DIRECTED READING THINKING ACTIVITY (DRTA) ON STUDENTS'
READING COMPREHENSION

THESIS

BY

Uswatun Hasanah

MASTER'S DEGREE OF ENGLISH EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

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Abstract

This research aims (1) to investigate whether there is a significant difference of students' reading achievement who were taught through Directed Reading Thinking Activity (DRTA) with cooperative learning and DRTA without cooperative learning on students' reading comprehension, (2) to reveal whether there is any improvement of students reading comprehension after being taught by using DRTA with cooperative learning, (3) to find out reading comprehension aspect which is the mostly improved after being taught by using DRTA with cooperative learning, and (4) to explain the implementation of DRTA with cooperative learning of the second grade students of SMA Minhajuttullab Way Jepara in the academic year of 2016/2017. This research was conducted through experiment design and it was conducted in two classes: experimental class which was taught by using DRTA with cooperative learning and control class which has been taught by using DRTA without cooperative learning which comprise of 28 students. In this research, there were two types of data, i.e. qualitative and quantitative data. The qualitative data consisted of field notes obtained from observations and interview transcripts obtained from interviews with the students. Meanwhile, the quantitative data in the forms of students' reading comprehension scores were obtained from reading comprehension tests (a pre-test and post-test).

The results show that (1) there was a significant difference on the students' reading comprehension after being taught by using DRTA with cooperative learning by using independent t-test through SPSS 16.00, the analysis results showed the two tailed p-value (0.004) < 0.05, which indicates a significant difference of both classes: experimental and control classes, (2) there is an improvement on the students' reading comprehension in the experimental class who was taught by using DRTA with cooperative learning (80.89) which was higher than pre-test mean score (69.25), (3) understanding specific information is the mostly improves after being taught by DRTA with cooperative learning and the implementation of DRTA with cooperative learning was successfully implemented, and (4) the students participated actively in the teaching and learning activities of reading, especially during DRTA activities. It could be concluded that the implementation of DRTA with cooperative learning was effective to improve students' reading comprehension achievement.

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Completed as Partial Requirement for a Completion of Master's Degree
at English Department, Faculty of Teacher Training and Education
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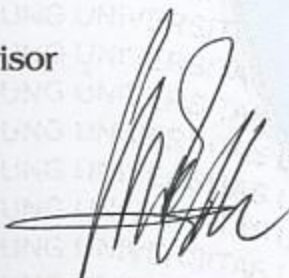
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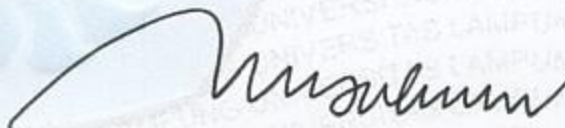
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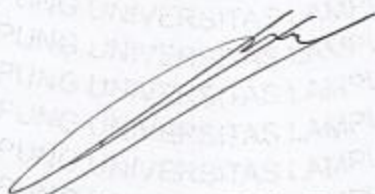
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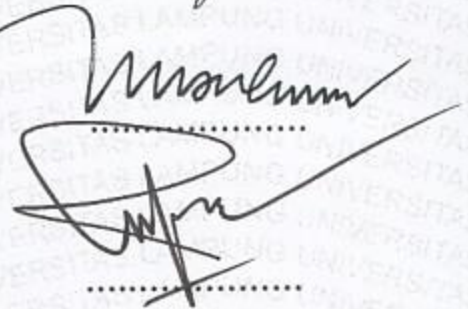**Dr. Mulyanto Widodo, M.Pd.**
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Dengan ini saya menyatakan dengan sebenarnya bahwa:

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Uswatun Hasanah was born in Braja Harjosari, Braja Selebah, East Lampung on January 27th 1989. She is the first child of the yhree children of a happy couple Wasno Masduki and Siti Umayah.

She began her study at TK Raudhatul Athfal Braja Harjosari in 1994. Then, she studied in MI Miftakhul Ulum Braja Harjosari in 1996 and graduated in 2001. In the same year, she continued her study at MTs. Miftakhul Ulum Braja Harjosari and graduated in 2004. Then in the same year, she continued her study in MA Darul Ulum Muncar Banyuwangi and graduated in 2007. In the same year, she continued her study in Faculty of Teacher Training and Education of Islamic University of Malang (UNISMA) and graduated in 2011. And in 2015, she continued her study in Master's Program in English Education Study Program, Language and Arts Education Department, Teacher Training and Education Faculty of Lampung University.

DEDICATIONS

I sincerely dedicate this thesis to:

- ➢ *My Family who always makes me feels strong and protects me with their prayers. I do love you.*

- ➢ *Me myself, for my hard work and my future.*

MOTTOS

If you don't like something, change it. If you can't change it, change your attitude. Don't

complain. (Maya Angelou)

Everything will be okay in the end. If it's not okay, it's not the end. (Unknown)

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Finally, the writer is fully aware that there might be still a lot of weaknesses in this thesis. For this the writer sincerely welcomes critics and suggestions from the readers to enhance the quality of the thesis.

Bandar Lampung, December 15th, 2016
The Writer,

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I. INTRODUCTION

This chapter presents the general description of the study. It covers background of study, limitation of the study, research questions, aim of the study, and significance of the study.

1.1 Background of the Study.

Based on the current curriculum in Indonesia, the School-Based Curriculum or Kurikulum Tingkat Satuan Pendidikan, English instruction at senior high schools is aimed at understanding and/or producing oral and/or written texts realized within the four English skills; namely listening, speaking, reading and writing (BSNP, 2006). Consequently, to be proficient in English, students need to master those four skills. Listening and reading skills are regarded as receptive skills while speaking and writing skills are considered to be productive skills. As one of the language skills, reading plays an important role because it helps students to be able to read English articles, magazines, newspapers, and nonfiction books, and it also could be the only way to use and to practice English in non-English speaking countries. Therefore, the ability to read the text in any form will contribute a great advantage for English learners, for instance gaining success at school.

Based on the interview with several English teachers and some grade eleven students of SMA Minhajuttullab Way Jepara on reading instruction, it was found out the students remained having difficulties in understanding English texts. The problems were:

1. They lacked vocabulary and grammatical knowledge important to comprehend the texts.
2. They tended to translate every single word instead of using reading strategies such as guessing meaning from the context to understand such texts. Those problems make reading frustrating which in turn may make the students discouraged.
3. The teaching and learning activities had not provided the students with enough opportunities to show and check their comprehension. Also, the use of media remained inadequate.

The problems mentioned above were stemmed from several factors, namely the students' reading skill and the teaching and learning activities of reading in the class. The first factor influencing reading instruction is related to students' reading skill. The students remained having difficulty comprehending an English text. They lacked vocabulary and grammatical knowledge important to understand the text. Consequently, they often found it difficult to understand the text. They almost could not find the main idea and some of the supporting details of the text; even they often misunderstood some of the information presented in the text. All that they knew was to translate every single word unfamiliar for them. They had not learned to guess meaning using context or to employ their background knowledge related to the text.

