

THE COMPARATIVE STUDY OF READING ACHIEVEMENT AND PERCEPTIONS BETWEEN THE STUDENTS TAUGHT THROUGH THE DIRECTED READING THINKING ACTIVITY (DRTA) AND THOSE THROUGH THE SURVEY, QUESTION, READ, RECITE, AND REVIEWS (SQ3R) STRATEGY AT THE SECOND YEAR STUDENTS OF SMPN 9 BANDAR LAMPUNG

(A Thesis)

by

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**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2022**

ABSTRACT

THE COMPARATIVE STUDY OF READING ACHIEVEMENT AND PERCEPTIONS BETWEEN THE STUDENTS TAUGHT THROUGH THE DIRECTED READING THINKING ACTIVITY (DRTA) AND THOSE THROUGH THE SURVEY, QUESTION, READ, RECITE, AND REVIEWS (SQ3R) STRATEGY AT THE SECOND YEAR STUDENTS OF SMPN 9 BANDAR LAMPUNG

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The current study aimed to find out i) whether there was a statistically significant difference of reading achievement between the students taught through the DRTA and those through the SQ3R strategy, ii) the students' constraints in finding the main idea of the reading texts, iii) the students' perceptions of the implementation of the DRTA strategy, iv) the students' perceptions of the implementation of the SQ3R strategy.

The study employed a true-experimental design, including two classes: the experimental and the control classes. The subjects of the research were 63 EFL students at the second grade of SMPN 9 Bandar Lampung. The data were collected through the pre test and the post test in the forms of reading tests, questionnaires, and interviews. The data of the pre and the post test were analyzed using SPSS 17.0 and those taken from questionnaires and interviews were analysed through manual coding.

The results showed that there was statistically significant difference of reading achievement between the students taught through the SQ3R and those through the DRTA strategy with the significant level, 0.05. That is, the students provided with the SQ3R strategy had better reading achievement than those with the DRTA strategy. The students' in both classes were found to have lacked vocabulary, resulting their difficulty in understanding the main idea of the text. Furthermore, the majority of the students in both the classes had positive perceptions of the two reading strategies. This suggests that the two reading strategies, the SQ3R and the DRTA, facilitates students to improve their reading achievement.

Keywords: *Reading achievement, DRTA strategy, SQ3R strategy.*

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**Submitted in a Partial Fulfilment of
The Requirements for S-2 Degree**



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
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Research Title

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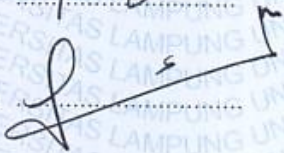
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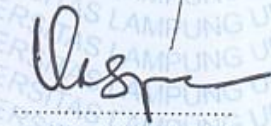


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The researcher's name is Ara Bella Pandora Vista. On May 30, 1996, she was born in Sumber Jaya, West Lampung. She is the second child of Rusman and Suwanti Ningsih. She has a sister and brother, namely dr.Gladys Clara Dea Putri and Aldo Fedika Vataru. She is married to Muhammad Azhar.

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DEDICATION

With love and appreciation, this script is proudly dedicated to: My beloved father, who always loves me, prays for me, encourages me, Rusman. My everything, who always supports me, gives me love, and prays for me in every time, is my mother named Suwanti Ningsih.

My beloved husband, who always supports me, Muhammad Azhar. My beloved sister and brother, Gladys Clara Dea Putri, Aldo Fedika Vatara.

Master of English Education 2019 My alma mater, the University of Lampung

MOTTO

In order to succeed, your desire for success should be greater than your fear of failure.

Bill Cosby

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Hopefully, this thesis would give a positive contribution for educational development and for those who want to carry out further research.

Bandar Lampung, January 2022

The writer

Ara Bella Pandora Vista

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I. INTRODUCTION

This chapter presents the background of the problem, research questions, objective of the research, scope of the research, uses of the research, and definition of terms.

1.1 Background of the problem

Reading is the active process of understanding print and graphic texts. Effective readers know that when they read, what they read is supposed to make sense. Further, reading is an essential part of the learning process since it is a primary learning component. Reading is significant since it is crucial to learn new knowledge (Grabe and Stoller, 2001). Furthermore, reading is frequently regarded as the most important four language skills that might improve students' academic knowledge. As a result, reading is always linked to academic achievement since the more students read, the more knowledge they learn.

Furthermore, reading is both a source of learning and enjoyment (Nation, 2009). Reading widens students' perspectives, and it can be both a goal in and of itself and a way to achieve other goals. As a source of learning, reading can assist students in learning new vocabulary and grammar and motivate them to study more and continue with their language studies. Then there is reading, which is one of the basic English skills that does not have to be translated word for word but must be mastered during the language course. As a result, as students learn to read, they should be able to comprehend the reading text during the reading process, rather

than simply reading the text with good pronunciation or considering the meaning of each word in the text. Furthermore, reading comprehension is a process of extracting and producing meaning simultaneously through interaction and involvement with written language (Snow, 2002).

Then, reading comprehension is widely agreed to be not one but many things (Perfetti and Adolf, 2012). At the least, it is decided to entail cognitive processes that operate on many different types of knowledge to achieve many different types of reading tasks. Nevertheless, emerging from the apparent ambiguity is a fundamental idea: comprehension comes about when the reader constructs one or more images of a text message.

Reading is a compulsory subject for students. They will develop their ideas, enrich their personalities and knowledge and learn new information. Reading can be a transformative experience that influences the thinking and learning of the reader (Clarke et al., 2014). New words, ideas, and viewpoints can be encountered that challenge and enhance existing knowledge. Consequently, reading is fundamental to teaching and learning, and the circumstances under which the reader is expected to extract and apply the mean extracted from the text should be considered.

According to UNESCO reports, the percentage of children who like to read is only 0.01%, which means that just 1 out of 10,000 children in Indonesia enjoy reading. Further, Programme for International student assessment (PISA) said that in 2012, the reading culture in Indonesia ranked 64 out of 65 countries. The result of this survey is very concerning.

Students often have difficulty reading, and it is one of the most significant problems that educators face today. Many school graduates or university students are poor

readers of English texts, and only a small percentage of them can read pretty well. (Sadtono (1995), Retmono (1980) and Gunarwan (1988) (as cited in Sutarsyah 2015))

In teaching reading, the researcher identified some specific problems during pre-observation, they are: (1) the students could not understand the detailed information in the text, (2) they had an inadequate vocabulary, and (3) they were not motivated during the "old style" reading skills activities that the teacher applied in class, and (4) they did not have the background knowledge required for the reading materials. This required the researcher to find out the most appropriate strategy for a successful teaching-learning process.

Further, according to Davenport (2007), as quoted by Dewi (2013), states that common types of questions found in reading comprehension include: 1. Identifying the main idea, main point, author purpose, or an alternate title for the passage, 2. Recognizing the tone of the passage or identifying the style, 3. Comprehending information directly stated in the passage (finding supporting detail), 4. Answer relational questions, even if not stated directly, 5. Recognizing the structural methodology employed to develop the passage, for example, sequence, vocabulary, and represent pronoun (reference), and 6. Extending limited information given by the author to a logical conclusion using 3 inferences (inference meaning). From the types of questions found in reading comprehension, identifying the main idea is focused on the objective of this research.

The main idea refers to the essence of the paragraph, or rather what the author is trying to get across to the reader. In other words, the main idea may be necessary for the author's design throughout the paragraph. The function of the entire paragraph is to explain, develop, and support the main idea. The paragraph's main

idea tells us what the author wants to know about the topic. In one or more sentences within the paragraph, the writer usually directly states the main idea. Once the people find the issue, they are ready to find the main idea. The main idea is the point of the paragraph, and it is the most critical thought about the issue.

According to Dwiarti (2005) at SMA Kosgoro Sekampung East Lampung. She found four problems that the students are facing in finding the main idea of the text: 1) lack of interest in reading; 2) lack of background knowledge; 3) lack of vocabulary; 4) unaware of the parts of the paragraph.

To improve the ability of learners to comprehend reading, teachers should be more conscious of their strategies and use the most suitable strategy in their teaching. Considering the conditions above, the writer is interested in applying the Directed Reading Thinking Activity (DRTA) strategy to teach reading comprehension as experiment class one, and the writer also used Survey, Question, Read, Recite, and Review (SQ3R) as the experiment class two of this research.

