The Effect of Directed Reading Activity (DRA) Strategy on the Students' Reading Comprehension at Madrasah Aliyah Negeri 1 Pekanbaru

Yusniar
Madrasah Aliyah Negeri 1 Pekanbaru, Indonesia

INFO ARTIKEL	ABSTRAK
	Abstract: Many students at MAN 1 Pekanbaru have problem in reading comprehension that should be mastered by them in English subject. To solve the problem, Directed Reading Activity (DRA) strategy was offered to improve the students' reading comprehension. The main objective of this research was to find out the significant effect of using Directed Reading Activity (DRA) strategy. Sixty two students MAN 1 Pekanbaru participated in study. In collecting data used a test while in analyzing the data used an independent sample t-test an a pair simple t-test. The result of data analysis has identified that after conducting the treatment could improve 71,37% on reading comprehension in narrative text of students MAN 1 Pekanbaru. It meant that there was significant effect of using Directed Reading Activity strategy on students' reading comprehension. **Abstrak**: Kebanyakan siswa di MAN 1 Pekanbaru memiliki masalah dalam memahami bacaan yang seharusnya dkuasai oleh mereka dalam pelajaran Bahasa Inggris. Untuk mengatasi masalah ini, strategi *Directed Reading Activity (DRA)* diberikan untuk meningkatkan pemahaman membaca siswa. Tujuan Penelitian ini adalah menemukan pengaruh yang signifikan dari penggunaan strategi *Directed Reading Activity (DRA)*. Sebanyak 62 orang siswa MAN 1 Pekanbaru menjadi partisipan pada penelitian ini. Penggumpulan dan analisis data menggunakan uji t dan uji sampel berpasangan. Dari analisis data menunjukkan bahwa setelah melakukan pembelajaran menggunakan strategi DRA , pemahaman membaca wacana naratif siswa MAN 1 Pekanbaru meningkat 71,37%. Hal ini menunjukkan bahwa ada pengaruh signifikan dari penerapan strategi DRA terhadap pemahaman membaca siswa.

Alamat Korespondensi:
Yusniar
Madrasah Aliyah Negeri 1 Pekanbaru, Indonesia
E-mail: yusniar_alexander@yahoo.com

INTRODUCTION

Reading is a very important skill and it is one of four language skills that should be mastered by the students in learing English. By reading, the students can get information and knowledge in learning activities that is stated in the textbook or other source. They can use reading to learn and to get information from the world around them. Reading can enhance their lives and be a source of great pleasure (Hannell, 2008). In reading activities, the students are not just obligated to be able to read what is written in reading material, but also they should be able to capture the information or massage in the reading material itself.

Reading is the practice of using text to create meaning (Andrew, 2008). Before the students get the meaning or message from the text , they must understand or comprehend the material. Neil, (2003) views that the goal of reading is comprehension. Viki (2010) also states that comprehension is grasping (understanding) the meaning of informational materials. Furthermore Klinger, Voughn and Boardman (2007:12) say that reading comprehension is the process of contructing meaning by cooridnating a number of complex processes that includes word reading, word and word knowledge, and fluency. So,

it is clear that reading is essential and cannot be separated from comprehension because knowing how to read the text has little value if the students are not able to know the meaning of the text. It is stated in English syllabus, the first semester of the second year at the senior high school, the forms of essay are report, narrative an analytical exposition. In second semester at senior high school, they are spoof, narrative and hortatory exposition which are acceptable in daily life. English teaching process at the second year takes four class hours a week (4x45minutes) and the total period of English teaching is 29 meeting in a semester. Therefore the students can learn English maximally.

English teachers of MAN 1 Pekanbaru and KKM (Kelompok Kerja Madrasah) were interviewed in order to get some information about learning process in the classroom especially in reading comprehension. The problems could be indicated based on interview are: 1) some of the students were not able to understand text, 2) some of the students could not identify the main topic of the text, 3) some of the students were not able to find the massage of the text, 4) some of the students were not able to find synonym or antonym of certain words, 5) some of the students were not able to organize the informatio in the text, 6) some of the students were not able to answer the question related to content of the text given. To solve these problems, one of the effective teaching strategies was offered to improve the students' reading comprehension especially in narrative text. The strategy was Directed Reading Activity (DRA) strategy. This was used to make the students able to understand the text and answer the question related to the text, so they did not feel bored to study English anymore.

