



Improving Reading Comprehension of the First Year Students Through Directed Reading Activity (DRA) Strategy in Narrative Text

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Article Info	Abstract
Article History Received: 2024-06-23 Revised: 2024-07-21 Published: 2024-08-02 Keywords: <i>Reading Comprehension; Directed Reading Activity; Narrative Text.</i>	This study examined whether Directed Reading Activity (DRA) strategy could improve students' reading comprehension in narrative text and to know the factors that influence reading comprehension in class X students of SMAN 10 Pekanbaru. This research used classroom action research design with quantitative and qualitative approach. The way to select the sample was by asking the teacher which class had the lowest English score and the total sample was 35 students. Data collected using pre-test, cycle I, and cycle II. The results revealed that the average mean in the pre-test was 47 (poor), in cycle I was 70 (good), and cycle II was 85 (excellent). Based on the study's results, it can be concluded that by using Directed Reading Activity (DRA) strategy, students' comprehension in narrative text has improved.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2024-06-23 Direvisi: 2024-07-21 Dipublikasi: 2024-08-02 Kata kunci: <i>Pemahaman Membaca; Kegiatan Membaca Terarah; Teks Naratif.</i>	Penelitian ini bertujuan untuk mengetahui apakah strategi Directed Reading Activity (DRA) dapat meningkatkan pemahaman membaca siswa pada teks naratif dan untuk mengetahui faktor-faktor yang mempengaruhi pemahaman membaca pada siswa kelas X SMAN 10 Pekanbaru. Penelitian ini menggunakan desain penelitian tindakan kelas dengan pendekatan kuantitatif dan kualitatif. Cara memilih sampel adalah dengan bertanya kepada guru, kelas mana yang memiliki nilai Bahasa Inggris terendah dan total sampel adalah 35 siswa. Data dikumpulkan dengan menggunakan pre-test, siklus I, dan siklus II. Hasil penelitian menunjukkan bahwa rata-rata pada pre-test adalah 47 (kurang), pada siklus I adalah 70 (baik), dan siklus II adalah 85 (sangat baik). Berdasarkan hasil penelitian, dapat disimpulkan bahwa dengan menggunakan strategi Directed Reading Activity (DRA), pemahaman siswa dalam teks naratif telah meningkat.

I. INTRODUCTION

Everyone uses language to communicate with others. Language is used to convey our ideas or thoughts. The world has a wide variety of languages. As it is an international language, English is the most important language in the world. According to Rabiah (2018), language is a communication tool used by everyone in their daily life as a means to convey information and arguments to others. It means that language is a system consisting of elements that will be used to communicate with each other. In learning English, students need to be proficient in four skills, they are: listening, speaking, reading, and writing. In listening, students hear words. In speaking, students speak the words. In reading, students read words. In writing, students write words. These four skills must be learned simultaneously. Reading is one of the most important tools for students as it enables them to acquire knowledge and fulfill their information needs. William et al (2011) define reading as the skill of understanding the meaning of printed

words and applying that knowledge appropriately. Furthermore, reading is the ability to gain knowledge and insight from books or other materials that has been read before. The most important skill for humans is reading, as reading is more important than speaking and writing.

The main purpose of reading is to improve comprehension, or the ability to understand the meaning of what has been read, and then answer questions based on the content of the reading. In reality, finding the correct information, main concepts, and supporting ideas from reading materials can be a challenge for students. However, many students find it difficult to read in a foreign language, because students not only have to read, but also have to understand the text. In fact, there are many students who have difficulty in learning to read and understand what they read. This is due to the lack of competence in students' abilities where their capacity as learners and their abilities in English. Many students face difficulties in understanding narrative texts. The most common problem in

understanding short stories is students' ability to master vocabulary and terminology, especially with competence in understanding other short story components such as characters, events, conflicts, and settings.