The writer chose the DRTA strategy as the experiment class, as it deliberately teaches comprehension skills to students. DRTA serves many purposes; to enable students to be involved and attentive readers, activate students' prior knowledge, allow students to track their comprehension of the text as they learn, and help improve their ability to read and think critically. Directed Reading-Thinking Activities extend reading to higher-order thought processes and provide teachers with a great deal about each student's ideas, thought processes, prior knowledge, and thinking skills (Tankersley, 2005).

Several studies have been carried out on the application of DRTA. Some of these studies used DRTA with other strategies as combined reading strategies, while

others used it as a single reading comprehension strategy. Yadzani and Mohammadi (2015), Aghdam and Behroozizad (2018), Chaemsai and Rattanavich (2016). Their research showed that DRTA strategies help the students improve their ability to read and comprehend the text easily.

Meanwhile, the other strategy to help students comprehend reading is SQ3R, which stands for "Survey, Question, Read, Recite and Review". Robinson founded the SQ3R strategy in 1941. SQ3R is one of the reading strategies which provides students with a systematic approach presenting a detailed step-by-step outline of what readers should complete and accomplish while reading. (Robinson, 1941)

The process of reading comprehension learning using SQ3R had five stages, namely survey, Question, Read, Recite, and reviews. Survey activities are carried out to get to know the concepts studied by reviewing the discourse's reading titles, paragraphs, and forms. The question has the purpose of helping students understand the learning material by asking questions. Reading is a reading activity to find the answers to student questions already in the question stage. These questions are about reading topics, main ideas, explanatory sentences, and reading organizations. Recite is an activity to retell the contents of the reading in its language. If students can retell the content of the reading correctly, it means that they are successful. Review is a rereading activity to correct errors and rewrite the text that the students have already read. This SQ3R method is expected to overcome the problem of students' low reading comprehension ability.

Some previous researchers had done some studies related to students' perception of teaching techniques, for example, Whorter (1992) cited in Betaubun, 2016), Mangasi (2019), and Bakhtiar (2018). The result shows that implementing the SQ3R strategy is a beneficial and appropriate strategy for teaching reading.

Hence, both strategies already explained above have similarities in the first steps. Those strategies are aimed to activate students' schemata to make the students easier to comprehend the text and be involved with the text material. Even though, SQ3R has different steps from the DRTA strategy in the last steps. The SQ3R strategy has a review stage that makes the students should rewrite the text that they have already read.

It should be necessary to have effective teaching strategies to make students positively perception on it. Perception can be described as the process in which someone gives an impression of what is happening around them. In addition, our emotionality, expectation, and personal preference are influenced by perceptions, psychological processes, and current conditions. One crucial factor that should be considered before a teacher selects the strategy is students' perception. The researcher believed that students' perceptions affected their attitudes and impressions in the teaching-learning process, which influenced their learning ability. Thus, it is essential to find students' perceptions for the teacher to gain the goal of education.

Some studies related to students' perception of teaching techniques had been done by some previous researchers, for example, Campbell (2001), Ismail (2011), and Ho (2017), they had researched students' perceptions of teaching strategies applied by the teacher in English language teaching class. Their research showed that students' perceptions were different from each other, and most of the students had a positive perception of implementing the strategies.

Unfortunately, all over the world now is being attacked by the pandemic of Covid 19, Because of this pandemic, we cannot apply the instructional process in this classroom. Students' learning activities should be conducted by online learning

using online applications such as Google meet, Zoom, and virtual classes made by the school. Thus, the writer is going to apply it in an online class. One of the most suitable online media to apply this method is Google classroom and WhatsApp.

Dealing with some studies conducted by several researchers above, the writer assumes that their studies only focus on the result. They only talk about the result of the students' reading achievement increase with these strategies. Therefore, the writer will observe the students' perception of the application DRTA and SQ3R strategy and students' reading problems in finding the main idea.

1.2 Research Questions

Based on the background of the problems above, the questions formulated by the researcher are as follows:

1. Is there any significantly difference of students' reading achievement between the students who are taught through DRTA and those through SQ3R?
2. What are students' problems in finding the main idea related to their reading comprehension achievement through DRTA and SQ3R strategy?
3. What are students' perceptions of the implementation of DRTA strategy in relation to their reading comprehension achievement?
4. What are students' perceptions of the implementation of SQ3R strategy in relation to their reading comprehension achievement?

1.3 Objectives of the Research

Based on the research questions above, the objectives of this research are as follows:

1. To find out whether the DRTA and SQ3R strategy can be used to improve students' reading comprehension or not.
2. To find out students' problems in finding the main idea related to their reading comprehension achievement.

3. To find out students' perceptions toward the implementation of DRTA strategies in relation to their reading comprehension achievement.
4. To find out students' perceptions toward the implementation of SQ3R strategies in relation to their reading comprehension achievement.

1.4 Benefit of the Research

This research can hopefully be useful both theoretically and practically.

1. Theoretically

- a. The result of the research is expected to help the students to activate their prior knowledge, monitor their comprehension, and record what they have learned from the text.
- b. The results of the research are expected to enrich theories and can be a reference for future studies related to DRTA and SQ3R strategy in improving students' reading comprehension.

2. Practically

- a. The result of the research can be used as a reference for teachers or students in teaching or learning reading.
- b. The result of the research can be used as a reference for those who want to analyze students' problems in reading comprehension.

1.5 Scope of the Research

This research focused on the result of DRTA as an experiment class one and SQ3R as an experiment class two that improved students' reading comprehension achievement. Then, the students' perception of using DRTA and SQ3R strategy, and the students' problems in reading by using DRTA and SQ3R strategy, the data on reading comprehension achievement was taken from the reading comprehension test. There are two tests in reading comprehension achievement: pre-test as the test before using DRTA and SQ3R strategy were conducted and post-test as the test

after it was conducted. Pretest and posttest are objective tests in multiple-choice forms with four options for each question (a, b, c, and d). Then, the data on students' perceptions were taken from a questionnaire and the data on students' problems in reading was taken from an interview.

1.6 Definition of Terms

In order to avoid misunderstanding, some terms used in this research are defined as follows:

a. Reading comprehension

Reading comprehension is the ability to understand and comprehend the written text by using the eyes and the brain to get the information and answer the questions from the content of the text.

b. Directed Reading Thinking Activity (DRTA) strategy

DRTA is a strategy that guides students in asking questions about the text, making predictions, and then reading to confirm their predictions.

c. Survey, Question, Read, Recite, and Review (SQ3R)

SQ3R strategy is an abbreviation of each step that an intensive reader must go through. The stages include Survey, Question, Read, Recite, and Review.

d. Students' perception

Students' perception is affected by students' attitudes and impressions in the teaching-learning process which influences their ability in learning.

As the study has elaborated the points above; in brief this study already has a strong background in conducting the research. Still, this study needs a review of theories concerning the research topics and conceptual framework underlying the study as the next chapter is presented.

II. LITERATURE REVIEW

This chapter discusses the theories which are used in this research. Those theories are reading, aspects of reading, teaching reading, descriptive text, directed reading thinking activity (DRTA), Survey, Question, Read, Recite, and Review (SQ3R), Procedure of DRTA in Teaching Reading, Procedure of SQ3R in Teaching Reading, advantages and disadvantages of DRTA strategy, advantages and disadvantages of SQ3R strategy, students' problem, students' perception, previous research, theoretical assumption, and hypotheses.

2.1 Reading

Reading is understanding and getting the meaning provided in the text. Reading is an exercise dominated by the eyes and the brain (Harmer,1991). Specifically, reading is a process of decoding written symbols, working from smaller units (individual letters) to large ones (words, clauses, and sentences) (Nunan,1991). Silberstein (1994) argues that reading is an active process. The students work intensively and interactively with the text to create meaningful discourse.

Understanding reading is a process of extracting and constructing meaning simultaneously through contact and engagement with the written language in the text (Bernhardt, 2011). This means the students must be able to grasp the concept in the text, which is often indirectly written.

