

THE EFFECT OF DIRECTED READING THINKING ACTIVITY
STRATEGY AND SELF-REGULATION ON YEAR TEN
STUDENTS' READING COMPREHENSION AT SMAN 1
KEC GUGUAK 50 KOTA REGENCY

THESIS



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ABSTRAK

Siska Febri Nuriza. 2017. Pengaruh Strategi Directed-Reading Thinking Activity dan Pengaturan Diri siswa terhadap Pemahaman Membaca Siswa Kelas X SMAN 1 Kec Guguak. Tesis. Program Pascasarjana, Universitas Negri Padang.

Penelitian ini bertujuan untuk menjelaskan pengaruh strategi *Directed Reading Thinking Activity* dan pengaturan diri siswa terhadap pemahaman membaca siswa. Desain penelitian ini adalah penelitian eksperimen *quasi* dengan rancangan faktorial 2X2. Populasi penelitian ini adalah siswa kelas X SMAN 1 Kec Guguak, tahun pelajaran 2016/2017 yang terdiri dari 5 kelas. Teknik pengambilan sampel menggunakan sampel acak berkelompok. Sampel penelitian kelas MIA 1 terpilih sebagai kelas eksperimen dan kelas MIA 2 terpilih sebagai kelas kontrol Tes pemahaman membaca dan angket pengaturan diri siswa digunakan sebagai instrumen penelitian. Kemudian data penelitian dihitung dengan menggunakan rumus uji-t dan ANOVA. Hasil Penelitian menunjukkan bahwa: (1) Strategi Directed Reading Thinking Activity (DRTA) memberikan pengaruh signifikan terhadap pemahaman membaca siswa dibandingkan dengan siswa yang diajar menggunakan strategi *Small Group Discussion*, (2) Ditemukan adanya interaksi yang signifikan antara strategi pembelajaran dengan pengaturan diri terhadap pemahaman membaca siswa (3) Siswa yang memiliki pengaturan diri tinggi yang diajar melalui strategi Strategi Directed Reading Thinking Activity (DRTA) memiliki hasil lebih baik terhadap pemahaman membaca dibandingkan siswa yang memiliki pengaturan diri tinggi yang diajar menggunakan strategi *Small Group Discussion*, (4) Siswa yang memiliki pengaturan diri rendah yang diajar melalui strategi Directed Reading Thinking Activity (DRTA) tidak memiliki hasil yang baik terhadap pemahaman membaca dibandingkan siswa yang memiliki pengaturan diri rendah yang diajar menggunakan strategi *Small Group Discussion*,. Kesimpulannya, strategi pengajaran DRTA memberikan hasil yang signifikan terhadap kemampuan membaca siswa khususnya pada siswa dengan tingkat pengaturan diri yang tinggi dan terdapat interaksi antara strategi pengajaran dan pengaturan diri siswa terhadap kemampuan membaca siswa.

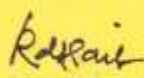

ABSTRACT

Siska Febri Nuriza. 2017. The Effect of Directed Reading-Thinking Activity Strategy and Self-Regulation on Year Ten Students' Reading Comprehension at SMAN 1 Kec Guguak 50 Kota Regency. Thesis. Graduate Program, State University of Padang.

This research was aimed to find out the effect of Directed Reading Thinking-Activity and students' self-regulation toward the students' reading comprehension. The design of the research was quasi-experimental with the 2X2 factorial design. The population of this research was the year ten students of SMAN 1 Kec Guguak in academic year 2016/2017 which consisted of 5 classes. The sampling technique was cluster random sampling. The sample was MIA1 as experimental class and MIA 2 as control class. Reading comprehension test and self-regulation were used as research instruments. The data were calculated by using t-test formula and Two Ways ANOVA. The result of this research showed that: (1) The students who are taught by Directed Reading Thinking Activity (DRTA) strategy have better reading comprehension than those who are taught by using Small Group Discussion Strategy, (2) There is an interaction between teaching strategies and self-regulation toward students' reading comprehension (3) Students with high self-regulation who are taught by using Directed Reading Thinking Activity (DRTA) strategy have better reading comprehension than those who are taught by using Small Group Discussion strategy, (4) Students with low self-regulation who are taught by using Directed Reading Thinking Activity (DRTA) strategy do not have better reading comprehension than those who are taught by using Small Group Discussion strategy,. In conclusion, DRTA strategy gives a significant result on students' reading comprehension especially for high self-regulation students and there is an interaction between teaching strategies and self-regulation on students' reading comprehension.

