INTEGRATING THE DIRECTED READING THINKING ACTIVITY (DRTA) WITH THE SURVEY, QUESTION, READ, RECITE, AND REVIEWS (SQ3R) STRATEGY TO ENHANCE STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT IN SENIOR HIGH SCHOOL

A thesis

By

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ABSTRACT

INTEGRATING THE DIRECTED READING THINKING ACTIVITY (DRTA) WITH THE SURVEY, QUESTION, READ, RECITE, AND REVIEWS (SQ3R) STRATEGY TO ENHANCE STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT IN SENIOR HIGH SCHOOL

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This research aims to find out (1) whether there is any significant improvement in students' reading comprehension after the students were taught through the integrated Directed Reading Thinking Activity (DRTA) and Survey, Question, Read, Recite and Reviews (SQ3R) strategy and (2) which aspect of reading has the highest improvement after the students were taught through the integrated DRTA and SQ3R. This is a quasi-experimental research design that conducted a quantitative method with 30 students as the samples. Firstly, the researcher administered a try out test to the students to filter which questions that would be approved to be the question items in the pre-test and the post-test. The students were tested through the reading test before and after the treatment namely the integrated DRTA with SQ3R. The data were statistically analyzed through paired samples t-test through SPSS version 22 and manually counted to find the gain score.

The first finding shows that (1) the scores of pre-test and post-test are different. The post-test got a significant improvement. Proven from the t-test, it can be concluded that there is a significant improvement in students' reading comprehension after the students were taught through the integrated Directed Reading Thinking Activity (DRTA) and Survey, Question, Read, Recite and Reviews (SQ3R) strategy. The average score in the pre-test is 54.33, while in the post-test, it is 72.53 with the significant level of 0.000 which is lower than 0.05. This indicates that this research has reached out a significant improvement. The second finding reveals that (2) the aspect of reading that is improved the highest after the students were taught through the integration of both methods is reference. The integrated strategies made the students increase their critical thinking by understanding who or what does refer to. It was also encouraged by the material about personal pronoun that they got before this research was conducted. Then, it is suggested for teachers to apply this new integrated strategy at class because this is a very good choice to embrace students to the effective steps in answering the questions of reading comprehension. Last, this research could be a reference for further researchers who want to conduct similar researches.

Keywords: Directed Reading Thinking Activity, Survey Question Read Recite Review, Reading Comprehension, Descriptive Text

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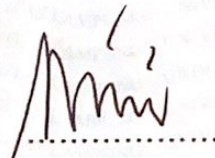
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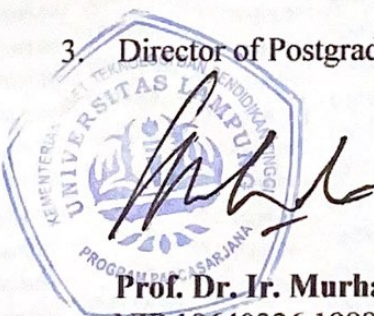   2. **Dr. Ari Nurweni, M.A.**

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Menyatakan bahwa tesis ini adalah karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggungjawab saya.

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CURRICULUM VITAE

The writer's name is Nadya Oktarima Kusuma Ningtyas. She was born in Bandar Lampung on October 21st, 1997. She is the second child out of two brothers, Ilham Bimo Hutomo Prakoso and Omar Liandro Aryo Setiyaqi from a lovely couple, Suhendro and Evi Lidya Susanti.

Her educational background started from kindergarten at TK Al-Hikmah in 2003 and continued her study to SD Al-Azhar 2 Bandar Lampung, from 2003 to 2009. In the same year, she continued studying at SMP Negeri 29 Bandar Lampung. After graduating from Junior High School in 2012, she pursued her study at SMA Negeri 5 Bandar Lampung and graduated in 2015.

She was registered as a student of English Educational Study Program at the Teacher Training and Education Faculty in 2015 at Lampung University. After finishing her bachelor's degree, she has began to teach English at SMAN 2 Natar since 2021. Then, in 2021, she decided to continue her master's degree in English teaching in the English Education Study Program at Lampung University.

DEDICATION

By the name of Allah Subhanahu Wa Ta'Ala who blesses my life until an unspecified time, this Thesis is the result of countless and toughest sacrifices. This study is wholeheartedly and gratefully dedicated to the people who serve as an inspiration due in part of researcher's efforts.