Learning should also be something fun for the students to do, as they can get new knowledge by learning practice. Reading as a task in its own right, reading can be a source of pleasure and a way to acquire an awareness of the world (Nation, 2008). It can be said that reading includes a lot of information, and there are so many outlets for reading that can reveal a lot of information to the readers. Books, newspapers, for example, and even the Internet.

In Milkucklaky (2007), as quoted by Mardio (2016), reading comprehension is more than just the knowledge and understanding of words. Clear understanding involves making sense of what the reader is reading and linking the concepts to what the reader already knows in the text. This always reminds of what the reader reads. In short, we can infer that knowing reading is thought of when readers are reading.

Referring to the definition, it can be stated that understanding reading is the process of interpreting the message and storing the knowledge contained in the text.

2.2 Aspects of Reading

There are certain aspects of reading that the reader has to understand. There are five aspects of reading comprehension in which the students can understand a text well, such as determining the main idea, locating references, making inferences, detailed information, and understanding vocabulary (Nuttal, 1982).

1. Determining Main Idea

The main idea is a statement telling the author's point about the subject. A key to understanding a paragraph or short collection is to find the main idea (Longan, 2002). Typically, the main concept is in a paragraph, it is typically the first paragraph but it may be in the middle or the last sentence (Vener, 2002). And that will make it harder to locate the main concept. The students can get confused to see

what is a passage's main idea, and where the main idea is. The example question about the main idea can be: *What is the main idea of the text?*

2. Reference

A pronoun is an antecedent of reference. The antecedent may be a word or sentence referred to by a pronoun (Sharpe, 2005). The students are required to know in defining context what the pronouns within the sentences are used for, like the pronouns accustomed to represent persons, location or circumstance. The following question is an example:

*"...and **it** has..." (paragraph 3). The bold word refers to...*

3. Vocabulary

While reading a passage, the student extends their knowledge of vocabulary, such as by discovering new words' meanings in the dictionary and guessing the meaning from context. Context helps students make a general significance judgment (Sharpe, 2005). It means that predicting from the context can help students understand the meaning of a passage without stopping in a dictionary to look up any new word. One of the difficulties readers have with understanding material is that they lack vocabulary. The question consisting of vocabulary aspect can be drawn as follow:

*"She is **tall**." (paragraph 2). The bold word is the synonym of...*

4. Inference

The students are expected to consider the text while drawing inferences to find the meaning of the claims in the text. To make inferences readers need to practice integrating hints from the text with their context information (Kopitski, 2007). It means the hints in the text are going to help students create hypotheses, and draw conclusions and they will be able to answer questions. Example question of making an inference can be: *What is the first paragraph talking about?*

5. Specific Information

The last type of question usually found in the reading test is the question of description or the details. This query has been used to test students' ability to understand the content that is mentioned explicitly in the text. The question of finding supporting detail is as follows: *What are the characteristics of the cat?*

From the types of questions found in reading comprehension, identifying the main idea is focused on the objective of this research. In reading for meaning, the main idea will always come first and deserves the top priority. It happens because the main idea is the essence of the paragraph that the author wants the readers to know and it is the idea that the whole paragraph explains or supports. The writer usually puts this main idea in certain places, such as: in the first sentences of the paragraph, the middle of the paragraph, the last of the paragraph, or just lets the reader infer it from the passage.

2.3 Teaching Reading

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

Teaching is a dynamic process and not only gives the students the teacher's knowledge. Several activities can be done in the classroom, particularly during the teaching and learning process. Teaching is not an easy task but it's a vital one and can be very satisfying when the teacher sees the students improve and realizes that the teacher helped make it happen (Harmer, 2008). Some students at times can indeed be challenging and frustrating, but it is also worth noting that best teaching can also be highly enjoyable. Regarding some explanation of the teaching, the

researcher concludes that teaching is that the activities and manage the environment in a very shape to form and provides the chance for the scholars in the learning process to urge the aim. From these, it can be logically inferred that it is important to improve the ability of the students to learn the reading strategy according to their intent as the main objective of teaching reading. Unlike conventional texts, contemporary reading tasks require three-phase procedures in teaching reading: pre—, while-, and post-reading (Alyousef, 2005). The pre-read stage helps to trigger the respective schema. For example, while previewing the text, the teacher may ask the students questions which arouse their interest. The aim of the while-reading stage (or interactive process) is to develop the ability of the students to tackle text by improving their knowledge of language and schema. Post-reading includes activities which use exercises to improve comprehension of learning.

Teaching aims to improve the ability of students to read English text effectively and efficiently. When teaching reading the teacher should provide the students with a reading strategy particularly before reading to stimulate the interest of the students and the background knowledge of the students to make it easier for the students to understand the text. This can be real when students read and communicate with different types of texts, i.e. text in function and monologue.

Consequently, it can be concluded that correct and practicable strategies should be implemented in teaching based on the intent of reading to obtain the understanding. Since, there are five aspects of macro-reading comprehension that the teacher needs to recognize as a target, such as deciding the main concept, finding information, finding references, making inferences and mastering vocabulary.

2.4 Schemata

Schema refers to the knowledge already stored in someone's memory (plural schemata). The schemata technique is a way of reading where the readers are expected to use the technique to activate their prior knowledge when they read an English text or passage. The role of the reader and the knowledge he brings to bear on the text draw great importance in the reading process (Khemlanny, Lynne, 2000). Readers are expected to be accustomed to the text they read before they are going to understand and comprehend it. Schema theory is an explanation of how readers use prior knowledge to comprehend and learn from the text (Rumelhart, 1980).

The best time to activate schemata is in the pre-reading stage of reading (Ajideh, 2006). Further, comprehension is facilitated by explicitly introducing schemata through pre-reading activities (Zhang, 1993). Schemata is one process of reading that makes the students easier to comprehend the text. Based on Li Xiao-hui (2007) psychologists have generally distinguished three kinds of processes of reading, they are:

- a. The bottom-up model of the reading process holds the view that the reading process of building symbols into words, words into sentences and sentences into the overall meaning, which reflects traditional attitudes towards reading.
- b. The top-down model emphasizes the use of readers' real word knowledge in memory. The most influential and comprehensive top-down model is put forward by Kenneth S. Goodman (1967), "the goal of reading is constructing meaning in response to text; it requires interactive use of grapho-phonetic, synthetic, and semantic cues to construct meaning".

Interactive model From the discussion above, it can be concluded that both bottom-up and top-down models have limitations. The recognition of the result in a more comprehensive reading process, namely, interactive models which is

an interaction of bottom-up and top-down models claiming that prior knowledge and prediction facilitate the processing of input from the text.

2.5 Directed Reading Thinking Activity (DRTA)

The Directed Reading Thinking Activity (DRTA) is a comprehension strategy that is used to guide students to ask questions about a text and make predictions during reading. They then start to read to find out if their prediction was accurate or not. This can be achieved alone, in a small community or as a whole class. The teacher would usually read the passage to the students, and make them do the part of thinking and predicting. "These assumptions and confirmations (or revisions) guide the interpretation of the story by the students (Jennings, Caldwell, and Lerner, 2014).

The strategy is good for students, particularly those with learning difficulties and struggling with readings, largely because of the strategy's repetition. Most students with learning disabilities and/or struggling need to repeat themselves within the same material to get an understanding (Hallahan, Kauffman, and Pullen, 2015). This strategy also gives students time to think, they continually predict what will happen, justify and explain what will happen, and go back to see if the prediction was right or not (Jennings, Caldwell, and Lerner 2014). DRTA allows for higher-order thought analysis for students and provides teachers with a large amount of information about the thoughts, thought processes, prior experience, and thinking skills of students (Tankersley, 2005).

According to Wiesendanger, DRTA allows the students to be active readers. DRTA helps to add new content. It can be used with the basal file, too. DRTA is working to improve its knowledge-based delivery for both good and bad users. This technique is acceptable through high school, from third to fourth grade.

The purpose of Stauffer's Directed Reading Thinking Activity (DRTA) strategy is to help students read critically and focus on what they are reading. This strategy helps students define a reason for reading, scrutinize the text, and stay engaged throughout the lesson.

The goal is to help encourage students to be involved and attentive learners, and to enable prior knowledge and background knowledge to gain a better understanding of reading and content. It also helps students improve monitoring when reading, as they always test to make sure that their prediction is right and that they understand. Finally, it employs critical thinking skills that are needed in the 21st century.