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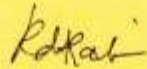



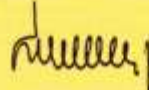
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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Reading an academic text is not a simple. Readers need to convey a meaning of the text by comprehending what the writer intends from written symbol into a meaningful idea. Then, the readers read to learn when the information is important for their future. Therefore, the readers need comprehension in reading activity. Without comprehension, reading is nothing and it does not provide the readers with any information that they need.

Moreover, reading comprehension should be mastered by the students especially those who are in the senior high school. According to Westwood (2001), the students in high level are demanded to comprehend more complex reading text. They should apply appropriate background knowledge in a variety of context. In addition, they are expected to obtain meaningful information from what they read in order to expand their knowledge. Due to the importance of reading comprehension above, the students in the senior high school are expected to have high reading comprehension.

As a matter of fact, reading comprehension is not easy for most of the students. The students are lack of language competence in comprehending a text. They can understand each word separately, but they face difficulties to link them into meaningful ideas. Then, most of the students lost their concentration and they do not enjoy while reading. The students struggle with difficult words that are not familiar to them. Therefore, they should have good language

competence in reading. As mentioned by Bressel and Resinski (2008) in order to have comprehension, the readers need to understand the text by connecting what they read with what they have already known, mastering the vocabulary, monitoring their comprehension and applying some strategies. This implies that, for the students who have low reading skill, reading comprehension becomes more difficult and often boring.

Beside the language competence, self-regulation is the another factor that influence students' achievement in reading. Self-regulation is one of the important factors that should be possessed by the students in learning especially in reading subject. Ormord (2011) asserts that the students who have high self-regulation can obtain success in reading activity, for they are able to monitor their own learning. Clearly, the students who have high self-regulation can take responsibility for their own reading activity. They can maintain their own purpose of reading and monitor their comprehension. Meanwhile, students with low self-regulation faced difficulties in monitoring their comprehension. They read a text without knowing the purpose. They read all the sentences in the text and often lost their concentration easily. If they face difficulties to comprehend a text, they don't want to seek help. For all of these conditions above, self-regulation can affect students' reading comprehension.

Furthermore, based on the curriculum of the senior high school in Indonesia, reading should be taught from the first year students until the third year students. This situation shows the importance of reading for the students. The students are expected to understand and comprehend a text in reading activity.

Therefore, the teachers need to train their students to comprehend a text by using an appropriate strategy. As mentioned by Zare (2013) comprehension does not occur automatically, it needs an appropriate strategy to help the students to become competent reader. This implies that the teacher should be careful in applying reading strategy to the students since the effective one can influence their reading comprehension.

Based on an informal interview in February 2016 with English teachers of SMAN 1 Kec Guguak, they used Small Group Discussion in teaching and learning reading. In this strategy, the teachers guided their students to work in group and asked them to share their idea related to the text given. The activity started by dividing the students into a group with four members. Then, the teacher distributed the text to the students and asked them to read the text in group. After that, the students discussed the answer together with the member in the group. The last, the teacher was asking them to share their ideas in front of the class. This strategy can give positive effect toward students' reading comprehension. According to Ehlers (2002), Small Group Discussion can help the students to understand the text by sharing their idea with their friends. On the other hand, this strategy becomes less effective if each member does not have equal opportunity to communicate. Related to this condition, it can be implied that this condition leads to a problem that not all of the students can understand a written text. Therefore, only the dominant students can comprehend the text easily.