The next factor has something to do with the teaching and learning activities of reading in the class. The activities could not attract their interest and motivation to get engaged. This might be indicated by some students who did not pay attention to the teacher during the teaching and learning activities of reading or who did not complete the task given. Those problems indicate the need in an appropriate teaching strategy that cannot only help improve students' comprehension ability but that can make them actively participate in the reading class as well. And in order to realize this goal, learners are supposed to interact with other learners in the classroom through pair and group work.

Cooperative learning is an approach to group work that minimizes of occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high performance (Felder and Brent, 2007). In cooperative learning situations there is a positive interdependence among students' goal attainments; students perceive that they can reach their learning goals if and only if the other students in the learning group also reach their goals.

Considering the importance of reading comprehension for the students' successful English mastery, it is necessary to overcome the aforementioned problems above. Those problems indicate the need in an appropriate teaching strategy that cannot only help improve students' comprehension ability but that can make them actively participate in the reading class as well. In this case, the researcher used DRTA. DRTA helps students comprehend texts by activating their background knowledge related to the texts and promote the use of reading strategies. In addition, the students' comprehension progress before, while and after reading is monitored during the discussion so as to prevent the

students from misunderstanding the texts. Also, DRTA uses media and activities that can help the students understand the text and make them actively involved in the teaching and learning process.

The DRTA is one of the techniques that is intended to develop students' ability to read critically and reflectively. It is a strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The value of DRTA is to make predictions before reading each section. Thus, it really needs students' critical thinking to predict. By combining DRTA with Cooperative Learning, it means that the students will discuss their prediction in a group. That facilitates students' reading comprehension by fostering a supportive learning atmosphere, which provides more opportunities for explanation, logical inference, and debates to elaborate students' understanding of reading materials, and makes ideas concrete. At the end, this can help to increase students' English reading comprehension.

There have been several previous studies relating to combining of reading comprehension technique. The first study was done by Pan (2013). He conducted study about The Cooperative Learning Effects on English Reading Comprehension and Learning Motivation of EFL Freshmen. He used Reciprocal Cooperative Learning, that is, the combination of Inter teaching strategy, SQ3R reading strategy, and Cooperative Learning. He found that EFL freshmen who received Reciprocal Cooperative Learning instruction performed better on English reading comprehension examinations than those who received traditional lecture instruction.

Another study was done by Fard (2014). He investigated The Effect of Question-Answer Relationship (QAR) and Cooperative Learning (Cl) on First Grade High School EFL Students' Reading Comprehension. The result showed that QAR strategy had a positive effect and increased EFL students' reading comprehension. Then, it was also found CL strategy on EFL students' reading comprehension had also a positive effect, and students in the second experimental group outperformed in their post-test reading comprehension. The finding was that implementing combination of the two strategies (QAR+CL) had a positive effect on EFL students' reading, even more than using those strategies separately.

The previous review of related literature has clearly stressed the importance of using the DRTA which may help teachers use effective means for teaching reading comprehension. DRTA helps students to comprehend texts by activating their background knowledge related to the texts and promote the use of reading strategies. In addition, the students' comprehension progress before, while and after reading were monitored during the discussion so as to prevent the students from misunderstanding the texts. Furthermore, cooperative learning can significantly increase student achievement. None of these efforts paid attention to the use of the directed reading thinking activity and the cooperative learning in reading as one strategy.

This research has been conducted on the benefits of DRTA through cooperative learning. One area that has not yet been researched involves how well DRTA using cooperative learning affects English students' reading comprehension. Hence, it remains unknown whether students instructed through this particular strategy will be able to be

better readers and acquire higher reading comprehension. Thus, this study hopes to address a new frontier.

1.2 The Formulation of the Problems

Based on the problems are identified above, the problems of the study could be formulated as follow:

1. Is there any significant difference of students' achievement by using DRTA with cooperative learning and conventional DRTA on students' reading comprehension?

2. Is there any improvement of students reading comprehension after being taught DRTA with cooperative learning?

3. What reading comprehension aspect is the most improved after being taught by DRTA with cooperative learning?

4. How is the implementation of DRTA with cooperative learning on students' reading comprehension?

1.3 Objectives of the Study

Based on the research questions above, this study aimed to obtain empirical evidence about:

1. To find out whether there is a significant difference of students' achievement by using DRTA with cooperative learning and conventional DRTA on students' reading comprehension or not.

2. To find out whether there is any improvement of students' reading comprehension after being taught DRTA with cooperative learning or not.

3. To find out reading comprehension aspect which is the most improved after being taught DRTA with cooperative learning.

4. To explain the implementation of DRTA with cooperative learning on students' reading comprehension.

1.4 Scope of the Study

The researcher conducted this research to the second grade students of a senior high school. The researcher focused on narrative text and the materials were taken from English Books for the second grade of senior high school.

1.5 The Significance of Study

The findings of this research might be useful both theoretically and practically.

1. Theoretically, the finding of this research might be useful for supporting the theory of implementing the combination of reading strategies/techniques and effective in enhancing reading comprehension.

2. Practically, the result of this research was expected to provide teachers with a new insight that might be taken as a guideline in teaching reading so that the students are able to comprehend English texts well.

1.6 Definition of Key Terms

For the purpose of the study, the following terms were defined:

a. DRTA is a strategy that refers to the ability to make predictions, to examine reading materials based on the purposes of reading, the ability to pass

judgments, and finally the ability to make decisions based upon information gleaned from reading.

b. Reading Comprehension is the ability to read text, process it, and understand its meaning.

c. Cooperative Learning is a teaching method by which learners study by helping one another in small groups in their learning process in order to achieve a common objective

d. Narrative text is a kind of text with a complication or problematic events and it tries to find the resolutions to solve the problems.

e. Improvement is the process of a thing moving from one state to a state considered to be better.

II. LITERATURE REVIEW

This chapter contains review of theories, conceptual framework of the study, previous related studies, and the hypothesis of the study

2.1 Definitions of Reading and Comprehension

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning (Nunan, 2003). The readers try to understand a text when they read it. To do that, they do not only interact with the text itself but also activate their background knowledge about the text. This comprehension can be achieved after they manage to understand words and sentences composing the text so as to make them understand the whole text. While comprehension can be defined broadly as the process of constructing a supportable understanding of a text (Neufeld, 2005)

Furthermore, to comprehend a text, readers construct meaning from the text as they read it by absorbing new information found in the text and comparing it to the one in their pre-existing knowledge. So, as they read a certain text, their understanding upon the information related to the topic of the text increases gradually and sometimes changes to fit the information presented in the text. This idea is similar to the concept of accommodation and assimilation suggested by Cameron (2001) that learners will either absorb new information without any changes made on their schemata (assimilation) or adjust their schemata to fit the new information they receive (accommodation). These ways facilitate their learning progress.

Comprehension involves active processes and it does not only result from the information contained in the text but also from the interaction with background knowledge that readers bring to the text.

Concisely, reading a text is different from comprehending a text. Comprehension is the product of reading. However, not all types of reading leads to comprehension since reading does not always require readers' understanding upon the text as in the case of reading aloud. To comprehend a text, readers should have reading purposes and bring their background knowledge of the text to the reading process. Comprehension is not a single skill of reading. It instead requires the presence of many reading sub skills. It is created after the readers have managed to understand the relationship between the words and sentences composing the text. It is in line with the principle of DRTA method in before reading activity, namely is predicting. Hence, to grasp the meaning of the text, a reader is sought to gain the ability in interpreting the text meaningfully where he needs prior knowledge to assist him in making sense of the author's message. DRTA motivates students enjoy making predictions and then finding out whether their predictions were correct or not. So that students are easy to understand and comprehend the text.