2.6 Procedure of DRTA in Teaching Reading

Directed Reading Thinking Activity (DRTA) is a reading comprehension strategy that is used in each of the three stages of reading (pre-reading, during reading, and post-reading) (Clark and Ganschow, 1995). It emphasizes prediction (thinking ahead), verification (confirmation), and reading with a purpose. DRTA helps students realize that prediction and verification of predictions are essential parts of the reading process. Students learn that by reading with a purpose, they can more easily focus their predictions.

Therefore, the writer applies the procedure of DTRA by Clark and Ganschow. Below are the guidelines for helping students apply DRTA in each of the three stages of reading:

1. Pre Reading

- a. The teacher explains the aim of the teaching and learning process.
- b. The teacher chooses a text for the students and presents the clues (titles or key words).

- c. The teacher helps the students make predictions about the text's content.
- d. The teacher asks students to write their prediction down on a Prediction Verification Checklist.
- e. The teacher makes sure students understand how to use the checklist to classify their prediction as proved or disproved
- f. The teacher helps the students establish a purpose for reading by predicting them to read the text to determine whether it proves or disproves their predictions.

2. During Reading

- a. The teacher asks students to read the text, silently or aloud individually, to verify their prediction.
- b. The teacher instructs students to place a check mark under the appropriate category on the Prediction Verify Checklist as they read the text.

3. Post-Reading

- a. The teacher asks students to compare their predictions with the actual content of the text.
- b. The teacher asks students to analyze their checklist and determine how well they predicted the content of the text
- c. The teacher verifies that students have learned the DRTA strategy by having them answer the following met cognitive questions:
 - a. What is the name of the strategy you learned?
 - b. How does the strategy help you understand what you read?
 - c. What should you do before you read? While you read? After you read?

2.7 Advantages and Disadvantages of teaching reading through DRTA Strategy

From the theories, the researcher assumes that the DRTA strategy will allow the students to know deeper about the text easily. The students can catch the message of the text better and enjoy understanding the text because the DRTA strategy makes the students activate their schemata and relate to the text. On the other hand, these terms are aimed to promote students' reading skills in reading comprehension. The researcher assumes that the DRTA strategy can make the students more active in the class and they can share their ideas freely. This strategy developed by Teachers "think aloud" with students as predictions and answers are formulated. It is hoped that the student's problem (comprehending the text in reading) will be solved by using the DRTA strategy.

Meanwhile, there are some limitations to applying the DRTA strategy since the researcher applied it online, there are some possibilities that students could look at others' works or open the dictionary. Besides, the DRTA strategy uses text where students have to speak the target language which in this case is English. The students who do not have good schemata will have difficulty following the lessons, so it will be such a challenge for the teachers. Further, it needs a long time (can be completed in 30 to 40 minutes) so it consumed a lot of Internet quota.

2.8 Survey, Question, Read, Recite and Review (SQ3R)

The SQ3R strategy was introduced by Robinson in his book "Effective Study" in 1946. He is also known as "the grandfather of study strategies" (Asiri & Momani, 2017). SQ3R has five steps and it is an abbreviation of Survey, Question, Read, Recite and Review.

- a. The first In the first step, survey (S), before starting to read the text, the students' should ideally do some survey on the text being read, this is done to

have a general idea by looking at the title of the text, the picture of the clues, illustrate, etc. (Sutaryah, 2014).

By surveying headings and pictures, readers can activate their prior knowledge (Hedberg, 2002). Further, Surveying the text also helps the reader focus on the topic of the text and connect it to his or her prior knowledge (Sutaryah, 2014). In other words, this step helps the students to comprehend the text.

- b. The second step is the question (Q) which is converting selected headings into questions (Robinson, 1961 in Baier, 2011). This step gives a purpose for reading the text in more detail so that students should be ready for a more detailed study of the text (Tearney, Readence, & Dishner, 1990). This is important to help readers understand the text (Sutaryah, 2014).

Questioning also causes the reader to search for the answer to the question (Robinson, 1961, in Baier, 2011). It will arouse readers' curiosity about the text so that it can increase their comprehension of the text (Robinson, 1961, in Baier, 2011).

- c. The third step is read (R-1) which is reading to find the answers to the questions created in step 2 (Robinson, 1961 in Baier, 2011; Tearney, Readence, & Dishner, 1990). Robinson (1961, in Baier, 2011) also describes the reading step of SQ3R is an active search for the answers in which the students read the text to find the answers to the questions in step 2. In this step, Students should understand the elements of a paragraph, such as the topic sentence, supporting details, and the paragraph's main idea, so that they can classify the important and irrelevant information (Sutaryah, 2014)
- d. The fourth step is reciting (R-2) which is restating the answers in step 3 in their own words and then writing the response (Wright, 2003). In this step, students may write brief notes in their notebooks for later review and study (Tearney, Readence, & Dishner, 1990).

- e. The last step is a review (R-3) that is scanning the taken notes and observing the relationship between both the main points and the supporting details (Robinson, 1961 in Barrier, 2011). In this step, the students also write a summary of the text. As stated in Ganske, in Ganske & Fisher (2010), summarizing is one of the activities in the activeness of a good reader. This last step is useful for long-term remembering (Tearney, Readence, & Dishner, 1990).

The SQ3R strategy provides a structured approach for students. This strategy has proven to be effective and can easily be integrated into many content areas with a variety of types of text and across grade levels. It is a strategy that students may use throughout the reading process. Using this strategy, students first preview texts to make predictions and generate questions to help direct their reading. As students read, they actively search for answers to their questions, and, when they have finished reading, they summarize what they have read and review their notes, thus monitoring and evaluating their comprehension (Robinson, 1961). Further, SQ3R was a comprehension strategy to help students think about the text they were reading (Huda, 2016). Often categorized as a learning strategy, SQ3R helps students 'get something from the first time they read the text.

The SQ3R strategy helps to enhance comprehension and retention of information. It is meta-cognitive in nature in that it is a self-monitoring process. It is recommended that the teacher show the students how to go through the steps. Students develop effective study habits by engaging in the pre-reading, during-reading, and post-reading steps of this strategy:

1. Prior to reading — preview text and establish purpose.
2. While reading — monitor their comprehension.
3. After reading — summarize and review the content.

2.9 Procedure of SQ3R in Teaching Reading

There are some steps of teaching reading through SQ3R strategy. Nuttall (1982) has prescribed the procedure of teaching reading through the SQ3R as follows:

1. Survey: Go through the text rapidly (skim) to make sure it is relevant and to get an overview of its main points.
2. Question: Pause to ask the questions that students want the text to answer; beginners can usefully write them down.
3. Read: Now read carefully, looking for the answers to students' own questions and also making sure they have not overlooked anything else that is relevant.
4. Recite: This is not reciting the text, but the answers to students' questions. Speaking the answers aloud to students self is recommended because the effort involved will help to fix them in mind; writing them down would also be effective.
5. Review: Remind students' again what they have learned, but this time organize the information in students' minds, consider its implications for other things students' know, assess its importance and so on.

At this stage, the aim is to process the information in a useful form and to integrate it with your previous knowledge or experience. This stage may with advantage take place sometime later, rather than immediately after stage (recite) to provide reinforcement and revision.

From Nuttall's procedure of teaching reading through the SQ3R strategy, the researcher modifies the procedure as follows:

- a. Pre-activity
 - The students are given the brainstorming of the material based on their background knowledge.

- The students are informed about the material they are going to learn, the goals of the learning, and the reading technique that will be used.
- b. While-activity
- The teacher explains about a descriptive text.
 - The teacher gives the text like “ Raffi Ahmad” as the material.
 - The teacher introduces SQ3R strategy to the students; tells the procedures and how to learn the lesson through its procedures.
 - The students begin the procedures of the SQ3R strategy.
- 1) Survey: the students are asked to skim the text for about five minutes, it aims the students can find some points of a text such as a title, the character, the place, the main idea, specific information, inference, reference, and vocabulary, some generic structures and also language features.
 - 2) Question: the students are asked to make five questions based on the keywords and main idea acquired in the previous step.
 - 3) Read: the students are asked to read the whole text carefully. Then, the teacher should guide the students to get detailed information from the text, reminding them to get the answer to their questions, and not to let them write notes doing this step.
 - 4) Recite: the students answer their own questions and not to let them open the text again.
 - 5) Review: the students are asked to retell the content of the text.
- c. Post-activity
- The teacher checks the students’ work.
 - The teacher gives the response toward the students’ answer by giving revision or additional information that the students have not conveyed yet and also leads the discussion into a conclusion.
 - The students ask about their difficulties related to the topic.
 - The teacher infers what the students have just already learned.

