

IMPROVING READING COMPREHENSION BY USING DIRECTED READING ACTIVITY (DRA)

Fatih Al Fauzi¹

Email: fatih.alfauzi16@gmail.com

ABSTRACT

Reading is one of the activities that can fulfill someone's need, including student's needs, particularly in getting the information needed. To know the condition of the students, the researcher used the pre test. The mean score of reading comprehension Pre Test was 37%. It show that the first condition is far from satisfied, hopefully the next steps will be better. Researcher use of Directed Reading Activity (DRA) to Improve Reading Comprehension. Type of research is classroom action research (CAR). The result of score analysis, in the first cycle shows that from 27 students there are only 59,3% of them who get score ≥ 75 . This means that the rest of the students do not achieve the target score. Therefore, the action is continued to the second cycle. And in the second cycle, there are only 21.4% of them who get score ≤ 75 , so the rest of them or 78.6 % of them get score ≥ 75 . This means that more students achieve the target score. To sum up, the uses of Directed Reading Activity method was able improve the reading comprehension.

Key words: *Reading Comprehension, Directed Reading Activity, Improve.*

ABSTRAK

Membaca adalah salah satu aktifitas yang dapat menambah informasi yang kita perlukan, termasuk informasi-informasi yang dibutuhkan oleh siswa. Sebelum melakukan penelitian, peneliti melakukan pre-test. Rata-rata nilai pre-test siswa 37%, ini menunjukkan bahwa jauh dari kepuasan. Dalam penelitian ini, peneliti menggunakan strategi Directed Reading Actitivity (DRA), sedangkan desain yang digunakan Penelitian Tindakan Kelas (PTK). Jumlah siswa dalam penelitian 27 siswa. Hasil dari siklus pertama hanya 59% yang mendapat nilai ≥ 75 . Artinya siswa tidak mencapai target yang diinginkan. Sehingga, penelitian dilakukan siklus ke dua. Dan di siklus ke dua hanya 21% yang mendapatkan nilai kurang dari 75, sedangkan 78% mendapatkan nilai lebih dari 75. Artinya siswa mencapai target yang diinginkan. Dapat disimpulkan bahwa Directed Reading Activity dapat meningkatkan pemahaman reading.

Key words: *Reading Comprehension, Directed Reading Activity, meningkatkan.*

¹ Dosen Prodi Pend. Bhs Inggris Univ. Islam Jember

INTRODUCTION

Research Background

English plays an essential role in communication. Our government hopes people can use English as second language. It can make them know the development through language easier. As the fact finding of interview with the english teacher of SMP 06 Diponegoro Wuluhan, reading is the difficult skill that should be mastered by the students, because as the foreign language, students seldom to hear. The teacher said that it caused by several factor as the students felt english was so difficult, they were often confused with their meanings of words or sentences. Those difficulties were caused by either their lack of knowledge of vocabulary or their unwillingness to find the meanings of words. Baside while writer on preliminary study, the second grade students at SMP 06 Diponegoro Wuluhan Jember had problem in reading comprehension. In this case, they were often confused with their meanings of words or sentences. Those difficulties were caused by either their lack of knowledge of vocabulary or their unwillingness to find the meanings of words. In addition, most students had inability in connecting ideas in a text, so they tended to infer the reading text incorrectly. meanwhile, in daily practice of the teaching of reading, however, that technique had not been effective yet since only 10 students from 27 students could comprehension the text well. It could be seen from the students' average score of reading test done by preliminary study that was 37% .Where as the expected value is 75. This everage score needed to be increased into good category. Knowing that reading is necessary for communication, the teacher has a significant role in English teaching and learning process, especially in choosing appropriate strategy in teaching reading comprehension. However, the fact show that English can't be understood easily by the students of Indonesia. Teachers have a duty to help them in learning English, for example by giving them good motivation, teaching method and teaching media. Technique is a guide that can help teacher in presenting a concept or material in class. One of the teaching technique can be used is by Directed Reading Activity (DRA). By using Directed Reading Activity Strategy, students will learn English easily, especially in reading comprehension. This strategy encourages students to be active and thoughtful readers, enhancing their comprehension. Students read the title of the text, or tell them the topic of the text. They have more opportunities of ideas that come to mind when they think about the title or topic. Students can share or discussion about text with another student to understand about text, so it is important that you activate their prior knowledge on a topic.