2.2. Aspects of Reading Comprehension

According to Nuttal (1989: 2), in reading there are five aspects in reading which help the students to comprehend the text deeply, they are:

1. Identifying main idea

   sentence which states a main idea is called topic sentence. The main idea is not explicitly stated by anyone of the sentences. Instead, it is left to the reader to infer, or reason out. In other words, the main idea is the most important idea that author develops throughout the paragraph.

2. Specific Information

   Supporting sentence or specific information develops the topic sentence by giving definition, example, facts, comparison, analogy, cause, and effect statistics, and quotation.

3. References

   References are words or phrase which are used before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signal to the reader find the meaning elsewhere in the text. Besides, references can be used to make the text coherent.

4. Inference

   An inference is an educational guess or prediction about something which is unknown based on available facts and information. It is the logical connection that the reader draws between the observation and something which is unknown.

5. Vocabulary

   Vocabulary is strongly related to his comprehension. It makes the learner ease to read. Reading comprehension involves applying letter sound correspondence to a pretend word and matching it to a known word in the readers' oral vocabulary.

Based on the statements above, there has been five reading skills that should be mastered by the readers to comprehend the text deeply. They are identifying main idea, specific information, references, inference, and vocabulary.

2.3. The Processes of Reading

Reading comprehension is the process in which readers construct meaning from the text. In the attempt to understand a text, readers use their pre-existing knowledge related to the text, in addition to their knowledge about knowing the language. However, the way these two aspects interact may differ from one reader to another reader. There three types of reading processes, namely bottom-up process, top-down process and the one combining the bottom-up process and the top-down process called interactive reading.

1. The Bottom-Up Process

   The bottom-up process, as the name imply, uses parts to understand a whole. Brown (2001) explains that in the bottom-up processing, it requires a sophisticated knowledge of the language itself. Readers process the text using their knowledge about language such as letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers which compose a text and therefore it is also known as a data driven-operation since it is those items serving as the data which help the readers make meaning from a text.

2. The Top-Down Process

   Contrary to the bottom-up process, the top-down process is a meaning driven process. In this process, readers use meaning predictions to process the print. In top-down process, the readers get a general view of a reading passage by absorbing the

overall picture and this process is greatly helped if their schemata allow them to have appropriate expectations of what they are going to come across.

3. The Interactive Process

It has already been explained that the interactive approach to reading combines the bottom-up process with the top-down process. When it comes to reading, readers continually shifts from the top-down approach to the bottom-up approach and vice versa.

There are three approaches to reading, namely the bottom-up process, the top-down process, and the interactive process. In the bottom-up process, readers focus on the elements of language and process the print using these elements together to build up a whole, whereas in the top-down process, readers' background knowledge concerning the text is significant for successful comprehension. Lastly, according to the interactive process, readers alternately employ those two processes to process the print.

In DRTA strategy, the students use the top-down approach to predict the probable meaning in reading activity and then move to the bottom-up approach to check whether their prediction is accurate or not in proving or disproving activity.

2.4. The Principles of Teaching Reading

Some principles of teaching reading are in the following:

a. *Exploit the reader's background knowledge*

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that reader brings to a text:

life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how the second language works, and cultural background and knowledge. Reading can be significantly enhanced if background knowledge can be activated by setting goals, asking question, making predictions, teaching text structure, and so on.

b. Build a strong vocabulary base

Recent research emphasizes the importance of vocabulary to successful reading. Teachers decided that basic vocabulary should be explicitly taught and L2 readers should be taught to use context to effectively guess the meanings of less frequent vocabulary.

c. Teach for comprehension

In many reading instruction, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. Part of that monitoring includes verifying that the prediction being made is correct and checking that the reader is making the necessary adjustments when meaning is not obtained.

d. Work on increasing reading rate

Often, in our efforts to assist students in increasing their reading rate, teachers over emphasizes accuracy which impedes fluency. The teachers must work towards finding a balance between assisting students to improve their reading rate and developing reading skills. It is very important to understand that the focus is not to develop speed readers, but fluent reading.

e. Teach reading strategies

Strategic reading means not only knowing what technique to use, but knowing how to use and integrate a range of strategies. A good technique to sensitize students to the strategies they use is to get them to verbalize or talk about their thought processes as they read. Reader's can listen to the verbal report of another reader who has just read the same material , and it is often revealing to hear what other readers have done to get meaning from passage.

f. Encourage readers to transform strategies into skills

An important distinction can be made between strategies and skills. Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a technique that has become automatic. This characterization underscores the active role that readers play in strategic reading. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious from technique to skill.

g. Build assessment and evaluation into your teaching

Assessing growth and development in reading skills from both a formal and informal perspective requires time and training. Both qualitative and quantitative assessment activities should be including in the reading classroom.

h. Strive for continuous improvement as a reading teacher

The quality of the individual teacher is integral to success of second/ foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what work best. The good reading teacher actively teaches students what to do. To succeed, you need

more than classroom tips and technique: you need to understand of the reading process.

2.5. Teaching Reading Comprehension

Teaching reading is important in the language learning because reading is one of key factors of mastering language. The goal of teaching reading is helping the students to be able to make sense of ideas conveyed in the text. Hedge in Alyousef (2005: 143) states that any reading component of an English language teaching may include a set of learning goals for:

1. The ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.

2. Building knowledge of language that will facilitate reading ability.

3. Building schematic knowledge.

4. The ability to adapt the reading technique according to reading purpose

5. Developing an awareness of the structure of written texts in English.

6. Taking a critical thinking to the contents of the texts.

The aim of teaching reading is to develop students' skill so that they can read English text effectively and efficiently. The readers should have particular purpose in their mind before they interact with the texts. Effective and efficient reading is always purposeful of reading is implemented into the development of different reading techniques: scanning, skimming, teaching, etc. These can be real when students read and interact with various types of texts, i.e. functional and monologues text. In teaching reading, the

teacher should provide technique to the students with purpose for reading to anticipate students' boredom in reading activity.

In line with explanation above, teaching reading finally does not end in having the inference only, but it could go wider to the area of understanding the language, critical awareness toward the content and many more. Thus, appropriate technique in teaching reading is really needed to ensure that the students to get whole aim of the text while they are reading.

2.6. Narrative Text

Narrative text is a kind of story either fictive or real which contain a series of events in which how the story is told and how the context is presented as aspects of the story construction. Thus, special features of narrative text could be found in its sequence of events to attract the readers in order to build their curiosity throughout the story. Hazel (2007) states that event selection and event sequencing are two crucial functional elements of narrative construction, and they are reciprocally related to the subjective experience of time described in the narrative.

Narrative text enables students to make connections such as they may figure out similarities among the text and their own lives, they make links between the text they are current reading and another text they have previously read, they also see connections between the text and the real world. In short, the fact that reading narrative is a cooperative venture between the author and the reader. Indeed, narrative text requires a content background for understanding. Consequently, readers need to develop

background knowledge for literary elements in order to make connections. Students who are reading narrative text need to become familiar with the previously reviewed literary elements of character, setting, problem and solution, theme, and writing style.