2.10 Advantages and Disadvantages of Teaching Reading through SQ3R strategy

Based on the concepts, the researcher believes by using the SQ3R strategy will allow students to have a better understanding of the text. Because the SQ3R strategy activates the students' schemata and allows them to relate it to the text, they may catch the message of the text more easily and enjoy comprehending it. These terms, on the other hand, are intended to improve student's reading comprehension abilities. The researcher believes that by using the SQ3R strategy, students will be more engaged in class and would be able to freely share their thoughts. Further, The SQ3R strategy makes the students easier to remember and makes references simpler to the text. It is hoped that the student's problem (comprehending the text in reading) will be solved by using the SQ3R strategy.

Meanwhile, because the researcher implemented the SQ3R strategy online since the condition of pandemic covid-19, there are certain constraints, such as students being able to look at other people's work, open the dictionary, and have access to off-camera. Furthermore, the SQ3R strategy employs text in which students are required to speak the target language, which is English in this case. It will be tough for students with poor schemata to follow the lessons, making it a difficult task for the teachers. Additionally, this strategy provides many steps, therefore, it needs much time and gives a complex process.

2.11 Students' perception

In general, perception consists of the interpretation of a certain condition and environment. Perception on cognitive structures and according to them, "perceptions are the processes that determine how humans interpret their surroundings" (Forgus and Melamed, 1976). Further, perception is a process related to the recognition by the human brain of knowledge that is said to connect continuously with the

environment during a process (Slameto, 2010). Then, Perception is a complicated series of processes through which we acquire and interpret sensory information (Catling & Ling, 2011). It means that perception is creating a meaning based on the sensory experience. Furthermore, perception is influenced by attention, beliefs, and expectations (Feldman, 2011). In other words, by knowing students' perceptions, it also knows about students' beliefs indirectly. Moreover, learners' belief systems cover a wide range of issues and can influence learners' motivation to learn, their expectations about language learning, their perceptions about what is easy or difficult about a language, as well as the kind of learning strategies they favour (Richards & Lockhart, 1996).

The researcher believed that students' perceptions affected students' attitudes and impressions in the teaching-learning process which influenced their ability in learning. This students' perception research is important for teachers to understand because when students enjoy a learning strategy, their engagement increases (Komarraju & Karau, 2008).

In identifying the students' perceptions, there are kinds of perceptions divided into two, there are; positive and negative perceptions. Self-perception has to act by all personal acts, think, and do about themselves, their capabilities and their bodies. It is also prejudiced by the reaction of others to them. This perception, in turn, influences the demeanours of each way through life.

1. Positive perception is a valuable present that prepares the self-confidence and power to catch into the world, endure crises, and focus outside oneself. It increases the construction of relationships and giving to others.
2. The negative perception is disposed to focus on their desires, trying to acquire and prove their self-worth.

In this research, the researcher uses a Likert scale questionnaire adapted from Fennel (1992) which will be used to collect the data on students' perceptions of the implementation of the strategy. The questionnaire consisted of 14 statements which are related to the teaching-learning process through DRTA and SQ3R strategy. The statements are classified into statements of usefulness and feeling.

Table 2.1 Questionnaire of Students' Perception toward the Implementation of Learning Strategy

NO.	Statements	Percentage of Students' Response					Category
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
1.	I can gain useful information through this learning strategy						Usefulness
2.	I can share ideas and information through this learning strategy with others students						
3.	I can analyze the idea, thoughts and solve the problem through this learning strategy						
4.	I realized how this learning strategy can help students to learning						
5.	I listen to the thoughts and opinions of my classmates through this learning strategy.						
6.	I can exercise skills of listening, sharing and giving motivation through this learning strategy.						

7.	I can analyze information, check on my level of comprehension, and get support through this learning strategy.						
8.	Most of my classmates participate actively in these activities						
9.	I look forward to these learning activities						Feeling
10	I feel actively involved in these learning activities						
11	I feel patient in doing these activities						
12	I didn't get confused about doing these activities						
13	I feel my ability is improved through these learning activities						
14	I feel closer to my classmates in these activities						

2.12 Previous research

There is some previous research that has been conducted. Yadzani and Mohammadi (2015) compared DRTA, Guided reading and conventional strategies. The result showed that DRTA was more effective than the non-strategy group but also the Guided Reading one (others experimental group). Further, Al odwan (2012) investigated the effect of the cooperative DRTA on English secondary stage students' reading comprehension in Jordan. The result revealed that using DRTA improved students' reading comprehension.

In addition, Aghdam and Behroozizad (2018) measured the effect of DRTA on reading comprehension of graded readings. The result showed that the implementation of DRTA can increase students' achievement of reading comprehension in graded reading especially, in narrative text. Furthermore, Implementing DRTA through learning in a group improves students' cooperation. Then, Chaemsai and Rattanaovich (2016) compared DRTA and the traditional approach using tales of virtue from the majesty king bhumibol adulydj teaching. Moreover, they found out the ethical awareness of the students. The result of the DRTA strategy, through tales of virtue based on His Majesty the King's teaching concepts, improves development in English reading comprehension and ethical awareness, compared to the traditional approach alone.

Last, Nazari and Hashemi (2012) measured the effect of DRTA on students' referential and inferential English reading comprehension skills. Moreover, they compared the effect of collaborative versus individual thinking-activity. But there was a problem that the students could not work in a team, they preferred to work individually.

Meanwhile, there is some previous research on SQ3R in reading that has been conducted, Whorter (1992 cited in Betaubun, 2016) explains that the SQ3R strategy system has been used for many years successfully. Some experiments have been done and it proves that the SQ3R technique can improve the comprehension and the retention of students. Artis (2008) states that with the application of SQ3R in improving marketing students' reading comprehension, students can be more active and hands-on in their reading. He points out that SQ3R enables students to change their negative thoughts on reading textbooks and tasks. He also argues that "SQ3R introduces a diverse set of metacognitive reading techniques in a way students can easily understand and implement". According to him, SQ3R is a valuable source for

students when they work independently without depending on the teacher for guidance, as it is a step-by-step process allowing students to be self-sufficient and self-managing.

Furthermore, Habeeb and Abbas (2018) measured the effectiveness of the SQ3R strategy in promoting Iraqi EFL students' reading comprehension. They found that applying the SQ3R strategy helps Iraqi EFL preparatory school students to improve their level of reading comprehension of various reading text types. Then, the students have high interest and engagement with the new strategy (SQ3R), which leads them to be more active and enthusiastic to use activities than the control groups' students

Another research was done by Thumbaraj, Sivanadhan, and Kumar (2020) about the implementation of SQ3R in improving 4 form students of reading comprehension achievement in Tamil language, the SQ3R makes the students be more focused and participate actively in reading. Then, students showed more interest in using SQ3R method when doing reading comprehension questions.

Dealing with some studies which have been conducted by several researchers above, the writer assumes that their studies only focus on the result. They only talk about the result of the students' reading achievement increase with these strategies. Therefore, the writer will observe the students' perceptions and students' reading problems in the application of DRTA and SQ3R strategy.

2.13 Theoretical assumption

As many experts have studied, reading skills as one of English ability might have the same factors influencing the success of language learners. In line, many researches proved that learning strategy is one factor that influences students' reading ability.

DRTA and SQ3R are one strategies to show the active role of readers. This strategy in this research is expected to give a clearer explanation not only of the students' reading achievement but also the students' perception and the students problem through strategies. The researcher deems that it could give more benefits to further research that uses DRTA and SQ3R in reading comprehension.

2.14 Hypothesis

Based on the theories and the assumptions above, the researcher proposes hypothesis in this research:

H_0 : There is no significant differences of the students' reading comprehension after they learn through DRTA and SQ3R strategy.