The researcher assumes that there are two factors that may be affecting students' difficulties in understanding the text. First, students' limited of vocabulary. Second, the teaching method used by the teacher. Teaching strategies or methods can have a significant influence on students' success in reading texts. In addition, teaching methods can affect students' psychological and physical aspects. Through appropriate strategies, teachers can increase students' interest, motivation, modification of reading materials, and reading comprehension. Thus, teachers must develop their teaching strategies to help students efficiently comprehend reading materials. In other words, teachers must be creative in choosing the effective teaching strategies.

Based on these problems, one method that can be used by teachers to improve students' reading comprehension is Directed Reading Activity. Betts (2012) state that Directed Reading Activity (DRA) is a strategy that provides students with instructional support before, during, and after reading. In other words, one of the oldest strategies is directed reading activity, which entails three steps: pre-reading activity, during-reading activity, and post-reading activity. According to Alan Crawford (2005), directed reading activities are reading comprehension/critical thinking activities that can be used in narrative or informative books to develop the knowledge part of the reading session. It means that guided reading activities involve reading narrative texts to gather information while engaging in critical thinking exercises during reading lessons. During the researcher's teaching practice at SMAN 10 Pekanbaru, the reading comprehension ability of students in class X of SMAN 10 Pekanbaru was under the KKTP (Kriteria Ketercapaian Tujuan Pembelajaran). The researcher assumes that the strategy of directed reading activities will help students' develop their reading comprehension skills and reach the KKTP.

Related to the previous theories, some research showed that Directed Reading Activity (DRA) strategy impacts students' reading comprehension in narrative text. The results of research by Wardana (2015), the findings revealed that the score in cycle I and cycle II was increased compared to the pre-observation. It

also implied that Directed Reading Activity (DRA) strategy could improve the student's reading competency. In addition, Dasri (2017) indicated that using Directed Reading Activity (DRA) strategy could help increase students' reading comprehension in Indonesian Lessons. Another study was conducted by Sari (2017), the result of data analysis showed that using Directed Reading Thinking Activity (DRTA) there was an improvement on the students' improvement in reading comprehension from each cycle. The mean during the pre-test was 46.60, during the first cycle was 64.12, and during the second cycle the mean was 77.29. Lastly, Maladewi (2021) revealed that the students' reading comprehension ability before implementing DRA strategy was 39.29 with incomplete category. Meanwhile, after implementing the DRA strategy, the average score of classical completeness increased.

This aims to identify whether Directed Reading Activity (DRA) strategy can improve students' reading comprehension and to find out the factors influences the improvement of reading comprehension in narrative text. Based on the phenomenon above, the researcher tries to apply Directed Reading Activity (DRA) strategy in improving and increasing students' reading comprehension. Therefore, the researcher was interested in conducting a research entitled "Improving Reading Comprehension of the First Year Students of SMAN 10 Pekanbaru through Directed Reading Activities (DRA) Strategy in Narrative Text."

II. METHOD

To identify if Directed Reading Activity (DRA) strategy can improve students' reading comprehension and to find out the factors influences the students' reading comprehension in narrative text of the first year students' of SMAN 10 Pekanbaru. In this research, the researcher used classroom action research that focuses on the quantitative and qualitative approach.

Data was collected using test, observation, interview, and field note. In test section consisted three phases which include pre-test, cycle I, and cycle II. However, the data collection procedures involved: First, the pre-test was distributed before cycle I and cycle II. Students answered 10 multiple choice questions of reading comprehension in narrative text and they only answered the questions according to their actual ability for 20 minutes. Second, researcher was

conducted observation to checklist toward reading and Directed Reading Activity (DRA) strategy indicators. Third, researcher was applied interview to obtain the data about teacher's activity and students' impression after applying Directed Reading Activity (DRA) strategy. Lastly, researcher was conducted filed notes used by collaborator when the researcher applied Directed Reading Activity (DRA) strategy to develop reading comprehension in narrative text.