As students read quality narrative text, they naturally become involved with the characters that may possess similar feelings or may find themselves in like situations. There are numerous types of narrative. They are fairy stories, mysteries, science fiction, horrors, romances, fables, myths, legends, ballads, etc. Those can be classified into imaginary and factual, or even combination of both. Beside of several of narrative texts, classified narrative text into four basic elements. Those are as following:

a. Characters

There are two characters which take place within a story. They are main characters and secondary characters. Character is the single most important element in the narrative text. It describes physical of the character such as age, weight, height, even personality traits including the strength and weaknesses. This who plays action in kinds of different situation or reacts the problems in the story. The author can also depict character into dialogue. It tells a reader what the character says or thinks.

b. Settings

The setting addresses the location (where) and the period (when) of the story whether the story tells a reader among realistic, historical fiction or fantasy. At times, the author gives details in any imagination to tell where and when the story takes place.

c. Plot

The plot includes a series of episodes or events written by the author to hold the reader's attention and to build excitement as the story progresses. The plot contains an initiating

event, starting the main character of the series of events toward problem solving. The excitement builds until the climax or tension; the high point in the story where the problem is solved.

d. Conclusion

At the end of a story, the writer ends up the story through figuring out all the important things happened in the story led to a conclusion. This is the most exciting point in the whole story and tells how the events work out for the characters.

2.7. Directed Reading Thinking Activity (DRTA).

Directed Reading Thinking Activity (DRTA) is a technique that encourages students to make predictions while they are reading. After reading segments of a text, students stop, confirm or revise previous predictions, and make new predictions about what they will read next (Stauffer, 1969). DRTA is used in each of the three stages of reading, i.e. pre-reading, during reading, and post-reading.

In DRTA, predictions play an important role to provide students with reading purposes. The teacher can raise questions that help students activate their prior knowledge and uses clues such as the title and pictures from the text so as to stimulate the students to make an accurate prediction. Questions raised by the teacher before the students begin reading make those reading strategies effective. The questions make the students have reading purposes, such as to find answers to the questions. Those reading strategies, in practice, should be used before reading by previewing the text and setting reading purposes, while reading by monitoring comprehension, and after reading by summarizing the text.

DRTA is a strategy to build independent readers because the readers are equipped with the abilities to set reading purposes, examining reading material based on these reading purposes, and making decisions based on the information from the text. Moreover, DRTA helps students become aware of the reading strategies, understand the reading process, and develop prediction skills.

Based on the explanation above, DRTA aims to have students employ reading strategies, to elicit their prior knowledge related to the topic of the text, to set a purpose for reading and to encourage them to monitor their comprehension while they are reading. These steps later can make students an independent reader. The sequences of DRTA are: first, students make predictions before reading; after they read a segment of a text, the students stop and confirm or revise the previous predictions; finally, the cycle continues until they finish reading the whole text. In short, DRTA consists of three main stages, namely predicting before reading, reading, and proving/disproving the prediction after reading.

Based on the explanation above, it is known that in the implementation of DRTA, readers should make predictions before reading a text. To make predictions, they should use any hints they find in the text and their background knowledge of the text as well. Then, their reading purpose is to find whether their predictions about the text are accurate or not.

These activities of predicting and proving/disproving predictions help the students monitor their comprehension before, while, and after reading. As a result, the

implementation of DRTA will help students comprehend a text. Each of the three stages of DRTA is described in details in the next section.

2.8.The Procedures of DRTA

The general procedure to follow when preparing a basic story map includes the following steps: The Directed Reading Thinking Activity engages students in a step by step process that guides them through informational text. It is designed to move students through the process of reading text. Questions are asked and answered, and predictions are made and tested throughout the reading. Additionally, new questions and predictions are formulated as the students' progress through the text.

Based on theories above, the researcher concludes that DRTA is a strategy which serves the students to be active in reading. Besides, this strategy can help the students determine a purpose of reading. In this strategy, the students will make prediction about the text by limited information such as title, the author's name or a few illustrations.

2.9. Cooperative Learning

The term cooperative learning (CL) refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the team members be held individually accountable for the complete content of the assignment or project (Felder and Brent, 2007).

Cooperative Learning is a teaching strategy in which small groups of students of different levels' ability; use a variety of learning activities to improve their understanding of a subject. Each member of the group is responsible not only for

learning what is taught but also for helping group mates learn; thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

2.10. Elements of Cooperative Learning

According to Johnson, Johnson, and Smith (1998), there are five basic elements of cooperative learning.

1. Positive Interdependence

Cooperation occurs only when students perceive that the success of one depends on the success of the other. Whatever task students are given to perform, each group member must feel that his or her contribution is necessary for the group's success. Students have to learn to work together in order to accomplish tasks.

2. Face-to-Face Interaction

The second element of cooperative learning requires face-to-face interaction among students within which they promote each other's learning and success. It is necessary to maximize the opportunities for them to help, support, encourage, and praise each other. Interaction helps to promote the following:

- orally explaining how to solve problems
- teaching one's knowledge to other
- checking for understanding
- discussing concepts being learned
- connecting present with past learning

3. Individual and Group Accountability

The purpose of cooperative learning groups is to make each member a stronger individual. Individual accountability exists when the performance of each individual student is assessed, and the results are given back to the groups. Therefore, the group knows who needs more assistance, support, and encouragement in completing the job. These include giving an individual test to each student, randomly selecting one student to represent the entire group, or having students teach what they have learned to someone else.

4. Interpersonal & Small – Group Skills

Students must be taught the social skills and be motivated to use them. Social skills which are needed for both teamwork and task work include leadership, decision–making, trust–building, communication, and conflict–management skills.

Group members should think about how well they have cooperated as a team and how to enhance their future cooperation. Some of the keys to successful processing are allowing sufficient time for it to take place, emphasizing positive feedback, maintaining student involvement in processing etc. To be cooperative, group members must promote each other's learning and success face-to-face, hold each other personally and individually accountable to do a fair share of the work, use the interpersonal and small group skills needed for cooperative efforts to be successful, and process as a group how effectively members are working together.

These five essential components must be present for small group learning to be truly cooperative. There needs to be an accepted common goal on which the group will be rewarded for their efforts.

2.11. DRTA with Cooperative Learning in Teaching Reading

DRTA helps students to comprehend texts by activating their background knowledge related to the texts and promote the use of reading strategies. In addition, the students' comprehension progress before, while and after reading were monitored during the discussion so as to prevent the students from misunderstanding the texts. Furthermore, cooperative learning can significantly increase student achievement. None of these efforts paid attention to the use of the directed reading thinking activity and the cooperative learning in reading as one strategy.

This research has been conducted on the benefits of DRTA through cooperative learning. One area that has not yet been researched involves how well DRTA using cooperative learning affects English students' reading comprehension. Hence, it remains unknown whether students instructed through this particular strategy will be able to be better readers and acquire higher reading comprehension.