Directed Reading Activity (DRA) is teaching strategy used to guide students as they read text. DRA is designed to assist teachers in providing systematic group-reading instruction, in guiding and engaging students inreading text, and in providing students with direct instruction in word recognition and comprehension (Tierney & Readence, 2000). DRA is the a three-steps teaching process that involves: 1) Pre-reading activities, in this step, students' prior knowledge of the topic or concept is activated, or background knowledge developed and vocabulary words are introduced; 2) During-reading activities, there are two ways doing activties in this step. Firstly, the students read the text and orally respond questions posed by the teacher. Secondly, the teacher divides the text into three or four sections, the students read silently, after reading a section the teacher prosses questions orally and engages students in dscussion before continiuing to the next section; and 3) post-reading activities, in this step, comprehension check and discussion may be followed by oral reading,or extension activties that conncet the text with writing.

Directed Reading Activity has several purpose for the students: 1) teaches word identification skills; 2) elicits students' prior knowledge of the topic of the text; 3) teaches specific reading skills; 4) sets a purpose for reading; and 5) encourages students to monitor their comprehension while they are reading. In brief, DRA is a strategy that is not only increasing the students' comprehension in reading but also giving them a chance to sosialize with friends in classroom by discussing, giving opinion and identification skill that all of this is very important for their future of life.

Based on the limited of problem, the research questions were formulated as the following questions: 1) was there any significant difference in reading comprehension in narrative text between those students who were taught by using Directed Reading Activity and those who were taught without using Directed Reading Activity?; and 2) was there any significant of using Directed Reading Activity strategy on improvement of students' reading comprehension in narrative text of the second year student at MAN 1 Pekanbaru ?

METHODE

The design of this research was an experimental research. In this research, there were two variables; the independent variable (X) was using of directed reading activity strategy, and the dependent variable (Y) was students' reading comprehension n narrative text. The collecting data using pre-test and post-test were administered to experimental and control group, and the treatment was conducted to experimental group only. The research design can be seen as follows tabel 1.

Tabel 1. Difference between Experimental and Control Group

Group A	O_1	X	O_2
Group B	O_1	-	O_2

Where:

O_1 = pre-test

O_2 = post-test

X = treatment by using Directed Reading Activity Strategy

  The sample was cluster sampling that took two classes, the first was XI A2 (group A) consisted of 31 students were taught by using Directed Reading Activity Strategy. The second XI A3 (group B) consisted of 31 students were taught without y using Directed Reading Activity strategy. After collected data with pre-test and post-test, to analyze the data about the significant difference before and after of students' reading comprehension in narrative text between those were taught by using Directed Reading Activity strategy and those who were taught without using Directed Reading activity strategy, the data were analyzed statistically. The independent sample t-test an pair sample t-test were used through using SPSS 20 version (Statistic Package for the Sosial Sciences).

RESULT AND DISCUSSION

  The data of this research were the score of the students' pre-test and post-test of both the experimental and the control classes. The main purpose of the research was to explore the effect of Directed Reading Activity strategyon the students' reading comprehension in narrative text. The pre-test and post-test scores from the students' reading comprehension test were analyzed by using quantitative data analysis for the findings. Both descriptive and inferential statistical analyses were included. Frequency counts, percentages, mean scores and standard deviation of the variables were presented in the descriptive statistical analyses. The hypotheses developed for this study were tested using an independent sample t-test and a paired sample test.

  In collecting the data, the writer used a test as the instrumentation. The test was used to determine the students' reading comprehension in narrative text. The type of the test was multiple choice and essay tests which consist 17 items. The tables below showed the blue print of the test:

Tabel 2. Blue print of the test

No	Indicators	Item Number	Score
1.	Have purposes for reading	1	4
2.	Use their experinces to make sense	12	4
3.	Use their background knowledge to make sense	2	4
4.	Extract the required information	17	4
5.	Get entertained	15	4
6.	Recognize the characters	5	1
7.	Understand the structural meaning	11	1
8.	Comprehend the significance of a phrase	3	1
9.	Comprehend the significance of a sentence	4	1
10.	*Locate or identify idea or information explicitly stated*	10	1
11.	Produce information explicitly stated	13	4
12.	Compare idea in the text with externa criteria and internal criteria or value	14	4
13.	Involve the psychological and aesthetic impact	16	4
14.	Locate the topic	6	1
15.	Locate main idea	7	1
16.	Find out antonym and contrasts of vocabulary	8	1
17.	Identify reference	9	1
	Total score		**41**

The data of the effect of using Directed Reading Activity (DRA) on the students' reading comprehension of the second grade students at MAN 1 Pekanbaru are obtained from students' pre-test and post-test score of experimental class consisting 17 item of students reading comprehensiontes. The description of the data are as follow:

Tabel 3. Students' reading comprehension in narrative text score MAN1 Pekanbaru (experimental class)