Research Problem

“ How to improve the Reading Comprehension through Directed Reading Activity [DRA] of VIII students of SMP 06 Diponegoro Wuluhan Jember in the 2015/2016 academic year?

Research Objectives

The objective of the research is to know how Directed Reading Activity (DRA) able to improve Reading Comprehension of VIII students of SMP 06 Diponegoro Wuluhan Jember in the 2015/2016 academic year.

REVIEW OF RELATED LITERATURE

Reading Comprehension

According to Shanahan (2006:28), Reading Comprehension is the act of understanding and interpreting the information within a text. It can be supposed that the reader actively in examining text, making hypotheses about what the information of the text and identify the whole reading text to get all the informations. In this case the author try to communicate his feeling in writting in order to express his feeling or his idea. He encode their writting by language to make lively interaction between language and thought.

The main purpose of reading is to understand or comprehend the comunication between the author and the reader. In this case reading always relates to comprehension the text. Acording to Fran (2005:5) comprehension as intentional thinking during which meaning is constructed through interactions between text and reader. It means that comprehension will be sucessfull if the reader can connect what the information of the text with knowledge. defines reading comprehension as understanding what has been read. It is an active thinking process that depends not only on comprehension skill but also on student's experience or prior knowledge. From this statement, it can be restated comprehension is the ability to grasp the meaning of given passages. In other words, it is the student's full understanding towards the content of the passages.

In summary, reading comprehension is the act to construct a meaningful representation and build a representation of texting meaning.

Levels of Comprehension

There are three levels of comprehension, as follows: literal comprehension, inferential comprehension, and critical comprehension.

In this research, the researcher focuses on two levels of reading comprehension; they are literal reading comprehension and inferential reading comprehension.

- **Literal Reading Comprehension**

Literal reading comprehension refers to the students' ability to find specific information that is explicitly stated in the text. It is supported by Williams et. all (1999:25) who say that literal comprehension is the meaning that the reader gets from the printed words in the text. One reads the words that the author has written and formulates an answer from those words. Further, Burns et.al (1996; 255) in Parleonardus (2011) state that reading for literal comprehension is the same as acquiring information that is directly stated in a selection.

- **Inferential Reading Comprehension**

Inferential reading comprehension refers to the students' ability to find general information that is implicitly stated in the text. Students learn to activate

and use their background knowledge to identify relevant portions of a text, which they then use to infer the answer to a question. Williams et. al (1999:25) state that Inferential comprehension is what the reader infers from what the author writes. In inferential comprehension, the reader has to read to draw conclusions from the material presented. The author leaves out elements that the reader must infer by reading between the lines.

Directed Reading Activity [DRA] Strategy

Directed Reading Activity (DRA) Strategy Alan Crawford (2005:42-43): is a reading comprehension/ critical thinking activity for the building Knowledge part of a reading lesson with either narrative or informational text. The DRA method is designed to support students' reading comprehension by guiding them to key points in the text and providing opportunities to discuss its meaning with their classmates. This means that in Directed Reading Activity the students study not individual except study together, to enjoy the discussion and share the material.

Unger (2007: 121) stated that Directed Reading Activity the teaching strategy used in most basal reading programs and consisting and this strategy is known as an effective approach to teaching reading. As a literacy-based strategy for teaching reading, the DRA provides a basic format of the lessons that have high flexibility and can be widely applied in a variety of reading. This strategy gives teachers a basic format for provides a systematic teaching in line with the task of reading.

From explanation above teaching learning process using Directed Reading Activity has advantage that is expected that students can be active, helping students' connect their personal background experiences with the text, and DRA enhances' student ability to comprehension texts by teaching them how to find information for answering questions.