To the spirit of my life: my beloved parents,
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My overwhelming people and my mood jumpers

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My comrades in Master's Degree of English Education Study Program 2021

My almamater, University of Lampung

MOTTO

"Always go with the choice that scares you the most,

because that's the one that is going to require the most from you."

(Caroline Myss)

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The writer would like to express her gratitude and honor to all those who helped and supported the writer in completing this thesis. The writer would like to acknowledge her sincere gratefulness and respect to:

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Finally, the writer expects that this work will be meaningful to readers and will be beneficial as a reference for other researchers who want to conduct similar research.

Bandar Lampung, 31 Oktober 2024
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I. INTRODUCTION

This chapter explores the background of the study, the research question, the objectives of the study, the uses of the study, the scope the study, and the definitions of terms.

1.1 Background

Reading ability determines student's performance in the language teaching and learning process at the school. The majority of content is delivered in written language, requiring students to engage in reading activities in order to gain knowledge. Therefore, learning to read has an important role in education and teaching. According to Carrillo (1976), reading is not an ability that develops automatically as we reach at a certain chronological age. So, reading ability cannot be developed naturally without a learning process that is the responsibility of the teacher. Thus, teachers must be able to encourage students in developing their reading ability. Furthermore, reading can be a good way to practice English in non-English speaking country and also a good way to discover new facts, and experiences (Mikulecky and Jeffries, 1996). According to the statement, it can be said that reading is one important way to improve English language skills.

The process of reading does need a comprehension. When the reader does not comprehend the information in the text, the reading skill is totally meaningless. The readers need to understand the idea and information that they can get from the text. The comprehension does really occur when the reader understands fully

information and idea written in the text. There will be no reading when there is no comprehension. Nuttall (1982) stated that the purpose of reading comprehension is a part of the process of reading comprehension, that is characterized by the process when the readers get the messages and meaning of the text they have read. Furthermore, the message or the meaning conveyed can be in the forms of information, knowledge, and even happy or sad expression messages.

Unfortunately, the document transcription when the researcher did preliminary observation in Senior High School 2 Natar at tenth grades showed that the students had difficulties in reading comprehension. As a teacher, the writer believes that students in school still have low interest in reading which results in their low reading comprehension. Students' interest in reading is another factor that can influence reading comprehension achievement. According to a research done by Kurniati, et al. (2023), there is a positive correlation between reading interest and students' reading comprehension. Reading interest is the fundamental process for reading engagement and is major contributor, when things go away, to disengagement in reading.

There are some problems at the tenth graders in reading. They are : 1) The most common difficulties in learning English is the lack of the students' interest in learning since the methods used by the teacher did not appeal to the students, which led to a lack of interaction in the classroom, learning environment unpleasant and ineffective; 2) The students got difficulties to understand detailed information in the text since it contains a lot of difficult words. So, they would difficult to understand the text and the result, the learning process would be blocked; 3) The students did not have background knowledge required for the reading materials. The factors come from the strategies or methods that are used by the teachers in teaching and learning process, which is the conventional one.

The teaching activities only involve listening to teacher's explanation, making lists of difficult words, translating English text into first language, asking students to read loudly or silently, and getting students to answer questions which were related to the text. The teaching and learning process was still traditional approach or teacher-centered.

In this case, the teacher should make variations and choose a suitable method in teaching reading in order to make them interested so that they can improve their perspective towards English language learning especially learning reading comprehension. There were many kinds of teaching methods in English teaching. Therefore for this purpose, learning reading comprehension by using the Directed Reading Thinking Activity (DRTA) strategy can be one of the alternative to be used in teaching reading comprehension learning process.

DRTA serves many purposes : to enable students to be involved and attentive readers, to activate students' prior knowledge; to allow students to track their comprehension of the text as they learn; and to help improve their ability to read and think critically. DRTA extends 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. Hasanudin, et al. (2020) state that the calculation showed that the usage of Directed Reading Thinking Activity was successful in improving students'reading comprehension. Utami, et al. (2019) concluded that DRTA was effective strategy in reading comprehension teaching. Nerim (2020) stated that the directed reading thinking (DRTA) strategy had a significant effect on students' reading comprehension. All of those researchers

showed that DRTA strategies help the students improve their ability to read and comprehend the text easily.