2.12. Teaching Procedures of DRTA with Cooperative Learning

General guidelines were designed for the purpose of the study to teach reading through cooperative learning in directed reading thinking activity strategy as follows:

1. Group size and formation: Each group consisted of four students. The groups were heterogeneous with regard to academic achievement in the previous semester in English language course.

2. Distributing roles: Each member in the groups was assigned a task to achieve. In this programme, there were four roles. One of each was assigned to a student in a group:

   a. Facilitator: Makes certain that every one contributes and keeps the group on task.

   b. Recorder: Keeps notes on important thoughts expressed in the group. Also, he writes the final summary.

   c. Reporter: Speaks for the group, not just expressing his own personal opinion.

   d. Checker: Checks for accuracy and clarity of thinking during discussions, and written work.

   e. Social objectives: In addition to the academic objectives: enhancing reading habit, promoting critical thinking in reading, and creating a continuous reader, there should be social objectives. You can adopt some of these objectives:

      • Enhance interpersonal relations among group members.

      • Promote positive interdependence.

      • Build individual accountability and personal responsibility.

      • Encourage cooperation among the group member

      • Increase the interaction among the students in one class.

      • Give shy students the opportunity to appear and show their abilities with help from group mates.

It has been stated previously that the implementation of DRTA involves three basic stages, namely predicting, reading, and proving/disproving the predictions. DRTA

provides the teacher an opportunity to guide students to think like good readers do by anticipating, predicting, and then confirming and modifying their ideas with the story. In DRTA, the students are responsible for establishing their reading purposes, generating predictions, justifying those predictions, reading the text, and verifying or revising the predictions based on the information in the text. Meanwhile, the teacher's role is to select a text, divide the text into meaningful sections, and facilitate the discussion. The stages of DRTA are explained further as follows:

1) **Before Reading: Predicting**

In this stage, students reflected on what they think the text was about by predicting the answer to the questions raised by the teacher. This step helped the students set a purpose for reading, i.e. to answer their prediction. In this stage, the teacher's role was both to activate students' background knowledge to make a prediction and to agitate their prediction by asking them to defend their prediction.

Introducing the title of the text, pictures related to the text and key words can prompt prediction. However, it is important to note that the teacher should first divide the reading text into meaningful segments in which the students gain understanding by comprehending segment by segment in order. This stage can be accomplished following the steps below.

a. The teacher surveyed the text with the students to look for clues about then content of the text. The clues could be the title, key words, illustrations and other explanatory materials.

b. The teacher helped the students make a prediction about what they think the text will be about.

c. The teacher asked the students to write their predictions down. Students might write with a partner or contribute to an oral discussion creating a list of the class' predictions.

d. The teacher helped the students establish a purpose for reading by directing them to read the text to determine whether it proves or disproves their predictions.

2) While Reading: Reading

In this stage, the students were asked to support their predictions by locating the information in the text. Using the predictions in mind, the students read the first section of text in order to prove or disprove their prediction. There were neither right nor wrong predictions. Those predictions made were judged to be more or less accurate than others. The students having less accurate prediction should reword their predictions to make their predictions accurate. This stage could be accomplished following the steps below.

a. The teacher has the students read the text, silently or aloud, individually or in groups, to verify their predictions.

b. The teacher asked the students to place a check mark under the appropriate category (ranging from accurate, less accurate, to inaccurate) on the Prediction Verification Checklist as they read the text.

3) After Reading: Proving/Disproving the Predictions

In this step, students engaged in a discussion about what they have read. It was at this stage that the students confirmed, rejected, or refined their predictions and justified their ideas by finding statements in the text and reading them orally to

the teacher. In this stage, the teacher served to refine and deepen the reading and thinking process. This stage could be accomplished following the steps below.

a. The students had a discussion by comparing their predictions and the actual content of the text.

b. The teacher asked the students to analyse their checklist and determine how well they predicted the content of the text.

c. The teacher verified that the students have learned the DRTA strategy by having them answer the questions.

The implementation of predicting, reading, and proving/disproving continued until the text was completely read. Then, the teacher closed the lesson with a review of the content of the reading and a discussion of the prediction strategies students should use as they read a text.

2.13. Previous Studies

This part was devoted to report related studies carried out to improve the reading comprehension ability using DRTA. DRTA is not a new strategy in reading instruction. It has been used by several teachers to teach students reading comprehension. There have been many studies confirming the effectiveness of DRTA in teaching reading comprehension. The studies are summarized as follows.

Pan (2013) conducted study about The Cooperative Learning Effects on English Reading Comprehension and Learning Motivation of EFL Freshmen. She used Reciprocal Cooperative Learning, that is, the combination of Inter teaching strategy,

SQ3R reading strategy, and Cooperative Learning. She found that EFL freshmen who received Reciprocal Cooperative Learning instruction performed better on English reading comprehension examinations than those who received traditional lecture instruction.

The second study was done by Palincsar & Brown (1984), he stated that implementing the combination of reading techniques/strategies were effective in enhancing reading comprehension.

Another study was done by Fard (2014). He investigated The Effect of Question-Answer Relationship (QAR) and Cooperative Learning (Cl) on First Grade High School EFL Students' Reading Comprehension. The result showed that QAR strategy had a positive effect and increased EFL students' reading comprehension. Then, it was also found CL strategy on EFL students' reading comprehension had also a positive effect, and students in the second experimental group outperformed in their post-test reading comprehension. The finding was that implementing combination of the two strategies (QAR+CL) had a positive effect on EFL students' reading, even more than using those strategies separately.

Almanza (1997) examined a study which compared the effectiveness of cooperative learning and the DRTA during reading stories. Fifty three students from sixth grade were taught stories during the 8-week instruction. Findings, based on a reading comprehension test, indicated that the majority of children scored higher in the cooperative reading groups than their counterparts from the DRTA activity groups. The study suggested the use of cooperative learning as an instructional strategy.

Erliana (2011), the study was to describe how the Directed Reading Thinking Activity (henceforth DRTA) strategy can improve reading comprehension. The data were taken from observation, field notes, questionnaire, and achievement test. The result reveals that the DRTA not only improves students' comprehension but also increases their motivation in learning. Meanwhile, the weakness of this study is the action research requires an increased time, the long period of time in conducted a study effect the mood on cognitive process.

Based on those research findings, it can be assumed that DRTA contributes positively to the development of students' reading ability. Considering the problems concerning reading instruction described in the background, the researcher is interested in making a study to improve the reading comprehension ability of the second grade students of SMA Minhajuttullab Way Jepara East Lampung.

2.14. Theoretical Assumption

The literature reviews above made the researcher predict that there was a significant improvement on the students' reading comprehension achievement after being taught DRTA with cooperative learning. This was because by combining DRTA with Cooperative Learning, it means that the students discussed their prediction in a group. It facilitated students' critical thinking and reading comprehension by fostering a supportive learning atmosphere, which provided more opportunities for explanation, logical inference, and debated to elaborate students' understanding of reading materials, and made ideas concrete. As a result, this could help to increase students' English reading comprehension. Thus, it could be stated that promoting DRTA with cooperative learning could improve students' reading comprehension achievement.

2.15. Hypothesis

H_0: There is no significant difference of the students' reading comprehension achievement after being taught DRTA with cooperative learning and conventional DRTA.