The pre-test, cycle I, and cycle II blueprints can be seen in Table 1 below:

Table 1. Blueprints of Narrative Text

Variable	Indicators	Item Numbers	Total
Pre-test	Orientation	1,2,3,4	4
	Compliation	5,6,7,8	4
	Resolution	9,10	2
Cycle I	Orientation	1,2,3,4	4
	Compliation	5,6,7,8	4
	Resolution	9,10	2
Cycle II	Orientation	1,2,3,4	4
	Compliation	5,6,7,8	4
	Resolution	9,10	2
Total			30

Quantitative analysis stated by Arikunto (2012), he described there are five main categories to identify the percentage level of students' scores in reading comprehension of narrative text. The classifications were categorized into the following table:

Table 2. Classification of the Students' Score in Terms of the Ability Level

Score	Classification
80-100	Excellent
66-79	Good
56-65	Mediocre
40-55	Poor
30-39	Very Poor

Qualitative analysis stated by Airasian & Gay (2000), they described the data analysis by using five steps: data managing, reading and memoing, describing, classifying, and interpreting.

III. RESULTS AND DISCUSSION

A. Result

1. Quantitative Result

The following are the results of this research. The data presented are pre-test scores, cycle I scores, and cycle II scores:

Table 3. The Comparison of Students' Ability Level from Pre-Test to Cycle II

Components of Narrative Text	Students' Comprehension in Narrative Text		
	Pre-Test	Cycle I	Cycle II
Orientation	58 (Mediocre)	70 (Good)	89 (Excellent)
Complication	40 (Poor)	61 (Mediocre)	79 (Good)
Resolution	39 (Very Poor)	87 (Excellent)	97 (Excellent)
Mean	47 (Poor)	70 (Good)	85 (Excellent)

Based on the table above, it can be seen that the score of each stage has increased. Before using the Directed Reading Activity (DRA) strategy, the average mean was still very low in comprehending narrative text with a total score of 47 which indicates a poor level. Then, after using Directed Reading Activity (DRA) strategy, the students' average mean slowly increased in cycle I with a total score of 70 which indicates a good level. Because the score was not sufficient according to the desired results, it was continued to the cycle II. In cycle II, the students' average mean was increased significantly with a total score of 85 which indicates an excellent level. So, it can be concluded that the use of Directed Reading Activity (DRA) strategy was able to improve students' reading comprehension in narrative text.

2. Qualitative Result

a) Observation

Based on the observation, activities during the teaching and learning process using the Directed Reading Activity (DRA) strategy made many changes to the improvement of students' reading comprehension in narrative text. Students followed the teaching and learning activities in various ways. Some of them listen to the researcher's explanation material through Directed Reading Activity (DRA) strategy. Students felt interest and students become more active than before. In this case, students have done all the indicators of reading comprehension in narrative text and Directed Reading Activity (DRA) strategy. So, it can help them to improve their reading comprehension in narrative text.

b) Interview

This interview was randomly selected from several students. The following was the interview questions with the students:

Teacher : *"What do you think about the material?"*

Student 1 : *"We think the material match with our interest and we are motivated in learning English".*

Student 2 : *"It was appropriate with our level and interest. The material was very interested"*

Teacher : *"How about the media?"*

Student 3 : *"It is interesting, varied and really support teaching and learning process".*

Teacher : *"Well, how about the classroom activities? Do you enjoy it?"*

Student 4 : *"Yes, we can share our idea freely. It makes us more chance to comprehend the text".*

Teacher : *"Do the activities of Directed Reading Activity strategy can improve your comprehension?"*

Student 5 : *"Yes sir, we have an improvement in reading comprehension of narrative text"*

Student 6 : *"The result of the test shows that our comprehension was improved by the use of DRA strategy"*

Teacher : *"What do you think about classroom management? It makes you more chance to comprehend the text?"*

Student 7 : *"Yes, teacher makes a good management in the class. We can enjoy this situation".*