Although previous studies related to the use of DRTA method in reading comprehension have been conducted, the researchers believe that DRTA has lacked a structured approach to guide readers through the text comprehensively. Crawford, et al. in Utami (2019) argued that the DRTA gave less assistance for comprehension and the questions bring about were less detail since DRTA assisted students to create their own prediction.

To overcome this problem, a more structured approach is needed to explore the potential benefits of DRTA. Students need learning activities that can lead them to do reading comprehension step by step. The researcher assumed that integrating DRTA (Directed Reading Thinking Activity) with SQ3R (Survey, Question, Read, Recite and Review) could make the method more structured. More structured means that the teacher guides the students in steps from beginning until the end of the reading process. The founder of the SQ3R strategy is Robinson in 1941. SQ3R is one of the reading strategies which provides students with a systematic and structured approach presenting a detailed step-by-step outline of what readers should complete and accomplish while reading (Robinson, 1961).

SQ3R consists of five steps: Survey, Question, Read, Recite, and Review. The first step, survey (S) activities are carried out to get to know the concepts studied by reviewing the discourse's reading titles, paragraphs, and forms. The second step is question (Q) that has the purpose of helping students understand the learning material by asking questions. The third step is read (R-1) that 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. The fourth step is recite (R-2) that 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. The last step is review (R-3) that 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 the teaching technique of SQ3R. Vista (2021) declares that SQ3R strategy can facilitate students better to improve their achievement in reading comprehension. Sukerama (2023) recommended that English teachers can optimize SQ3R in an effort to increase student learning interests and reading skill. Bakhtiar (2018) found that there was a significant improving in using SQ3R to increase the students' reading comprehension. The results show that implementing the SQ3R strategy is a beneficial and appropriate strategy for teaching reading. By integrating DRTA with SQ3R, the researcher assumes that it can enhance the students' reading comprehension. SQ3R covers the weakness of DRTA, which lead the students to steps in how to master reading comprehension as well as stimulate their critical thinking.

The integration of the Directed Reading Thinking Activity and the Survey, Question, Read, Recite and Review is something new that has never been done before. The novelty of this current research is how the SQ3R covers the weakness of DRTA, which is not leading the student step by step in comprehending the text and answering the questions. By integrating these two methods, it is hopefully able to make both methods stronger and greater to teach and lead students in a path for mastering reading comprehension.

1.2 Research Questions

Dealing with the issues presented in the background, the research questions in this research are :

1. Is there any significant improvement in students' reading comprehension after the students are taught through the integrated Directed Reading Thinking Activity (DRTA) and Survey, Question, Read, Recite and Reviews (SQ3R) strategy ?

2. Which aspect of reading comprehension has the highest improvement after the students are taught through the integration of Directed Reading Thinking Activity (DRTA) and Survey, Question, Read, Recite and Reviews (SQ3R) strategy?

1.3 Objectives

The objectives of this research are :

1. To find out whether there is any significant improvement in students' reading comprehension after the students are taught through the integrated Directed Reading Thinking Activity (DRTA) and Survey, Question, Read, Recite and Reviews (SQ3R) strategy.

2. To find out which aspect of reading comprehension has the highest improvement after the students are taught through the integration of Directed Reading Thinking Activity (DRTA) and Survey, Question, Read, Recite and Reviews (SQ3R) strategy.

1.4 Uses

The output of this research is highly expected to provide significant contribution both theoretically and practically as follows:

1). Theoretically, hopefully this research could improve an innovative teaching through integrating DRTA with SQ3R that is used in English class in order to enhance students' reading comprehension as well as to simulate their interest into the class. Thus, the researcher may use a method in teaching and learning named the integratied Directed Reading Thinking Activity (DRTA) with Survey, Question, Read, Recite and Reviews (SQ3R) strategy to achieve those goals.

