so that corrective action is needed in cycle 1 so that student learning outcomes, especially for reading comprehension, can be improved.

2)Finding of Cycle 2
a. Post-test 2
Data on reading comprehension achieved by students after participating in learning during cycle 2 as follows:

Table 4 Post Test 2 Result

Range	Category	Cycle 2		Description	Percentage
		Frequency	**Percentage**		
85-100	Very Good	9	25%	Passed	78%
75-85	Good	19	53%		
65-75	Currently	5	14%	Not Passed	22%
55-65	Not Enough	3	8%		
<55	Very Less	0	0%		
Total		**36**	**100%**		
Max Score		100			
Min Score		60			
Average		80.28			
KKM		75			

Based on the table above, the highest score obtained by students was 100 and the lowest score obtained by students was 60. In the results of this post-test, the average reading comprehension of students was 80.3.

From the table 4, it can be shown in a bar chart the percentage of post-test 2 success rates:
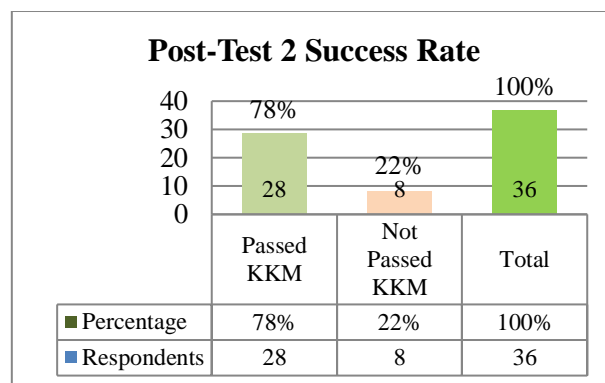
Post-Test 2 Success Rate

	Passed KKM	Not Passed KKM	Total
■ Percentage	78%	22%	100%
■ Respondents	28	8	36

Figure 2 Pre-test Success Rate

From the figure above, there are 28 students (78%) who managed to achieve more than the KKM 75. While, the others 8 students (22%) still have not reached the KKM. The class average score is also quite high, reaching 80.3.

b. **Post-Questionnaire**

In the post-questionnaire, the results of the aspect of reading interest can be seen in the following table:

Table 5 Post-Questionnaire

Item Number	Score	F	Total Score	Percentage
1,2,3,4,5	SA (5)	24	120	19%
	A (4)	67	268	43%
	U (3)	60	180	29%
	D (2)	27	54	9%
	SD (1)	2	2	0%
Amount		180	624	100
Max Score		900		
Percentage		69%		

Based on table 5, there were 19% of the students strongly agree on interest in reading, there are 43% of students agree, 29% of students express doubt, 9% of students disagree and 0% strongly disagree. Thus, the index value of 69% is obtained.

In the post-questionnaire, the results of aspects of reading comprehension can be seen in the following table:

Table 6 Post-Questionnaire

Item Number	Score	F	Total Score	Percentage
6,7,8,9,10	SA (5)	41	205	29%
	A (4)	79	316	45%
	U (3)	55	165	24%
	D (2)	5	10	1%
	SD (1)	0	0	0%
Amount		180	696	100
Max Score		900		
Average Percentage		77%		

Based on table above, there were 29% of the students strongly agree on understands the reading comprehension, there are 45% of students agree, 24% of students express doubt, 1% of students disagree and 0% strongly disagree. Thus, the index value of 69% is obtained.

And the results of the study above in the implementation of cycle 2 showed an increase in learning outcomes. In cycle 1, the percentage of scores above KKM for pre-test is 8%, pre-questionnaire on aspects of reading interest 55% and reading comprehension 42%, while in cycle 2 the percentage score above KKM for post-test is 78% and post-questionnaire on aspects of reading interest is 69% and reading comprehension is using DRTA is 77%. Thus, it can be seen that the written test success indicator has been achieved, namely at least 75% of students scored above the KKM 75 and the questionnaire interval exceeded 60%.

CONCLUSION
Based on the findings and discussion, it can be concluded that:
1) Through learning the DRTA strategy, it can improve the learning outcomes of class X students of SMKN 1 Bojonegoro in the 2021/2022 academic year in solving problems in English narrative text material.
2) Through learning the DRTA strategy has an influence on students' interest in learning, namely their reading interest increases.

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