Dealing with the limitation of small group discussion above, it is needed for teachers to make sure their students to participate actively in reading activity. Directed Reading-Thinking Activity (DRTA) is a strategy that can be assumed to foster students' reading comprehension by helping students to be more active in reading. This strategy has meaningful activities that guide the students to be active in reading by monitoring their comprehension. According to Farrel (2009), DRTA strategy can lead the students to monitor their own comprehension by making and evaluating their predictions by finding some information in the text. These activities help the students to determine their own purpose in reading. As a result, they can focus their attention and avoid the distraction that can distract them to understand the text easily. As a result, they can obtain high comprehension toward text. Then, based on the study conducted by Somadoyo et.al (2013), DRTA strategy is success to increase students' reading comprehension. They suggested the teacher to use DRTA strategy in teaching reading comprehension. It implies that the DRTA strategy gives strong effect toward students' reading comprehension.

Therefore, based on the description above, this research tried to investigate the reading comprehension of students who were taught by DRTA strategy and those who were taught by Small Group Discussion strategy. Besides, the effectiveness of teaching strategies was influenced by students' self-regulation. This research also found out whether there was an interaction of the two teaching strategies and students' self-regulation toward students' reading comprehension. Thus, the title of this research "The Effect of Directed Reading-

Thinking Activity and Self-Regulation on Year Ten Students of SMAN 1 Kec Guguak 50 Kota Regency.

B. Identification of the Problem

Based on the background of the problem above, there were some problems which can be identified. The problem came from both of the teachers and students. From teachers' side, it could be the strategy that was used in teaching reading comprehension itself (Small Group Discussion). In teaching reading comprehension by using this strategy, not all of the students gave contribution toward discussion. If the teachers do not control the students, only the dominant students can understand the text. Then, the students tend to read the text just to answer the question not to comprehend the text.

Then, from the students' side, the problem can be their ability to monitor their comprehension. They read all of the sentences and they read a text without knowing the purpose of reading. This condition lead to some problems in which the students felt that reading was stressful since they faced difficulties to obtain the meaning.

The another problem is related to the students' self-regulation. The students with low self-regulation have difficulties to comprehend a text. They cannot control their own learning in order to achieve the goal of reading that is to obtain the meaning.

C. Limitation of the Problem

Dealing with the identification of the problem above, there were some factors that influence students' reading comprehension. In this study, the problem of this research was limited on the strategies used in teaching reading and students' self-regulation that influence their reading comprehension ability. Hereby, the Directed Reading-Thinking Activity was applied in teaching reading. Therefore, this research was limited to examining the effect of DRTA strategy and self-regulation on year ten students' reading comprehension at SMAN 1 Kec Guguak 50 Kota Regency.

D. Formulation of the Problem

The problem of this research is formulated as follows: "Do Directed Reading-Thinking Activity and self-regulation give significant effect on year ten students' reading comprehension at SMA Negri 1 Kec Guguak 50 Kota Regency?".

E. Research Questions

Based on the formulation of the problem above, the research questions of this research are:

1. Do year ten students who are taught by using DRTA strategy have better reading comprehension than those who are taught by using Small Group Discussion strategy at SMAN 1 Kec Guguak 50 Kota Regency?

2. Is there any interaction between teaching strategies (DRTA and Small Group Discussion) and self-regulation toward students' reading comprehension at SMAN 1 Kec Guguak 50 Kota Regency?
3. Do year ten students with high self-regulation who are taught by DRTA strategy have better reading comprehension than those who are taught by using Small Group Discussion strategy at SMAN 1 Kec Guguak50 Kota Regency?
4. Do year ten students with low self-regulation who taught by DRTA strategy have better reading comprehension than those who are taught by using Small Group Discussion strategy at SMAN 1 Kec Guguak50 Kota Regency?