2). Practically, hopefully this research could be some valuable information and give a meaningful contribution for students, teachers or lecturers, and schools.

a) S*ignificance for the students,* the researcher expects all the students are able to understand reading text and share the information hold to the other. Furthermore, this method can involve the students' interest in mastering the material because they work together and help one another during the class.

b) S*ignificance for the teachers or lecturers,* this research expectably helps the teachers guiding the students in enhancing their students' reading comprehension and their students' interest in learning. In addition, this research could be used as a reference for English teachers to develop their teaching skill.

c) This research may also be useful and helpful for English teachers as of the sources in teaching English through integrating Directed Reading Thinking Activity (DRTA) with Survey, Question, Read, Recite and Reviews (SQ3R) strategy. Third is *significance for the school*, this research possibly supports the school to solve problems and to obtained educational purpose rapidly. As the result, the school will produce alumni who are creative and innovative in learning because they construct new understandings using prior knowledge.

1.5 Scope of the Study

This research is a quantitative research dealing with the integration of Directed Reading Thinking Activity (DRTA) and Survey, Question, Read, Recite and Reviews (SQ3R) strategy in enhancing students' reading comprehension of Descriptive Text. The population of this study is the first grade in academic year 2023/2024 of SMAN 2 Natar and the samples were taken from one class consisting of 35 students. The materials of this research was taken from students' English handbook for the first grade used in SMAN 2 Natar about descriptive text of person. This study mainly focuses on macro skills of five aspects of reading, such as finding main idea, specific information or supporting detail, reference, inference and understanding vocabulary of difficult words. This research focuses on the result of the integration of DRTA and SQ3R in one class that enhance students' reading comprehension achievement. The data on reading comprehension achievement were 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 and post-test as the test after the it was conducted. Pretest and posttest are objective tests in multiple-choice forms with five options for each question (a, b, c, d and e).

1.6 Definitions of Terms

In this research, there are several definitions of terms which are used by the researcher, namely :

1. *Directed Reading Thinking Activity (DRTA)* is a strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions

2. *Survey, Question, Read, Recite and Review (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 to promote more efficient learning of reading materials.

3. Reading Comprehension is the process of understanding and interpreting information from text in order to construct meaning.

4. *Achievement* is the result of a set of activities that describes how well people have done the activities and it is usually manifested with score

The definitions of some words mentioned above are the commonly used terms that are often mentioned as the important concepts of this current research.Those are all about the background, research questions, objectives, uses, scope, and definition of terms that are used in this research. Thoroughly, this chapter consists of the explanations that are prior to give more information to the next chapter.

II. LITERATURE REVIEW

This chapter elaborates theories which support the thesis. They are classifying as the following : concept of reading comprehension, concept of DRTA, concept of SQ3R, teaching of reading comprehension, teaching reading through integrating DRTA with SQ3R, procedures, advantages and disadvantages, the theoretical assumption and the hypotheses.

2.1 Concept of Reading Comprehension

Basically there are two types of reading, namely aloud reading and silent reading (reading comprehension). Reading comprehension refers to how readers make sense of the text. According to Miller (2002), reading comprehension is not merely about answering literal questions after reading the text, rather much more beyond such activity. Moreover, Mikulecky,et al. in Settiawan (2013) assert that comprehending the text what you read means connecting your prior knowledge with the ideas presented in the text, rather just recognising and understanding words. In other words, reading comprehension goes far beyond the ability to answer questions about factual information, recognise words, accurately read the text aloud, and the like. Comprehension rather involves how to make sense of texts and connect various types of background knowledge (schemata) and reading skills to the ideas of the texts.

Brown (2007) classifies the 14 skills for reading comprehension needed to be mastered by proficient readers. The first six skills categorized as microskills, while

the other eight skills regarded as macroskills. The former skills include, (1) discriminate among the distinctive graphemes and orthographic patterns of English; (2) retain chunks of language of different lengths in short-term memory; (3) process writing at an efficient rate of speed to suit the purpose; (4) recognise a core of words, and interpret word order patterns and their significance; (5) recognise grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralisation), patterns, rules, and elliptical forms; and (6) recognize that a particular meaning may be expressed in different grammatical forms.

The latter skills include (7) recognise cohesive devices in written discourse and their role in signalling the relationships between and among clauses; (8) recognise the rhetorical forms of written discourse and their significance for interpretation; (9) recognise the communicative functions of written texts, according to form and purpose; (10) infer context that is not explicit by using background knowledge; (11) infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification; (12) distinguish between literal and implied meanings; (13) detect culturally specific references and interpret them in a context of the appropriate cultural schemata; and (14) develop and use battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

In summary, it is worth to be taken into consideration by materials developers that reading comprehension and the skills embedded should be as a reference for designing instructions, activities or tasks for students in light of the fact that such types of reading are useful for the students becoming skillful readers.

