



USING DIRECTED READING ACTIVITY (DRA) METHOD ON STUDENTS' READING COMPREHENSION

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ABSTRACT

The aim of this study is to find out the effect of using Directed Reading Activity (DRA) Method on students' reading comprehension. The research design was a quasi-experimental study using pre-test and post-test non-equivalent control group design. The participants of the study consisted of 63 students divided into an experimental group (31) and a control group (32) of the students of MAN 1 Pekanbaru. Two research questions and four hypotheses were posed in this study. Pretest and posttest were administered in this study and independent and dependent sample t-tests were used to analyze the data. The research finding showed a significant effect of using Directed Reading Activity (DRA) method on students' reading comprehension. Using DRA method contributed 76% on students' reading comprehension, meanwhile the control group using non-DRA method contributed 49%. At last, it can be inferred that DRA method is suitable to apply in teaching reading comprehension at State Islamic Senior High School (MAN) 1 Pekanbaru.

Keywords: Directed Reading Activity (DRA) method and reading comprehension.

1. Introduction

Nowadays, English becomes more important in many fields, particularly in transferring science, technology, trades, politics, businesses, etc. It is used not only by native speakers but also by non-native speakers to communicate each other. Brown (2001, p.232) states that there are four skills in English that should be master. They are speaking, listening, writing, and reading. Reading is one of the four language skills that can support students in English.

Teaching reading is a process in the English learning in which there are interactions between the teacher and students through reading text. It means that teacher guides the students to find

the information from the text and the students catch meaning of the text. Nunan (2005, p. 69) states that reading is a set of skill that involves making sense and deriving meaning from the printed word. It means that reading is ability to get information from written text such as making inference about they read.

By reading students can get more information and knowledge. That is way the students must read harder as much as possible. They can do this activity not only in the classroom but also out of the classroom. The students can practice it in classroom by reading the text that was given by the teacher based on the material. Moreover, out of the

classroom, students can practice it by reading the newspaper, magazine, and etc. Furthermore, Jeremy Harmer (1999, P.70) states that reading is not a passive skill. To do it successfully, we have to understand what the words mean, see the pictures the word are painting, understand the arguments and work out if we agree with them. It means that reading is the activity to comprehend the text, and by comprehending the text, we can get the information or messages from the writer.

Judi Moreillon (2007, p.10) states that reading is making meaning from print and from visual information. It means that to get knowledge of the language allows readers to identify the printed words and sentences. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. Many people can read, but not all can understand what they have read. The problems of students in English learning also happen in reading comprehension.

Lems, et.al (2012, p.170), explains that reading comprehension is the ability to construct meaning from given written text. It means that for the success of reading comprehension, the learner is able to identify the meaning and understand the content from the text. If the student has the ability to read with a good understanding, they would have better chance to success in learning.

Based on the curriculum and syllabus (2015/2016), the students are required to be able to comprehend many kinds of genres, such as: descriptive, narrative, recount, etc, which are useful for communication purpose, related to their environment (Badan Standar Nasional Pendidikan, 2006, p.31).

One of reading with genre that is familiar and taught to state Islamic senior high school (MAN) 1 Pekanbaru

is reading comprehension on narrative text. Since the students always face reading comprehension through genre, they must know the types of text, and automatically they are able to comprehend narrative text. In this study, just focus on narrative text.

Based on preliminary study conducted at state Islamic senior high school 1 Pekanbaru, the teacher explained about teaching and learning process in the class. In teaching reading, the teacher used the Three Phase Technique. The first activity was the pre-reading activity, the teacher explained the narrative text, then gave many examples. At whilst reading activity, the teacher invited the students to read the narrative text. At the end post reading activity, teacher asked the students to answer the questions based on the reading text.

From the explanation, ideally the students of state Islamic senior high school 1 Pekanbaru were able to read and understand the English text well. Unfortunately, the fact had shown that the students were not able to comprehend reading text. They failed to determine a topic, a main idea, supporting details, inference and reference of a text. Abdullah Hasan (2018, p.282) states that reading literature in English as a Foreign Language is difficult because it is related to a learner's ability to read, understand and make interpretation of the text written in English.