H_1 : There is significant differences of the students' reading comprehension after they learn through DRTA and SQ3R strategy. The criteria H_1 is accepted if alpha level is lower than 0.05 ($\alpha < 0.05$).

Briefly, those are the explanation in this chapter that are about reading, aspects of reading, teaching reading, directed reading thinking activity (DRTA), Procedure of DRTA in Teaching Reading, advantages and disadvantages of DRTA strategy, SQ3R, Procedure of SQ3R in Teaching Reading, advantages and disadvantages of SQ3R strategy, Questionnaire of students' perception, students' problem, theoretical assumption, and hypotheses.

III. RESEARCH METHODS

This chapter deals with five subchapters: research design, population and sample, research instruments, validity and reliability, data collecting techniques, research procedures, data analysis, and hypothesis testing.

3.1 Research Design

The researcher used a true-experimental design (control group pre-test post-test design) in this research. This study was classified as a true-experimental research design because it has control of extraneous variables. Since the subject were chosen purposively. The subjects of this study were two groups, and it was divided into three stages: pre-test, treatments, and post-test. Before the treatment, the pre-test was given. It was done to find the students' reading comprehension achievement before they had been taught through the DRTA strategy and SQ3R strategy. After the treatment, a post-test was given. Meanwhile, in experimental group one, the researcher used the DRTA technique to teach reading, while in experimental group two, the researcher used the SQ3R strategy to teach reading. The design was explained below:

G1: T1 X1 T2

G2: T1 X2 T2

Notes:

G1: Experimental group one

G2: Experimental group two

T1: Pre-test

T2: Post-test

X1: Treatments (DRTA strategy)

X2: Treatments (SQ3R strategy)

(Hatch and Farhady, 1982)

This research was conducted in five meetings in each group with the presentation as follow:

1. The first meeting is for pre-test
2. The second to fourth is for the treatments
3. The fifth meeting is for the post-test.

The researcher used this design because the pre-test (T1) is a test that was done to measure the students' ability in the first. In the beginning, the students were given a standardized test that appeared to be a good measure of their score before being given treatments. After conducting the pre-test, the researcher gave treatments (X) to the students. Eventually, at the end of the treatment, the researcher gave a post-test (T2) to measure the difference score before and after treatment.

3.2 Population and Sample

The population in this research is the eighth-grade students of junior high school 9 Bandar Lampung. In this research sampling technique used to take a sample is purposive sampling. According to Arikunto (2010), purposive sampling selects a sample by taking a subject that is not based on the level or area. However, it is taken based on a specific purpose. The researcher took two classes, VIII B and VIII C as the sample. .

3.3 Research Instruments

The research instrument used reading comprehension tests, questionnaires, and interviews. The reading test was conducted to determine the effect of teaching reading comprehension through DRTA and SQ3R strategy. The test used in the pre-test is the same as the test used in the try-out. However, in the post-test, the test is arranged. The test contains five aspects of reading: main idea, specific information, inference, reference, and vocabulary. The test was given in multiple-choice (a, b, c, and d). A multiple-choice test was used since its marking is rapid, simple, and reliable, not subjective or influenced by marker judgments (Heaton, 1975). The multiple-choice format may make wh-questions easier to answer than no-choice wh-questions because they give the students some possible answers. Students may be able to check the text to see if any of the choices are specifically discussed and then make a choice. Further, the questionnaire test was distributed to get the data on students' perceptions after being through DRTA and SQ3R strategy. Moreover, to get the data on students' problems finding the main idea, the researcher was interviewed the students with low scores based on six questions

3.4 Validity and Reliability

In doing the research and determining whether the test items are applicable or not, the researcher tries out the test to find out the test's validity, reliability, difficulty level, and the test's power of discrimination. It is performed to assess whether or not the test items have good quality before being provided for the pre-test and the post-test. There were four requirements of a good test that should be met: validity, reliability, level of difficulty, and discrimination strength.

3.4.1 Validity of reading test

Validity refers to how well the test tests what was supposed to be measured. There were four validity types: face validity, content validity, construct validity, and

empirical or criterion validity. The researcher used validity of content and construct validity to determine whether the test has strong validity. Face validity issues with test layout while the criterion-related validity issues potential assessment of performance as in replacement test (Hatch and Farhady, 1982). Thus these two validities were deemed less important.

a. Content Validity of Reading Test

Content validity was meant to know if the test items were a good reflection of what will be covered. The test items were adapted to include a representative course sample from the materials taught to the students (Heaton, 1988). To get the content validity of reading comprehension, the researcher tries to organize the materials based on the current curriculum of the eighth grade of SMPN 9 Bandar Lampung. This research used descriptive text intended to be comprehended by the second grade of junior high school 9 Bandar Lampung. To determine a measuring instrument's content validity, the researcher determines the overall content that should be measured.

In this research, scoring criteria rely on the five aspects, i.e. determining the main idea, finding the detailed information, reference, inference, and vocabulary (Nuttal, 1985). All test items which had good validity are accustomed to collecting the data for this research, and therefore the bad ones should be revised. Therefore, every test item can be matched with the goal, and therefore the materials were taught.

b. Construct Validity of Reading Test

Construct validity issues whether the tests were accurate representations in accordance with the theory of what learning the language means (Shohamy, 1985). If a test has a validity model, it can evaluate those specific characteristics in line with the language behaviour and learning theory. The instrument's validity relationship refers to construct validity, the question reflects five kinds of reading skills, i.e., finding the main idea, finding supporting details, finding references,

making inferences, and knowing vocabulary. Reading skills in the test was part of the construct's validity, and the item numbers were part of the validity of the content.

Table 3.1 Specification aspects of reading comprehension

No.	Aspect of Reading Comprehension	Number of Items
1	Main Idea	1, 6, 11, 21, 26, 31, 36, 41, 46
2	Specific Information	2, 7, 12, 17, 22, 27, 32, 37, 42, 47
3	Reference	3, 8, 13, 18, 23, 28, 33, 39, 43, 48
4	Inference	4, 9, 14, 19, 24, 29, 34, 39, 44, 49
5	Vocabulary	5, 10, 15, 20, 25, 30, 35, 40, 45, 50
	Total	50

3.4.2 Reliability of reading test

The following important part that should be tested was the test instrument of reliability. The instruments were accurate if the same subject was calculated on different occasions suggesting a similar result. Using correlation product-moment, the researcher calculated the reliability of the reading test, and then the result was used in the Spearman-Brown formulation. If the final result scores 0.80–1.00, the instrument's value will be very high and reliable.

After getting the tryout test data to test the reliability of the reading test, the researcher calculated the data using ITEMAN. The result of the try-out test reliability (the coefficient correlation of whole items) is 0.89 (See Appendix 6). It could be inferred that the test had a high level of reliability. Based on the result of those analyses (See Appendix 5), the researcher dropped 15 items (4, 5, 14, 18, 19, 21, 30, 37, 39, 46, 12, 16, and 17), Briefly, there were 35 items administered in the pre-test and post-test.

a. Level of difficulty

The difficulty level was linked to "how easy or how difficult the item would be in the context of the student's point of view." It was important as test items that were going to be too simple (that all students get right) could tell us nothing of differences within the test population (Shohamy, 1985). The items as research objects should not be too simple and not too difficult for the students. This research used the ITEMAN 3.00 divided into three categories to assess the level of difficulty of the test items. Thus, the criteria of level difficulty were as follows:

Level difficulty from 0.000 – 0.250 refers to difficult.

Level difficulty from 0.251 – 0.750 refers to the average.

Level difficulty from 0.751 – 1.000 refers to easy.

After the calculation, the test items were average in difficulty, and some were categorized as having a difficult level. There were 15 items which categorized as easy and difficult (4, 5, 14, 18, 19, 21, 30, 37, 39, 46, 12, 16, and 17). They had been dropped as a result (See Appendix 4).

b. Discrimination power

The power of discrimination refers to "the degree to which the item differentiates between the high level and the level of students on the test." A good item that meets these criteria is where good students have done well, and poor students have failed (Shohamy, 1985). Furthermore, to test the discrimination power of the data, the criteria from the ITEMAN 3.00 were used as follows:

to 0.199 refers to very low

0.200 to 0.299 refers to low.