H_1: There is a significant difference of the students' reading comprehension achievement after being taught DRTA with cooperative learning and conventional DRTA.

III. RESEARCH METHODS

This chapter describes the research methodology; the research methodology includes details of research design, research subjects, instrument of research, and technique of analyzing data.

3.1. Setting

This research was conducted at SMA Minhajuttullab East Lampug. The school is located on Jl. Syuhada KM.03 Margayu Labuhan Ratu Way Jepara East Lampung. The administration of the research followed the schedule of English subject of Class XI-1 and XI-2 in the first semester of the 2016/2017 academic year.

3.2. Research Design

The study employed an experimental design in which the dependent variable was reading comprehension. The independent variable was the instructional strategy (DRTA with cooperative learning and DRTA without cooperative learning). It was explained qualitatively and quantitatively. The participants of this study were assigned one of the study conditions: one represents the experimental group taught by the DRTA with cooperative learning, and the other represents the control group taught by the conventional DRTA. Both the pre- and post-tests were administered to the students in the two groups to measure their reading comprehension in English. Consequently, the following experimental, pre-test, post-test design was carried out in this study:

Experimental Group O1 X_1 O2

Control Group O3 X O4

Where:

1. O1: represents the pre-test given to the students in the experimental class.

2. O2: represents the post-test given to the students in the experimental class

3. O3: Represents the pre-test given to the students in the control class

4. O4 : Represents the post-test given to the students in the control class.

4. X_1: represents the treatment of DRTA with cooperative learning.

5. X: represents teaching through conventional DRTA strategy.

3.3 Population and Sample

The population of this study was the second grade students of SMA Minhajuttullab Way Jepara with the total number of population was 134 students. The sample consisted of two classes. They are class XI-1 as experimental class and class XI-2 as control class. The number of students in XI-1 was 28 students and XI-2 was 28 students. They were randomly selected.

3.4 Variables

This research consists of the following variables:

1. DRTA with Cooperative Learning is independent variable (X) because this variable can influence or has effect on a dependent variable.

2. Students' reading comprehension is as dependent variable (Y) because this variable is observed and measured to determine the effect of the independent variable (Hatch and Farhady, 1982:15).

3.5 Data Collection Techniques

The technique of collecting data was used test and non test technique. Test was used to obtain result of students' reading comprehension, while non test in this case interview and observation were used to gain information of students' reading behaviour through the implementation. Table 3.1 below presents the data collection techniques and instruments that the researcher utilized to obtain those data above.

Table 3.1: Data Collection Techniques and Instruments

No.	Data	Technique	Instrument
a.	Qualitative Data		
1.	Field notes reporting the teaching and learning process which focused on teacher's and students' activities	Observation	Observation Sheets
2.	Interview transcripts on the research members' opinions and expectations concerning the research administered	Interviews	Interview Guidelines
b.	Quantitative Data		
1.	Students' reading comprehension scores for the pre-test and the post-tests	Tests	Reading Comprehension Tests (pre-test and post-tests)

3.5.1 Observation

Observation was conducted in order to examine what happen in the classroom during the implementation of DRTA with cooperative learning to gather and find accounts of teaching situation related with the fourth research question. There were two types of observation sheets, each to observe the teacher's activities and the students' activities.

3.5.2 Interviews

Semi-structured interviews were conducted to reveal opinions and expectations of the research members concerning the research conduct to find evidence the process of implementation of DRTA with cooperative learning. These interviews were conducted following interview guidelines prepared to interview the students. The interviews were conducted after the implementation had been implemented. The data obtained would be recorded in interview transcripts. The interview guidelines were related with classroom teaching and learning activities, students' reading skills, students' interest and motivation, classroom interaction, and task.

This type of interview was used as the best interview technique since it provides the interviewer with flexibility to deepen information related to the topic of the interview from the interviewees. In addition, this type of interview is to avoid the problems arising from students' lack of English proficiency is to allow them to be interviewed in their first language. Hence, the researcher conducted the interviews in Indonesian.

3.5.3 Tests

To examine improvements in students' reading comprehension ability after the implementation, the researcher administered tests. These tests consisted of a pre-test conducted before the implementation to measure students' initial reading comprehension ability and post-tests each in the end of the research to measure improvements in the students' reading comprehension ability after the implementation have been completely given. The assessment would be in the form of multiple choices with five alternatives, 50 items for the pre-test and 45 for the post-tests. The data was

gathered from the tests and it was reported in the form of students' reading comprehension scores.

The materials were covered in these tests referred to the ones in accordance with the Content Standards concerning reading narrative texts for the second grade senior high school students in the first semester. Test prototypes were developed and consulted with expert judgement. Then, they were tried out before they were used in data collection. Later, the results of the try-outs were analyzed by using ITEMAN 3.00. These steps were done for the purposes of ensuring validity and reliability of the instrument and its quality in terms of item facility, item discrimination and distracter efficiency of each item comprising the instrument.

3.6 Data Analysis

The researcher analysed the data in order to get the answer to the research question proposed in the formulation of the problem, that is how is the implementation of DRTA with cooperative learning on students' reading comprehension, as well as to find evidence the process of implementation. As mentioned earlier, there were two types of data in this research. Consequently, two types of data analysis techniques must be employed; those were the qualitative data analysis technique and the quantitative data analysis technique. Each data analysis technique is explained as follows:

3.6.1. Qualitative Data Analysis

The qualitative data consisted of interview transcripts and observation sheets reported in the form of field notes. These data were analyzed following three stages of qualitative data analysis suggested by Miles and Huberman (1994) as cited in Novita (2014),

namely reducing data, displaying data, as well as drawing and verifying conclusions. In data reduction stage, the researcher processed raw data by sorting out important and relevant data from the unimportant one and using the important and relevant data. After that, the researcher displayed the data. Then, conclusions to answer the research question can be made. To validate the research findings, the researcher would crosscheck the data found from observation with the ones gathered from interviews.

3.6.2. Quantitative Data Analysis

The quantitative data were obtained from tests (pre-test and post-tests). The data were presented in the form of students' reading comprehension scores on narrative texts. To analyze them, the researcher employed inferential statistics in the form of independent samples t-test was employed to assign meaning to the difference in those means using SPSS 16.

3.7 Validity and Reliability of the Research Instruments

The researcher validated the data collected in this research in relation with qualitative and quantitative data in order to ensure research findings.

Table 3.2. Validity and Reliability of the Research Instruments

	Validity	Reliability
Qualitative Data	- Democratic Validity - Outcome Validity - Process Validity - Catalytic Validity - Dialogic Validity	Triangulation
	Validity	Reliability
Quantitative Data	Construct and Content Validity	Internal Consistency with Cronbach's Alpha

3.7.1 Validity and Reliability of the Qualitative Data

In relation to the qualitative data, the validity were based on the five criteria proposed by Anderson et al. (1994) as cited in Novita (2014), i.e. democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

a. The democratic validity has something to do with the extent to which the research conducted is truly collaborative and allows for inclusion of multiple voices. To meet this criterion, the researcher will engage the other research members, i.e. the teacher collaborator and the students, and interviews them to find data related to their opinions and expectations about the teaching-learning process in the attempt to improve in the next meeting.

b. The process validity raises questions concerning dependability and competency of the research itself. They have something to do with the believability of the research findings. The research will employ two types of qualitative data collection techniques, i.e. observation, and interviews, to gather accounts of a teaching situation from three different points of views; the researcher herself, the teacher collaborator, and the students. In addition, the findings will be gained from those qualitative data will be also compared to the ones gained from the quantitative data.

c. The outcome validity is related to the notion of actions leading to "successful" outcomes.

d. The catalytic validity concerns with the extent to identify the students' behaviour changes during and after the action implementation.

e. The dialogic validity is in line with the processes of peer review used commonly in academic research. To meet this criterion, the researcher needs peer-review through dialogue with the teacher collaborator.