The Steps of Teaching Reading Comprehension by Using DRA

The teacher implements the steps of DRA, which was adapted from Alan Crawford (2005:42-43):

Step 1:

- Semantic map to gloss (introduce) the term yacht
- Activate background knowledge
- Prediction from terms to apply knowledge of additional vocabulary from the story.

Step 2:

- Chunk text with stops to support comprehension
- DRA to guide silent reading with higher order questions
- Discussion of responses to questions, with evidence provided through brief oral reading

Step 3:

- Think-pair-share activity to share new knowledge about characters
- Completion of character map to share new knowledge

- Predictions about characters based on character traits

RESEARCH METHOD

Research Design

Action research takes classroom-based research conducted by teachers in order to reflect upon and evolve their teaching by asking “what am I doing?”, “what do I need to improve?”, “how do I improve it?”, their accounts of practice show how they are trying to improve their own learning.

Research Procedure

The Planning of The Action

The planning of the action in this research is the step to prepare the classroom instructional strategy to solve the problem. It will be done before implementing the action of the research. The activities are as follows :

First, choosing the appropriate theme Based on stated in the guideline of 2006 Institutional Based Curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP), for the eighth grade of junior high school students which is used to prepare the lesson plan for the action. After that prepare the materials. Second, preparing for observation in the form of checklist. The last, setting the criteria of success of the classroom action research both in proses and product evaluation.

The Implementation of The Action

The second step is the implementation of the action. The implementation of the action in the first cycle is based on lesson plan and it will be done by three meetings. In the first and second meeting, the research conducted teaching and learning reading by using DRA. In this case the focus of the action is to improve the students’ reading comprehension achievement material.

Observation and Evaluation

The third step is observation and evaluation. It is done to observe activities based on the applications of reading comprehension as the material in teaching learning process. In the classroom action research, observation will be done by the teacher using the checklist form. Checklist is use full to check whether the students’ activities have run as following indicators which planed previously or not.

Evaluation contains criteria of success in classroom action research which is not only used to measure achievement in learning English skill but also evaluation that is applied in this research is the process of evaluation the product. Process evaluation is used to evaluate the students’ activities by observing classroom activities during the implementation of the teaching learning process. The criteria which is used to evaluate the success of the product evaluation, at least 75 % of the students could achieve minimum condition standart score which have been set led by the school that is 75.

Reflection

The section is done collaboratively by the researcher and the english teacher to identify the criteria of success. The cycle will be conside success full

when the target criteria of success has been completely. When some criteria of success have not been achieved, the first cycle is not success full yet, and further cycle is needed to improve the quality of strategy get research objective based on the evaluation which is set before.

Data Collecting Method

Interview

Interview is a form of collecting data which in some questions are asked orally. This is as primary data that support the research background. This sections is the first steps that will be done before research. The interview consist of students' problem during teaching learning process, students' score in reading test, teacher tecnique in teaching reading comprehension that should be interview with the english teacher of eighth grade.

Observation

Observation is a tool of research to know the phenomena of research. In this case, obervation are used to several students' activities and response while teaching learning process of reading comprehension by using DRA. The researcher will use performance checklist in observing students' activeness and pasiveness during teaching learning process.

Reading Test

Reading assesment is used to collect the information about how much students understand about the topic. So this is for measuring what students learned. In this research, reading test focus on reading comprehension achievement by DRA.

The researcher made the consult with the English teacher, the objective test was constructed in the form of multiple choices. The test was given to the respondent at the end of the cycle after the action. It was intended to measure the students reading comprehension achievement in finding information in the reading text covering general and specific information.

Dealing with the general and the specific information, the student were required to identify the meaning / phase / sentence, word reference, explicit information, implicit information, the purpose of writing the text, a moral message, and the generic structure.

Documentation

Documentation is data that is got form the english teacher in the seventh grade about some students' score before. This data will be used as the basic scores that will comprehend with the reading test.