To improve the students' ability in comprehending of the text, the teacher needs to apply an appropriate method or a technique to help them solve their problem. Based on the problems above, Directed Reading Activity (DRA) method was applied for the treatment of teaching reading comprehension especially for narrative text. Allan, et.al (2005,p.42) states that the DRA method

is designed to support students' reading comprehension by guiding them to key points in the text and providing opportunities to discuss the meaning with their classmates. The DRA is a reading comprehension/critical thinking activity for the building knowledge part of a reading lesson with either narrative or informational text.

2. Objectives and Research Questions.

The main aim of this study is to find out the effect of using Directed Reading Activity (DRA) method and its effect size on students' reading comprehension at MAN 1 Pekanbaru. The specific objectives are as follows:

- a. To determine the significant effect of using Directed Reading Activity method on students' reading comprehension.
- b. To determine the effect size of using Directed Reading Activity method on students' reading comprehension.

Two research questions are formulated as follows:

1. Is there any significant effect of using Directed Reading Activity method on students' reading comprehension?
2. How big is the effect size of using Directed Reading Activity method on students' reading comprehension?

3. Materials and Methods.

The design of this study was a quasi-experimental research design with pretest and posttest non-equivalent group design. Cohen, et.al (1998) state that this research design is one of the most commonly used quasi-experimental design in educational research. quasi-experimental design was selected for this study because of the following factors : (a) the administrative

constraints by the selected school that does not allow for the random selection, (b) Based on the real condition, it is not realistic to conduct the study in true experimental design due to the complexity of human behavior and language behavior, and (c) the difficulty of defining variables involved in language learning. (Abdullah Hasan (2018, p. 124).

The participants of this study were 63 students of State Islamic Senior High School (MAN) 1 Pekanbaru that consisted of an experimental group (31 students) and a control group (32 students), and a volunteered teacher applied the treatment of DRA method. Cluster sampling was used that randomly selected groups, not individuals. All members of selected groups had similar characteristics. A good sample is one that is representative of the population from which it is selected, and cluster sampling is the best single way to obtain a representative sample. (Guy, et.al. 2003). The data were obtained by using pre-test and post-test. The pre-test was administered to determine the basic mastery of students' reading comprehension before being given the treatment. The post-test was done to determine the students' ability of reading comprehension. This research was carried out within four meetings or eight-class hours within one month. DRA method was used for the experimental group, while the control group was treated by using non-DRA method. Alan Crawford, et.al (2005) states the procedure of DRA methods is as follows:

- a) The teacher begins with one or two anticipation activities designed to motivate students and to activate or install needed background knowledge.

- b) The teacher should chunk the text by dividing it into manageable pieces for the students to read silently. Then, the teacher should prepare one or two comprehension level questions for each chunk to be read by the students.
- c) The teacher provides a culminating activity that allows students to review their understanding of the text and to apply them.

The DRA method leads the students to be creative thinking, imaginative, and joyful learning to achieve the objectives of the lesson. Besides, teaching and learning process automatically becomes a student-centered instruction with modern

pedagogy through the integration of the strength of attitude, skill and knowledge.

4. Results

The data in this study were analyzed by using a descriptive statistics of finding frequency counts, percentages, total scores, mean scores and standard deviation; while an independent sample t-test and a paired sample t-test with Eta Square of inferential statistics were used to analyze the data in order to test hypotheses based on participants' responses of pretest and post-test. The data of Table 1 were analyzed by descriptive statistics as follows:

Table 1. Results of students' reading comprehension pre-test and post-test scores

	N	Sum	Mean	S.D
Pre Exp Group	31	1792.00	57.80	12.30
Pre Control Group	32	1884.00	58.87	11.77
Post exp Group	31	2584.00	83.35	7.31
Post control Group	32	2388.00	74.62	9.23
Valid N	31			

Based on Table 1, it can be determined that the number of participants at MAN 1 Pekanbaru in the experimental group is 31 with pre-test standard deviation (12.30), post-test standard deviation (7.31), with pre-test mean score (57.80) and post-test mean score (83.35),. and the number of participants in the control group is 32 with pre-test standard deviation (11.77), post-test standard deviation (9.23), pre-

test mean score (58.87), and post-test mean score (74.62).

Four hypotheses were analyzed by using inferential statistics as follows:

Hypothesis 1

Ho1: There is no a significant difference on students' reading comprehension pretest mean score between an experimental group and a control group.