0.300 to 0.399 refers to the average.

0.40 to refers to excellence.

A negative discrimination power refers to bad item.

Based on the computation of discrimination power of the try-out test (See Appendix 4), it was found that there were 12 items that had negative value (4, 5, 14, 18, 19, 21, 30, 37, 39, and 46), 3 poor items (12, 16, and 17), and there were 24 items (1, 3, 10,11, 13, 15, 20, 22, 27, 28, 19,31, 32, 33, 34, 35, 38, 40, 41, 42, 43, 44, 48, and 50) which belong to good category of discrimination power. Then, there were 11 items (2, 6, 7, 8, 9, 23, 26, 36, 45, 47, and 49) which had satisfactory discrimination power.

3.4.3 Validity Questionnaire of Student's Perception

The validity of the questionnaire was used to construct validity. It is concerned with whether the questionnaire was actually in line with the theory. It means that the test items should test the students, or the test items should measure the students' perception of the applied techniques. Construct validity measures whether the construction has already inferred the theories, meaning that the test construction has already been in line with the objectives of learning (Hatch and Farhady, 1982).

To test the validity of the questionnaire, the researcher calculated the data using SPSS. From the result of SPSS (see appendix 15), it can be stated that all questionnaire items were valid which can be proven by the significance value (Sig. (2-tailed)) of each item which is lower than 0.05. Besides, it can also be proven by comparing the r-value with the r-table. The item was valid if the r-value (Pearson correlation) is higher than the r table. From the output of SPSS, it can be seen that all r values were higher than the r table. It can be stated, that all items in the questionnaire were valid and had a high correlation. The table specification of the students' questionnaires can be seen below:

Table 3.2 Specification of Reading Strategy Questionnaire

No	Questionnaire Items Category	Items
1	Usefulness	1 – 8
2	Feel	9 – 14
TOTAL		14

3.4.4 Reliability Questionnaire of Student's Perception

To measure the reliability of questionnaire items, Cronbach's Alpha in the application of SPSS was used (George and Mallery, 2003 cited in Harris, ind). The reliability of each aspect of the questionnaire was assessed by correlating each item with its construct in SPSS.

The questionnaire was scored according to the Likert scale, whereas the reliability of the questionnaire was measured by using Cronbach Alpha Coefficient. The researcher used this because it is the most common scoring to assess the consistency of the indicators in the questionnaire.

Table 3.3 Reliability of reading strategies questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.900	14

The computation showed that the coefficient reliability of students' perception reading Questionnaire was 0.900. It could be said that the students' perception questionnaires were reliable and consistent.

3.4.5 Validity Interview of Students' Problem in Main Idea

The validity of the interview was used to construct validity. This research was concerned with the interview of students' problems in the main idea is actually in

line with the theory of Mc Wrother (1989) classified the factors that influence comprehension into three general categories: text characteristic, reader characteristic, and reader's purpose. Text characteristics are features of the printed material that influence how easy or difficult it is to read. The skills and traits of the person that determine or affect rate and comprehension are called reader characteristics. Reader's purpose refers to the reason the material is read and the level of comprehension needed. The table specification of students' difficulties in finding main ideas can be seen below:

Table 3.4 Specification of Students' difficulties in finding main idea

No	Students' difficulties in finding main idea category	Items number
1.	Text characteristic	3 – 4
2.	Reader characteristic	1-2
3.	Reader's purpose	5 -6

3.5 Data Collecting Technique

As this research used 3 instruments to collect the data, the first instrument was reading comprehension for students, the data were gathered using two reading tests; pre-test and post-test. The second instrument was a questionnaire, and the last instrument was an interview. The data collection technique was explained as follows:

a. Pretest

The pre-test was conducted to find out the access point for reading comprehension aspects of the student before the treatments—the function of this test was to determine students' abilities before the treatment. In the pre-test, the test items were similar to the post-test. The test was in the form of multiple-choice questions about explanation text with 4 alternative options.

b. Posttest

This test's function was to determine the students' ability and progress of reading comprehension achievement after being taught by using the DRTA strategy in

experimental group one and the SQ3R strategy in experimental group two. The students were also given multiple-choice tests with 4 alternative options in this test.

c. Questionnaire

The function of this test was to find out the students' perception of using those strategies after the treatments. The students were given questionnaires with 14 questions adapted by Ruantika (2019). The questionnaire was divided into 2 categories; useful and feel.

d. Interview

Interviews were used to get the data precisely from each of the students relating to their problems in 6 questions adopted the classification of reading problems by Mc Wrother (1989). In this process, the researcher interviewed the students who had low scores on the reading test.

3.6 Research Procedures

The researcher had six meetings and used six lesson plans to teach descriptive text as part of the research. Experimental class one and experimental class two were separated into two groups for the six meetings. There were three meetings scheduled for each class. It took 90 minutes for each meeting. Google Classroom was used to conduct the meetings online.

The treatments in both experimental classes were held on March 31, April 7, and April 14, 2021. Directed Reading Thinking Activity (DRTA) was used to treat the experimental class one. The researcher employed a descriptive text about Jokowi given to the students in the form of a soft file through a WhatsApp group during the first treatment. The online class began with greetings, followed by the researcher's introduction of the topic and explanations of descriptive text.

The researcher asked students to look at the picture in PowerPoint that the teacher shared on the screen as the first step in the whole activity. The pictures were displayed alongside questions about what they knew about the discussed text. After that, the teacher asked students to fill out a google form with a prediction or a question about what they wanted to know about the text.

Then, the teacher asked the students to read the descriptive text entitled "Jokowi" that had been shared previously. The teacher called some students' names and asked them to read the paragraphs while immediately asking them questions about the main ideas of each paragraph. To ensure that students have comprehended the text's content.

Further, the teacher asked the students to reopen the Google form and respond to their questions and what they learned after reading the text. They were enthusiastic in their responses to their questions. The researcher asked some questions about the text discussed in the post-activity. For instance, "*How is the physical appearance of Mr. Jokowi?*" a student answered, "*He is tall, thin, and he has short black hair.*" Then, the teacher gave feedback on the lesson. Lastly, the researcher closed the meeting.

On the 7th and 14th of April, 2021, experimental class one had its second and third treatments. The teaching and learning procedures were extremely similar from the beginning to the end. The descriptive text's different topics were used in those sections. It was about a National Monument. Moreover, the topic for the third meeting was the Borobudur Temple. In addition, there were also different worksheets given to the students to help them understand the text's content quickly.

Although there were some difficulties during the sessions, such as an unstable internet connection that made it impossible for them to access Google form and join Google Classroom. However, they were still interested and cooperative during the sessions. They had all accessed the WhatsApp group and Google form, and all students in the experimental class were confirmed to respond to the questions. By looking through Google-form reports, the researcher was able to see their responses.

Meanwhile, in experimental class two, the SQ3R strategy was used. The treatments in the experimental class were conducted on the same date at different times. It also discussed similar descriptive texts used in experimental class one. In the treatment, the first step was similar to the DRTA strategy, but after the students answered their questions, the students were asked to paraphrase or rewrite the text that they had already read with their words, this step was used to make sure the students got the main idea and comprehend with the text. The teacher also gave the same worksheets to the students to make sure that they could relate to the contents being discussed.

3.7 Data Analysis

The researcher used the Statistical Package for Social Science (SPSS) program to analyze the data. The researcher got the data by using a reading comprehension test after teaching through the DRTA and SQ3R strategy. The reading test was calculated before and after treatment using Independent T-test in SPSS 16.0/22.0v used to compare the mean score from the pretest and post-test results of the experiment class one and the experiment class two. The researcher analyzed the data statistically as follows:

1. Scoring pre-test and post-test.
2. Calculating the total correct answer for pre-test and post-test.

3. Tabulating the score of the student's reading comprehension test results using a t-test.

The formula manually is as follows:

$$\frac{X1 - X2}{SD}$$

In which

$$\frac{SN}{D} = \frac{SD}{\sqrt{n}}$$

Where:

XI = Mean of the pre test

X2 = Mean of the post test

S N= Standard error of differences between two means (denominator)

SD = Standard deviation

N = number of students

(Hatch and Farhady, 1982)

4. Drawing conclusions from the tabulated result of the pre-test and post-test, that is statistically analyzed by using SPSS (Statistical Program for Social Sciences) in order to examine whether the increase of the students' gain is significant or not.
5. Scoring active reading pre test and post test.
6. Determining the students' mean score and the percentage of students' perception.
7. Interview will be described qualitatively.