F. Purpose of the Research

Based on the research questions above, the purposes of this research are:

1. To find out whether the students who are taught by using DRTA strategy have better reading comprehension than those who are taught by using Small Group Discussion strategy at SMAN 1 Kec Guguak50 Kota Regency.
2. To find out whether there is any interaction between teaching strategies (DRTA and Small Group Discussion) and self-regulation toward students' reading comprehension at SMAN 1 Kec Guguak50 Kota Regency.

3. To find out whether the students with high self-regulation who are taught by DRTA strategy have better reading comprehension than those who are taught by using Small Group Discussion strategy at SMAN 1 Kec Guguak 50 Kota Regency.
4. To find out whether the students with low self-regulation who are taught by DRTA strategy have better reading comprehension than those who are taught by using Small Group Discussion strategy at SMAN 1 Kec Guguak 50 Kota Regency.

G. Significance of the Research

There were two kinds of significances of the research:

1. Theoretically, the result of this research was expected to be a source of information about investigating the effect of DRTA strategy on students' reading comprehension and self-regulation.
2. Practically, it was expected to give positive guidance and solution for teachers in teaching and learning English. Moreover, the students were expected to be able to solve their problem in comprehending a text and more active in reading by using DRTA strategy.

H. Definition of the Key Terms

To avoid misunderstanding, it is necessary to define the key terms of this research:

1. Students' reading comprehension is the students' ability to understand a written material by linking their background knowledge with the information in the text in order to get the idea of the text.
2. Directed Reading Thinking Activity refers to the strategy that encourages the students to predict what they read by questioning the title or the picture of the text. Then, they read the text in order to confirm or reject their prediction.
3. Small group discussion is a strategy that is done in small group to discuss a certain text. The students sit in the group and they have an equal opportunity to share their idea in their group and discuss the text to get understanding.
4. Self-regulation is the students' ability to control their metacognition, motivation, and behaviors related to the goal of reading.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the findings and discussion, it can be conclude that Directed Reading-Thinking Activity strategy can help the students to increase their reading comprehension skill. This strategy help the students to focus their attention in reading by proving their prediction with information in text. It also help the students to monitor their comprehension since they read a text with a purpose in their mind.

Furthermore, self-regulation is one the factors that influence students' reading comprehension. Therefore, DRTA stratgy and small group discussion strategy can be applied in teaching reading comprehension considering to students' self-regulation.

In addition, DRTA strategy is effective for the students with high self-regulation. The high self-regulation students have characteristic to regulate their own learning. Thus, they found that it is enjoyable to do prediction and monitor their comprehension. Since high self-regulation students have high desire to understand a text.

Then, DRTA strategy is not effective for students with low self-regulation. The low self-regulation cannot work without guidance. They have difficulties to comprehend a text with DRTA strategy that force them to be independent reader.

B. Implication

It can be implied that DRTA strategy can be applied as an alternative strategy in teaching reading comprehension since the students are guided to be active and become independent reader. As a result, the teachers need a knowledge about how to implement DRTA strategy in teaching reading. Then, the students need to be active and be independent reader in reading activity.

In addition, this research implies that in teaching reading, the teachers have to concern toward students' self-regulation, since they are different based on their self-regulation. The teachers have to realize that not all strategies are effective related to students' self-regulation. Therefore, it can be implied that the teachers have to apply a suitable strategy that is effective for both high and low self-regulation students.

C. Suggestions

Based on the conclusions and implications above, some suggestion can be given:

1. It is suggested for English teachers when applying DRTA strategy to to teach reading comprehension to use guided questions that can help the students to predict what will be discussed in the text.
2. It is suggested that the teachers consider students' self-regulation when applying DRTA strategy in teaching reading. The DRTA strategy is effective for high self-regulation students.

3. It is expected for further researchers to find a strategy that is suitable for high and low self-regulation students. Since, self-regulation is one of the factors that influence students' reading comprehension.

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