In relation to reliability of the qualitative data, the researcher employed triangulation to obtain the trustworthy of the data collected.

3.7.2. **Validity and Reliability of the Quantitative Data**

Regarding the quantitative data, the only instrument employed to collect the data was tests. As with the qualitative data, this research ensured validity and reliability of the quantitative data by ensuring those of the instrument employed to collect the data. Figure 1 below demonstrates the stages that the research followed to develop the tests.
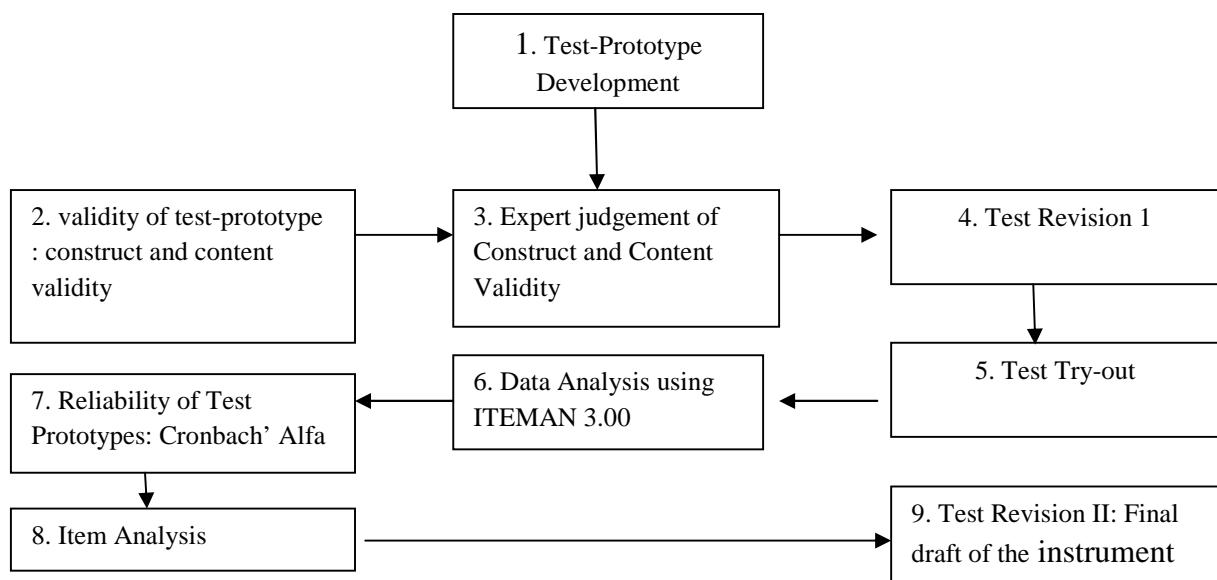

Figure 1**:** Stages of Test Development

a. Validity

In this study, the researcher used content validity and construct validity. Content validity emphasizes on the equivalent between the material that has been given and the items tested. Simply, the items in the test must represent the material that has been taught. Thus, the reading materials covered in the test prototypes were taken from the Standard of Competence (SK) and the Basic Competence (KD) of the School-Based Curriculum (KTSP), which regulates English instruction at schools in Indonesia, for Grade eleventh students in the first semester on the reading skill.

After that, the test prototypes were consulted with expert judgment, which in this case they were consulted with the researcher's thesis supervisor and the English teacher with which the researcher conducted the research. Revisions after consultation with expert judgment include consistency in the form of A, B, C, D, and E written in each test prototype; and revisions related to some spelling errors as well as some errors in sentence structures and grammar made in the test prototypes, and revisions related to some spelling errors as well as some errors in sentence structures and grammar made in the test prototypes.

Then, the test prototypes were tried out to other students having the same characteristics as those of the students in the research subjects. The results of the test try-outs were analyzed in terms of item indices and reliability of the test prototypes using ITEMAN 3.00.

b. Reliability

In relation to the reliability of the quantitative data, this study was employed internal consistency through Cronbach's alpha to indicate the reliability. Information about reliability in the analysis result using ITEMAN 3.00 is indicated in Alpha of the scale statistics.

3.7.3. Result of Reading Comprehension Try-out Test

The try-out test was conducted on September 5th, 2016 in class XI-3. That test was administered to determine the quality of the instruments used in the research and also to decide which item should have been dropped and revised for the pre-test and post-test. In the try-out test, the students were given 50 items of multiple choices reading comprehension test with five optional alternative answers (A, B, C, D, and E), one is the correct answer and the others are the distracters. The test had been conducted in 60 minutes.

The result of reliability test was 0.89 (see appendix 8). It can be stated that the test used as the instrument, had high reliability because 0.89 is included into 0.8-1.00 range of high reliability. The result of the try-out test indicated that this test can be used as the instrument of the study since it can produce consistent result when administered under similar condition (Hatch and Farhady, 1982: 244). It can be stated that the test fulfilled the reliability criteria.

After analyzing the result of reading comprehension try-out test, the researcher found that there were 5 items which had to be dropped, item number 8, 9, 12, 13, and 18 items could not be administered for the pr-test and post-test.

The result of difficulty level in the try-out test consisted of 2 difficult items (4 and 33) which lie between 0.100-.299 and it showed that the items were difficult for students; 21 easy items (2, 8, 9, 10, 11, 12, 13, 16, 17, 18, 19, 22, 23, 25, 26, 30, 32, 34, 35, 36, and 41) which lied between 0.701- 0.900 and showed that the items were easy for the students; and 27 average items (1, 3, 5, 6, 7, 14, 15, 20, 21, 24, 27, 28, 29, 31, 37, 38, 39, 40, 42, 43, 44, 45, 46, 47, 48, 49, and 50) which lied between 0.300-0.700 and showed the items were good for the students.

The try-out test consisted of 50 items which were categorized in 27 items average, 21 items easy and 2 items difficult. The discrimination power of the items showed there were 45 administered items and 5 dropped items. The items which were difficult and had negative discrimination were omitted, the average and easy items which had level of satisfactory and poor discrimination indeed were administered to be used in pre-test and post-test.

3.8 Research Procedures

The researcher used the following procedures in order to collect the data:

1. *Determining the research problem*

   The main problem of this research was whether Directed Reading Thinking Activity (DRTA) through cooperative learning can improve students' reading comprehension achievement or not.

2. *Determining research subjects*

   The population of this research was the second grade of SMA Minhajuttullab East Lampung students in 2016/2017 academic year.The researcher took two classes, the first one was the experimental class and the second one was the control class.

3. *Selecting the material*

The material of this research was narrative text based on KTSP for senior high school students at the second grade.