No	Students	Pretest	Postest	Gain
1	Students 1	58.5	75.6	17.1
2	Students 2	48.8	82.9	34.1
3	Students 3	48.8	63.4	14.6
4	Students 4	53.7	65.9	12.2
5	Students 5	53.7	65.9	26.8
6	Students 6	61.0	87.8	2.4
7	Students 7	73.2	75.6	17.1
8.	Students 8	51.2	68.3	22.0
9.	Students 9	56.1	70.7	34.1
10.	Students 10	39.0	80.5	12.2
11.	Students 11	48.8	65.9	4.9
12.	Students 12	61.0	70.7	7.3
13.	Students 13	61.0	68.3	26.8
14.	Students 14	43.9	70.7	24.4
15.	Students 15	56.1	80.5	22.0
16.	Students 16	43.9	65.9	14.6
17.	Students 17	56.1	70.7	4.9
18	Students 18	63.4	68.3	4.9
19.	Students 19	58.5	63.4	2.4
20.	Students 20	58.5	61.0	2.4
21.	Students 21	73.2	75.6	9.8
22.	Students 22	61.0	70.7	14.6
23.	Students 23	65.9	80.5	4.9
24.	Students 24	70.7	75.6	31.7
25.	Students 25	39.0	70.7	17.1
26.	Students 26	68.3	85.4	4.9
27.	Students 27	61.0	65.9	22.0
28.	Students 28	73.2	95.1	12.2
29.	Students 29	70.7	82.9	9.8
30	Students 30	51.2	61.0	9.8
31	Students 31	58.5	68.3	9.8
	Total	$\sum$=1787.8	$\sum$=2243.9	$\sum$=456.1
	Mean	$\sum$=57.7	$\sum$=72.4	$\sum$=14.7

Base on Independent t-test analysis for the post-test reading comprehension in narrative text of experimental and control groups, it showed that significant difference was found at post-test reading comprehension in narrative text between an experimental and a control group, the sig (2-tailed) was 0.000 and it was less than 0.05 ($p < 0.05$). It could be determine that there was significat diffrence between an experimental an a control groups after giving treatment. Based on analysis in the gain mean score between an experimenta group and a control group at MAN 1 Pekanbaru. The pre –gain mean score of the experimental group was 54.46 and post gain mean score 69.55, so the difference of that gain was 13.09. Meanwhile the control group pre-gain mean score was 54.85 and post-gain mean score was 56.7, the difference of the gain was 1.89. It showed that there was significant difference between pre-gain score and post-gain score in the experimetal group, the post-gain score in the experimental

group was higher than the control group. Then, the percentage of significant difference between pre-test and post-test of the experimental class by looking for the co-efficient effect can improve 71,37% on reading comprehension in narrative text at MAN 1 Pekanbaru.

CONCLUSION AND RECOMENDATION
Conclusion

Based on the result of the data, it can be concluded that Directed Reading Activity (DRA) strategy can improve the students' reading comprehension in narrative text of the second year students at MAN 1 Pekanbaru. Finally, Directed Reading Activity strategy is one of the strategies that can give positive effect on the students' reading comprehension. Thus, Directed Reading Activity can be implemented in classroom as one of alternative strategies to improve the students' reading comprehension ability.

Recomendation

For other researchrs who are interested in carrying out a research in reading comprehension by using DRA to continue these research findings in order to have better result. This strategy still need to relate with other factors such as the material and genres, students' emotion and etc.

REFERENCES

Anderson, N. (2003). Reading. In David Nunan, *Practical English Language Teaching (1ˢᵗ ed)*. P.68. Sidney: McGraw-Hill

Gay,L.R & Airisian, P. (2000). *Educational Research Competensies for Analysis and Application.* New Jersey: Prentice-Hall Inc

Hannell, G. (2008). *Success with inclusion.* London and NY: Routledge Taylor and Francis Group

Jacob, V., A. (2010). *Pre-guided, and post-learning purpose and strategies.*p.14

Jhonson, A., P. (2008). *Teaching Reading and Writing.* United State: Rowman and Littlefield publisher,Inc

Klinger *et al.* (2007). *Teaching Reading Comprehension for students with Learning Difficulties.* New York: Guildford Press.

Longman. (2005). *Dictonary of English Language and Culture,*p.1101.England: Associate Companies

Purwati, I., T. (2007). *Penerapan strategy "Directed Reading Activity" Untuk meningkatkan kemampuan memahami content subject Mahasiswa program study bahasa inggris,* FKIP. Universitas Riau.

Silabus Bahasa Inggris MAN 1 Pekanbaru

Sudarwati, M & Grace, E. (2007). *Look Ahead 2,* Jakarta: Erlangga

Tierney & Readence. (2000). In Barbara J. Guzetti, *Literacy In America.* P.133, California: ABC-CLIO, Inc.