3.8 Scoring system

Before getting the score, the researcher determined the procedure or technique to be used in scoring the students' work. To do that, the researcher used Arikuntos' formula (1989). The ideal highest score is 100. The scores of pretest and post-tests were calculated by using the following formula:

$$S \frac{r}{n} 100$$

Where:

S: The score of the test

R: The total of right answer

N: the total.

3.9 Normality Test

After collecting the data for pre-test and post-test, the data were analyzed using the Shapiro-Wilk test on SPSS Statistics version 17. The first requirement was to test the data normality. The normality test was used to measure whether the experimental class one and the experimental class two data were normally distributed or not. The hypothesis formulas were:

Ho : The data has normal distribution.

Ha : The data has not normal distribution.

While the criteria acceptance of hypotheses for normality test were:

Ho is accepted if Sig. > $\alpha = 0.05$

Ha is accepted if Sig. < $\alpha = 0.05$

Table 3.5 Normality of Reading Test

Class		Shapiro-Wilk		
		Static	Df	Sig.
Pre test	Experimental Class One	,951	32	,156
	Experimental Class Two	,934	32	,052
Post test	Experimental Class One	,957	31	,238
	Experimental Class Two	,956	31	,232

The samples for experimental class one were 32 students, and for the experimental class, two were 31 students. Table 4.3. shows that the sig. Values of the pre-test and post-test of the experimental group one are 0.156 and 0.052, whereas the sig. Values of the pre-test and post-test of the experimental group two are 0.238 and 0.232. Since the significant level (Sig.) is > 0.05 (α), thus, H_0 was accepted, and the conclusion was that the data on experimental class one and experimental class two has a normal distribution.

3.10 Homogeneity Test

After testing the data normality and making sure that the data was homogenous. A homogeneity test was used to determine whether the data obtained was homogenous. The result of the gain score obtained was tested their homogeneity by using Levene's test on SPSS version 17. The hypotheses for the homogeneity test were:

H_0 : The variance of the data is homogenous.

H_1 : The variance of the data is not homogenous.

the criteria acceptance of hypotheses for homogeneity test were:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_1 is accepted if $\text{Sig.} < \alpha = 0.05$

Table 3.6 Test of Homogeneity

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.002	1	61	.965

The Levene statistic was used to assess the equality of variances in different samples. Based on the results obtained in the test of homogeneity of variances in the column Levene Statistics, it can be seen that the significant level (Sig.) is 0.965. It means that it is higher than $\alpha = 0.05$. Therefore, it can be concluded that the pre-test and post-test data have homogeneity of variances.

3.11 The Equality of Pre-test Score

The pre-test was conducted to determine the students' reading comprehension achievement before being taught using DRTA and SQ3R strategies. Since the population and sample were chosen purposively, the equality of the scores in both groups was emphasized. This purpose was to establish pre-intervention similarity between the students taught through the DRTA strategy and those through the SQ3R strategy. The data were tested by an Independent sample T-Test.

While the criteria acceptance of test were:

1. The score of $\text{Sig.} > \alpha = 0.05$ indicates that there is no significant difference there is no significant differences of the score pre-test on students' reading comprehension.
2. The score of $\text{Sig.} < \alpha = 0.05$ indicates that there is there is significant differences of the score pre-test on students' reading comprehension.

Table 3.7 result of pretest score

Independent Samples Test

		t-test for Equality of Means	
		T	Sig. (2-tailed)
result of pretest scores	Equal variances assumed	1,166	,248

Based on the result in table 3.7 above, the significant (2-tailed) value was higher than 0.05, and the t-value was higher than the t-table ($1.160 < 2.003$). There is no significant difference between students' pre-test scores in the DRTA and SQ3R classes. Therefore, based on the statistical calculation above, it determined that the students' prior knowledge in DRTA class and SQ3R class were equal or similar.

3.12 Hypothesis Testing

The pre-test and post-test were compared in order to know the gain. Independent T-Test was utilized to determine the difference in reading comprehension achievement of two experimental classes. Moreover, the result of the t-test was used to investigate the significant difference in students' reading comprehension achievement before and after being taught by DRTA strategy and SQ3R strategy. Furthermore, to prove whether the proposed hypothesis is accepted or rejected. In this case, a significant level of 0.05 was used in which the probability of error in the hypothesis was only 5%. The hypotheses were drawn as follows:

H_0 : There is no significant differences of the students' reading comprehension after they learn through DRTA and SQ3R strategy.

H_1 : There is a significant differences of the students' reading comprehension after they learn through DRTA and SQ3R strategy.

The criteria for accepting the hypothesis are as follows:

1. H_0 is accepted if the t-table is higher than t-ratio. It means that there is no significant difference of students' reading comprehension of descriptive text after being taught by DRTA strategy and SQ3R strategy.
2. H_0 is rejected if the t-table is lower than t-ratio. It means that there is significant difference of students' reading comprehension of descriptive text after being taught by DRTA strategy and SQ3R strategy.

That is all about the explanation of this chapter which consists of Design, Population and Sample, Variables, Instrument, Research Procedures, Data Analysis, Scoring System, and Hypothesis Testing.

V. CONCLUSIONS AND SUGGESTIONS

The final chapter presents the conclusions of the research findings and suggestions for English teachers who apply DRTA strategy and SQ3R strategy, students' perception of DRTA strategy and SQ3R strategy, and students' problems in finding the main idea. This chapter also presents suggestions for further researchers who want to conduct a related study.

5.1 Conclusions

The researcher intends to conclude according to the discussions of the research findings in the previous chapter.

1. There was a statistically significant difference between the students taught with the DRTA strategy and SQ3R strategy. It is revealed from the t-value, which is higher than the t-table with a significance level of less than 0.05. Implementing the DRTA strategy and SQ3R strategy facilitates the students to be actively engaged in reading the text. Additionally, the steps of implementing DRTA consist of predicting, reading, and proving to help students comprehend the reading passage. However, SQ3R has the same steps in the first stage, but it has an additional stage, 'review' that makes the students more comprehend the text since they should rewrite or paraphrase the idea in the text. Thus, the SQ3R can

improve students' reading comprehension achievement better than the DRTA strategy. The second conclusion is the DRTA strategy is a teaching technique that can leave a good/positive perception on students. Since most of the students said that they could reach better learning after the researcher applied the DRTA strategy. So, the students can increase their learning activities and finally their learning product.

2. The second conclusion is that the DRTA strategy is a teaching technique that can leave a good/positive perception on students. Since most of the students said that they could reach better learning after the researcher applied the DRTA strategy. So, the students can increase their learning activities and finally their learning product. Based on the result of the interview, vocabulary is one of the major components of reading which is difficult for the student's second or foreign language. Without understanding of the meaning the words or having limited vocabulary knowledge, it will make the students difficult to understand the content of the text. Thus, activating prior knowledge and applying word recognition is very useful used in reading.

5.2 Suggestions

After conducting her research on investigating EFL students' problems in finding the main idea, students' reading comprehension achievement, and perception taught by DRTA strategy and SQ3R strategy at Junior High School 9 Bandar Lampung, the researcher suggests teachers and further researchers do things as follows:

5.2.1 Suggestions for English Teachers

1. Teachers should work hard to get students familiar with the DRTA and SQ3R strategies to gain an advantage in the learning process using those strategies.
2. Teachers should be aware of time management in Online classes and make sure that students do not cheat during the learning process in Online classes.

5.2.2 Suggestions for Further Researchers

1. The present study may examine other skills such as writing and speaking since this research only focused on one productive skill, reading. The parts of the treatment may also help the learners to improve their other English skills
2. The present study may consider the students' perception of the DRTA strategy and students' perception of SQ3R to implement those strategies more beneficial for the learners.
3. The present study may examine other aspects of reading comprehension, such as specific information, inference, reference, and vocabulary. This research only focused on one aspect of reading comprehension, which was the main idea.

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