Based on the interview script, it can be identified that students have several opinions and impressions of the Directed Reading Activity (DRA) strategy. Students' opinions on the Directed Reading Activity (DRA) strategy include that students feel interested, happy, and motivated in the learning process. Students felt that the Directed Reading Activity (DRA) strategy was very helpful to improved their reading comprehension in narrative text, students understand the reading text more easily and students can increased their knowledge after applying the Directed Reading Activity (DRA) strategy. In addition, each student has responsibility

for their respective roles in small group discussions.

c) Field Notes

Based on the results of field notes, it can be identified that students have some opinions and impressions towards the use of new strategies in teaching and learning reading comprehension of narrative texts. Referring to the analyzed data obtained during the research, the factors that can influence the improvement of students' reading comprehension in narrative text can be identified as follows: First, students' interest in using the Directed Reading Activity (DRA) strategy because with the using of this method helps them to learn reading comprehension in narrative text and helps them to easily understand the text well. Second, students were motivated in reading because the students can easily memorize and understand the material. Third, students' understanding of the text because helps them to understand the text by using the hand out about narrative text, which can guide students to learn reading comprehension in narrative text. Fourth, teacher assessment or evaluation it helps them to improve their understanding of the text. Lastly, teachers' and students' effort in teaching reading, there was interaction between teachers and students. So, teachers try to help students in understanding the text through efforts to improve their reading ability.

B. Discussion

Based on the explanation above, the results showed that the mean score on the test of students' ability in reading comprehension of narrative text from class X SMAN 10 Pekanbaru taught with Directed Reading Activity (DRA) strategy was higher than the mean score on the test before using the method. This indicates that the application of Directed Reading Activity (DRA) strategy was more effective in improving students' ability in reading comprehension of narrative text. This is acceptable because learning activities using Directed Reading Activity (DRA) strategy encourage students to understand the text and become more critical thinkers.

After analyzing the results of the pre-test, the researcher found that students had low reading comprehension in narrative text. To overcome students' problems in reading comprehension in narrative text, the researcher applied the Directed Reading Activity strategy to improve students' reading comprehension in narrative text and the factors that influence the improvement of students' reading comprehension in narrative text.

Students' reading ability in understanding narrative text has increased from Pre-test to cycle II. It can be seen from the orientation which has the highest score is Cycle II with a score of 89, from the complication which has the highest score is Cycle II with a score of 79, and from the resolution which has the highest score is Cycle II with a score of 97. It can be concluded that students' reading comprehension in narrative text can be improved by using the Directed Reading Activity (DRA) strategies and it can be seen from the students' scores in each cycle which have increased significantly.

IV. CONCLUSION AND SUGGESTION

A. Conclusions

Based on the data analysis presented, the findings show that the Directed Reading Activity (DRA) strategy can improve students' reading comprehension in narrative texts in class X students of SMA N 10 Pekanbaru. This can be seen from the students' scores which increased from pre-test, cycle I, and cycle II. During the pre-test or before using the Directed Reading Activity (DRA) strategy, the students' average score increased. This indicated that their comprehension in narrative text is getting better.

The researcher also identified factors that influenced the improvement of reading comprehension in narrative text: after using the Directed Reading Activity (DRA) strategy, students found it easier to understand narrative text, students found it easier to remember the material provided, and students were more active during the learning process. It is clear that reading comprehension through the use of the Directed Reading Activity (DRA) strategy is effective. This indicates that the Directed Reading Activity (DRA) strategy can be applied to improve reading comprehension students of class X SMA N 10 Pekanbaru.

B. Suggestion

Based on the conclusion above, the researcher gives suggestions some follows:

1. For Teachers

Teachers should enhance their teaching skills and create a good learning atmosphere for students. In addition, teacher should be selective and choosing creative strategies to improve students' ability and increase students' motivation in learning English.

2. For Students

Students who have some problems can apply this strategy as an aid to improve their reading comprehension in narrative text as for students who have problems and conditions with this study.

3. For Future Researchers

For future researcher hopefully this research can increase the knowledge about reading comprehension in narrative text using Directed Reading Activity (DRA) strategy.

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