Table 2. The Analysis of Independent Sample T-test of Pre-test reading comprehension score between an Experimental group 1 and a control Group

Subject	R.G	Mean	S.D	N	Df	T	Sig.(2-tailed)
Pre-test	EG.1	57.80	12.30	31	61	- 0.35	.726
	CG.2	58.87	11.77	32			

p>0.05.

Based on Independent sample t-test analysis for pretest mastery of an experimental group and a control group on Table 2 above, it shows no significant difference is found at pretest reading ability. The result shows that the mean scores do not differ much between both groups. It could be determined that the subjects in both groups are equivalent. Mean for the experimental group is 57.80 and SD =12.30 and the mean for the control group = 58.87 and SD= 11.77.

The analysis of Table 2 of the first hypothesis Ha1 is rejected and Ho1 is

accepted. So, it can be concluded that “There is no significant difference of students’ reading pre-test mean score between an experimental group and a control group.

Hypothesis 2

The procedure of inferential statistics begins with the statistical test on the following alternative hypothesis:

Ha2: There is a significant difference on students’ reading comprehension post-test mean score between an experimental group and a control group.

Table 3. The Analysis of Independent Sample T-test of Post-test reading comprehension score between an Experimental group and a control Group is presented on Table 3

Subject	R.G	Mean	S.D	N	Df	T	Sig.(2-tailed)
Post-test	EG.1	83.35	7.31	31	61	4.152	.000
	CG	74.62	9.23	32			

P<0.05.

Based on Independent T-test analysis for post-test reading comprehension score of the experimental group and the control group on Table 3 above, it shows that there is a significant difference at post-test reading comprehension between an experimental group and a control group. T-test result is 4.152, its df is 61, standard deviation of an experimental group is 7.31 and a control group is 9.23. So, in the conclusion p = 0.000, the 2-tailed value is smaller than 0.05 (p<0.05). The result shows that the mean scores differ much between both groups. It could be determined that the subjects in both groups are not

equivalent after being given the treatment.

Table 3, of the second hypothesis Ha2 is accepted and Ho2 is rejected. So, it can be concluded that “There is a significant difference on students’ reading comprehension post-test mean score between an experimental group and a control group.

Hypothesis 3

The procedure of inferential statistics begins with the statistical test on the following alternative hypothesis:

Ha3: There is a significant effect on students’ reading comprehension between pre-test and post-test mean score in the experimental group

Table 8. The Analysis of Paired or Dependent Sample T-test between pre-test and post-test reading comprehension mean score in the Experimental group is presented on Table 4

Subject	G.S	Mean	S.D	N	Df	T	Sig.(2-tailed)
Effect	Pre-test	58.96	8.76	31	30	-9.79	.000
	Post-test	83.35	7.31	31			

P<0.05.

From Table 4 above, the output of paired sample t-test shows that the t-test result is -9.79, its df is 30, by comparing number of significance. If probability>0.05, null hypothesis (H₀) is accepted. If probability<0.05 alternative hypothesis (H_a) is accepted. Because the significance is 0.000 < 0.05, thus, H_a is accepted while H₀ is rejected.

Then, the percentage of significant effect is found out between pre-test and post-test of the experimental classes by finding out the effect size or eta-squared as follows:

$$\tilde{\eta}^2 = \frac{t^2}{t^2 + n - 1}$$

$$\tilde{\eta}^2 = \frac{(-9.79)^2}{(-9.79)^2 + 31 - 1}$$

$$\tilde{\eta}^2 = \frac{95.84}{95.84 + 30}$$

$$\tilde{\eta}^2 = 0.76$$

$$\text{Eta-squared} = \tilde{\eta}^2 \times 100\%$$

$$\text{Eta-squared} = 0.76 \times 100\% = 76\%$$

The result of data analysis is based on inferential statistics which has been identified that after conducting the

treatment for 4 meetings or 8 class-hours by using DRA method can improve 76% on the reading comprehension. Therefore, the Ho3 hypothesis is rejected and Ha3 is accepted that there is a significant effect between reading comprehension pre-test mean score of experimental group and reading comprehension post-test mean score of the experimental group .

Hypothesis 4

The inferential statistics procedures begin with the statistical test on the following alternative hypothesis:

Ha4: There is a significant effect on students' reading comprehension mean score of pretest and posttest mean score of the control group.

The result of the effect on implementing non- treatment of DRA method on students reading comprehension for the control group of the composite comparing score for both pre-test and post-test is analyzed by using a Paired Sample T-test, and presented at the following Table 10.