Data Analysis Method

Define analysis as consisting of three current flows of activity: Data reduction, data display, and conclusion drawing/ verification.

Reading comprehension achievement will analys by the following formula:

$$E = \frac{n}{N} \times 100\%$$

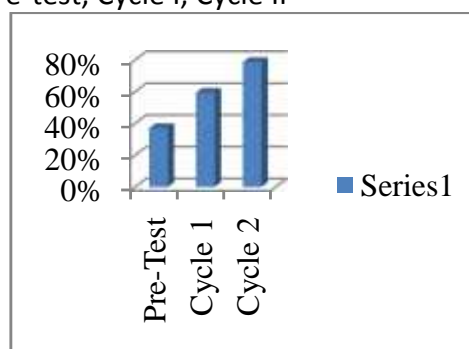
Note : E = Students' completeness in general
 n = The students who get completeness
 N = the count of students

Discussion

Beside of the result of the Implementation of the action in each cycle, it could be revealed that teaching reading comprehension could improve student's reading comprehension achievement.

The result of product evaluation Pretest, Cycle 1 and Cycle 2. It was found that there was progression as the table bellow:

Diagram The Result Pre-test, Cycle I, Cycle II



The students made the significant improvmen on their reading comprehension, it was found that the percentage of the students reading comprehension by using Directed Reading Activity method in cycle I was 59,3% as mentioned before, the cycle of this research was considered to be successful if the main score of the students reading tests had reached 75 or more and it was achieved by at least 75% of the total students. It means that the target percentage requirement in this research had not been achieved yet. In cycle 2 the students by revising the teaching and technique and some aspect which is need to improve the students reading comprehension. The test result, we found 22 students with score > 75, students who got < 75 in reading comprehension and the result of the second cycle test will be mentioned in appendix. Based on the result of reading test, it was found that the percentage score of the students reading comprehension by using Directed Reading Activity method in cycle II who got > 75 was 78,3 % It means that the target percentage requirement in this research had already achieved. Further, the improvement of their good character during teaching learning process. It could be concluded that the use of reading Comprehension by using DRA could help the students to improve their reading. Thus, the researcher finding proves that use DRA can improve student's reading comprehension at SMP 06 Diponegoro Wuluhan.

Conclusion

Based on the result of the analysis and reflection of the teaching and learning process as well as the students' reading process, It can be concluded that by using Anticipation for the first step and building knowldage for the activity the reading use silent reading and the consolidation for the pairs the setudent and follow up activity make students active not just passive observers,

who are responsible in teaching and learning process and makes them to learn and remember longer what they have studied. Then, make students more interested when they learn the concept of subject matter relates to their real life and how to use it outside the class. Shortly, teaching reading by using Directed Reading Activity could improve Reading Comprehension of the second grade students of SMP 06 Diponegoro Wuluhan in Academic year 2015/2016". The way to use DRA is the students are equipped with the abilities to determine purpose for reading by making predictions. Students are also involved in active searches either to confirm predictions or to get new information. Finally, they will prove their predictions.

REFERENCES

- Burns, C.P, Roe, D.B and Ross, P.E. 1996. *Teaching Reading in Today's Elementary School*. Boston: Houghton Mifflin.
- Crawford Alan, Saul Wendy E, Mathews Samuel, and Makinster James. 2005. *Teaching and Learning Strategies for the Thinking Classroom*. New York:: The International Debate Education Assosiation.
- Cohen , L. Mannion, M. 2007. *Research methods in education*. London
- Fran, L. 2005. *A Focus on comprehension*
- Harlow G. Unger. 2007. *American Education(third edition)* .New York
- Shanahan, T. 2006. *The nasional reading panel report: practical advice for teacher*
- Uger Harlo G. 2007. *American Education*. United State of America.
- William, C, Siekiersky, N and Fabricant, W. 1999. *Improving students' literal and inferential comprehension*. Available at:
<http://files.eric.ed.gov/fulltext/ED433497.pdf> [retrieved on 23rd February 2014]