4. *Administering the try-out test*

This test was conducted before the pre-test was administered and was intended to determine the quality of the test used as the instrument of the research and to determine which item should have been revised or dropped for the pre-test and the post-test. This test consisted of reading comprehension test taken from narrative text comprised of 50 items of multiple choices with five options and one of them is as the correct answer.

5. *Administering the pre-test*

The pre-test was administered in order to find out the students' reading comprehension achievement before they were given the treatments in the experimental class. This test consisted of reading comprehension of multiple choice test taken from narrative text. From that try-out test, the researcher could know which items of the test should have been taken, revised, and dropped for the pre-test. The reading comprehension pretest had been conducted in 60 minutes.

6. *Conducting treatments*

In this research, the treatments were conducted in three meetings which took 2 x 45 minutes for every meeting in the experimental class and three meetings in the control class.

7. *Conducting observation*

Observation was done simultaneously while the researcher was conducting the treatments. The researcher observed the students' interest in teaching learning activity while conducting DRTA with cooperative learning in the experimental class, the way the students participated in that activity, and the obstacles faced by them. Observation sheet, in the form of a check list, was used to observe those things.

8. *Administering post-test*

This test was conducted in order to find out the students' reading comprehension achievement after they have some treatments. That test consisted of reading comprehension of multiple choice tests taken from Narrative text. Each test item can be determined after the try-out test had been administered. This post tests were administered in 60 minutes.

9. *Administering Interview*

The researcher interviewed some of the students as the representatives in the experimental class after doing the post-test. The purpose of the interview was to get an accurate data not only from the researcher's and teacher's own observation but also from the students' opinion about teaching and learning process about DRTA with cooperative learning.

10. *Analyzing the data*

In this step, the researcher drew conclusion from the tabulated results of the pre-test and the post-tests that have been administered.

Those ten things, starting from determining the research problem until analyzing the data, were the whole procedures in administering this research.

3.9 Scoring System

To get the score of the students' reading comprehension result of the test, the researcher employed Henning's formula. The ideal highest score is 100. Each score of the pre-test and the post-test was calculated by using the following formula:

$$PS \ = \ \frac{R}{N} \ x \ 100$$

Notes:

PS   : Percentage Score

R   : the total of right answer

N   : total item

3.10. Data Analysis

As the data collected in this study were both quantitative and qualitative, the researcher analyzed the data into statistical analysis and qualitative way of data analysis. To answer the first, second, and third research question concerning with whether there was a difference on both the students' reading comprehension achievement before and after being taught through DRTA with cooperative learning and whether DRTA with cooperative learning would result in the positive effect on the students' reading comprehension achievement, the researcher analyzed the statistical analysis by doing the following steps:

1. *Scoring the pre-test and post-test*

   The pre-tests and post-tests in this study consisted of multiple reading comprehension test. Each score of the pre-test and post-test was then calculated.

2. *Tabulating the result of the test and calculating the mean of the pre-test and post-test.*

   The means of reading comprehension pre-test and post-test were also calculated. Those means were calculated by applying the following formula:

   $$\bar{X} = \frac{\sum x}{N}$$

   Notes:

   $\bar{X}$: mean

   $\sum x$: the total number of the students score

   N : number of students

   (Hatch and Farhady: 1982:55)

3. *Calculating the significant difference of the test by comparing the means of the pre-test and post-test.*

   To know whether teaching by using DRTA with cooperative learning could result in the improvement on the students' reading comprehension achievement, the researcher analyzed the difference of the reading comprehension test from the pre-test to the post-test. The formula is also as follows:

   $$I = \bar{X}_2 - \bar{X}_1$$

   Notes:

   I : the increase of the students' reading comprehension achievement

   $\bar{X}_2$: the average score of posttest (reading comprehension)

$\overline{X}_1$: the average score of pretest (reading comprehension)

Furthermore, the data were analyzed by using *Independent T-test* in order to know the significance of the treatments effect. The formula is:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S_{\overline{D}}}$$

in which: $S_{\overline{D}} = \frac{SD}{\sqrt{N}}$

$$SD = \sqrt{\frac{(\sum D^2 / n) - (\overline{D})^2}{n-1}}$$

Notes:

$S_{\overline{D}}$: standard error between two means

SD   : standard deviation

n   : number of students

X_1 : arithmetical mean of pretest

X_2 : arithmetical mean of posttest

N   : number of students

t   : test

(Hatch and Farhady: 1982:112)

Practically, the researcher used *Independent T-test* computed through SPSS version 16.0 to analyze the data.

4. *Drawing conclusion from the data.*

To make a conclusion of whether DRTA with cooperative learning would give result in the improvement on the students' reading comprehension achievement, the researcher analyzed the difference of the students' reading comprehension achievement. If both of them showed any progress, that meant strategy of DRTA

with cooperative learning had affected the students' reading comprehension achievement positively.

3.11. Hypothesis Testing

The hypothesis was analyzed by using Independent T-test with SPSS version 16.0. The level of significance was 0.05, and the probability of error in the hypotheses was 5%. The researcher stated the hypothesis as follows:

H_0:   There is no significant difference of the students' reading comprehension achievement after being taught DRTA with cooperative learning and conventional DRTA.

H_1:   There is a significant difference of the students' reading comprehension achievement after being taught DRTA with cooperative learning and conventional DRTA.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the results in the research and also several suggestions which are elaborated in the following sections.

5.1 Conclusions

Based on the results and discussions of the implementation of DRTA with cooperative learning and the reading comprehension test, the researcher draws the following conclusions:

1. Using DRTA with cooperative learning improved students' reading comprehension because these activities were rich with more communicative tasks and consequently provided students with new concepts, ideas, and styles of thinking or opinions.

2. The implementation of DRTA with three stages, i.e. predicting, reading, and proving/disproving predictions was effective to improve the students' reading comprehension ability and engaged them in the teaching and learning activities. The implementation of DRTA especially during the predicting stage taught the students that to comprehend English text, translating every single word composing the text is not a sole strategy to achieve comprehension. Instead, they may also use their background knowledge to predict the content of the text. Predictions served as their reading purposes which are believed to be one of the strategies to improve comprehension. Besides, the implementation of DRTA also helped the students to monitor their comprehension through the predicting and prediction proving/

disproving sequence. Through this sequence, the students hypothesized and proved/ disproved predictions that they made on their own which eventually resulted in their improved comprehension.

It could be concluded that the implementation of DRTA with cooperative learning was believed to improve not only the teaching and learning process of reading but also the reading comprehension ability. It could improve the favourable learning conditions that later improved the students' reading comprehension ability.

5.2 Suggestions

By considering the conclusions above, the researcher proposes some suggestions which are divided into two sections as follows:

1. For English teacher

   The findings of the research show that DRTA is believed to be fruitful in improving the students' reading skills. DRTA is a teaching strategy that allows the guides students through the process of making predictions based on the information that the text has provided them. English teachers may apply DRTA not only within a group, but also in pairs considering the students' English proficiency.

2. For other researchers

   It is suggested that other researchers conduct a study on the use of DRTA to improve another receptive skill, which is the listening skill since this study only gives an emphasis on the use of DRTA to improve the reading skill.

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