Table. 5. The Analysis of Paired Sample T-test Between Pre-test and Post-test on students reading comprehension for the Control Group

Paired Samples T-Test

Subject	G.S	Mean	S.D	N	Df	T	Sig.(2-tailed)
Effect	Pre-test	58.87	11.77	32	31	-5.514	.000
	Post-test	74.62	9.23	32			

P<0.05.

From Table 5 above, the output of paired sample t-test shows that the t-test result is -5.514, its df is 31, by comparing number of significance. If probability > 0.05, null hypothesis (H_0) is accepted. If probability < 0.05 alternative hypothesis (H_a) is accepted. Because the significance is $0.000 < 0.05$, thus, H_a is accepted while H_0 is rejected.

Then, the percentage of significant effect is found out between pre-test and post-test of the control group by finding out the effect size or eta-squared as follows:

$$\tilde{\eta}^2 = \frac{t^2}{t^2 + n - 1}$$

$$\tilde{\eta}^2 = \frac{(-5.514)^2}{(-5.514)^2 + 32 - 1}$$

$$\tilde{\eta}^2 = \frac{30.40}{30.40 + 31}$$

$$\tilde{\eta}^2 = 0.49$$

$$\text{Eta-squared} = \tilde{\eta}^2 \times 100\%$$

$$\text{Eta-squared} = 0.49 \times 100\% = 49\%$$

The result of data analysis is based on inferential statistics which has been identified that after conducting the treatment for 4 meetings or 8 class-hours by using non-DRA method can improve 49% on the reading comprehension. Therefore, the H_0 hypothesis is rejected and H_a is accepted that there is a significant effect between reading comprehension pre-test and post-test mean score of the control group.

5. Discussion

Reading is one of the important skills that should be mastered by foreign language learners. Richards and Smiths (2010, p.483), "Reading is the process by which the meaning of a written text is understood" Regarding the previous idea, Westwood (2008) said that the proficiency in reading skill consisted of two main competencies, they are

identifying words and linguistics comprehension. Thus, comprehension is the main goal of reading, where the message is conveyed to the reader from a written language.

Reading is one of the important skills in learning English. Students should master and comprehend reading text. To make them comprehend reading text, teacher should help them by implementing appropriate strategy or method in teaching and learning process. Learning strategies help to make language learning easier, faster, more self-directed, more effective and more transferable to new situations

Tankersly (2003) revealed that 'reading comprehension' requires making meaning from words because good readers have a purpose for reading to use their experiences and background knowledge to make sense of the text" Abdullah Hasan (2018, p. 286) states that teaching and learning process in today's classroom needs improving and keeps on changing from time to time based on the new situations and conditions. The educational needs keep on changing from Elementary school up to tertiary levels. Educators in general need to explore and search suitable approaches, methods, techniques and strategies to overcome the changing of the educational needs in their teaching and learning processes.

The findings of this study based on the research questions highlight the idea that DRA method has significant effect which contributes 76% on students' reading comprehension. Rohaty et.al (2012, p.424) state the findings indicated that the increase in English language achievement can be attributed to the positive strengths of meaningful learning, whereby students learn through various modalities such as auditory, body kinesthetic and using affect. Then, Alan Crawford (2005, p.

42) states the rationale of DRA method is designed to support students' reading comprehension by guiding them to key points in the text and providing opportunities discuss its meaning with their classmates. DRA (Crawford in Stauffer 1969) is popular methods for engaging students in reading narrative texts for understanding. At last, it can be generalized that DRA method can be implemented in teaching and learning process of reading comprehension for state Islamic senior high school (MAN) 1 Pekanbaru.

6. Conclusion

The findings indicate that there is a significant effect of using Directed Reading Activity (DRA) method on students' reading comprehension. Using DRA method shows the significant effect on the students' reading comprehension. DRA method contributes more effect (76%) which is in a good contribution. DRA is a popular method for engaging students in reading narrative texts or informative texts for understanding. Using DRA, the students read silently under direction of a teacher, the question prompts are specific and provide more supports for comprehension. It can be inferred that DRA method is suitable for Senior high school students. It encourages them to make their own prediction. The teachers should be alert and creative to prepare the materials or other facilities before teaching. At last, it can be concluded that the research findings can be generalized and implemented to other senior high schools in Indonesia.

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