Besides, according to Nuttall in Ma'rifah (2017), there are five aspects of reading that the students should understand to comprehend the text well. They are: 1) the main idea, 2) specific information, 3) reference, 4) inference, 5) vocabulary. These aspects are important to comprehend in an English text. Each of them is clarified as follows :

1). Main Idea

Principally, the main idea in reading is a crucial element because it is a skill to grasp and find the main point of a passage by summarizing its passage and looking for repetition of ideas or words. According to Segretto in Pratiwi (2016), determining main idea of a reading selection is what the passage is mostly about. The author often states the determining main idea in the first or last sentence of the first paragraph, nevertheless the author may state the determining main idea anywhere in the part of text. Sometimes the author only suggests the determining main idea by leaving clues within the passage. Then, the longer text can have morethan one determining main idea. The example question about the main idea can be: *What is the main idea of the text?*

2). Specific Information or Supporting Detail

Supporting Detail/Detail Information; are facts and ideas that explain or prove the topic sentences or main idea. As stated by Moore in Martina, et al. (2018), detail are cornerstones, the crucial bits of information that make up a paragraph. Information offers on a text occasionally too general or too specific. Detail in a fictional story also supports determining main ideas about the setting, characters, and events in the story. The question of finding supporting detail is as follows: *What is the characteristic of Ronaldo?*

3). Reference

References can be used to make the text coherent because they are used to avoid unnecessary repetition of words or phrases. It means that such words are used, they are signals to the reader find the meaning elsewhere in the text. According to King and Stanley in Martina (2018), references is repeating the same word phrase several times. Reference can help students to understand the text by using another word to make the text clearly. The following question is an example: *"...and **it** has..." (paragraph 3). The bold word refers to...*

4). Inference

In Martina (2018), inference is an educational guess or conclusion drawn based on logic of the passage. According to Mikulecky and Jeffries (2007,p.88), fluent readers are the ones who make inference during reading. In this view, the reading process is not simply matter of extracting information from the text. It needs a logical connection that bridges the thing that readers know and the thing they do not know. Example question of making an inference can be*: What is the first paragraph talking about?.*

5). Vocabulary

Understanding vocabulary means to comprehend what the words mean. Vocabulary is essentially needed when the adding process is going, because according to Mikulecky and Jeffries (2007,p.26), good reading comprehension depends on understanding words you are reading. "The more words you recognize and understand in a text, the better your comprehension will be". According to Brown (2010, p.89), the more knowledge of word meanings a reader has, the easier he will be to understand a text. It is tempting to expect that an increase in vocabulary size had noticeable effects on reading comprehension (Martina, 2018).

The question consisting of vocabulary aspect can be drawn as follow: *"She is tall." (paragraph 2). The bold word is the synonym of...*

Therefore, the researcher uses those five reading aspects in the reading comprehension test in terms because they are very essential for the students to enhance students' reading comprehension.

2.2 Concept of 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. Tankersley in Vista (2021) states that the Directed Reading-Thinking Activities extend reading to higher-order thought processes and provides teachers with a great deal about each student's ideas, thought processes, prior knowledge and thinking skills.

In Erliana (2011), the DRTA (Stauffer, 1969) is a group-inquiry reading approach for guiding readers through a text during the first time they read it in a classroom. It comprises the three stages in reading (pre-, whilst- and post) with three phases particularly at the whilstreading stage: pre-reading phase, guided silent-reading phase, and post-reading (prove) phase. This 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. 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. 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 in Kamarudin (2021), Directed Reading Thinking Activity (DRTA) is a pre-reading, reading and post-reading strategy. In this activity, students are involved in guessing (estimating) what the story will be like (about what). The Directed Reading - Thinking Activity (DRTA) strategy also involves readers to use their experiences to build the author's ideas. 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.

2.3 Procedure of DRTA in Teaching Reading

In Nerim (2020), Directed Reading-Thinking Activity (DRTA) is a strategy to guide language learners to improve their reading comprehension. DRTA is used in each of the three stages of reading, i.e. pre-reading, during reading, and post-reading (Stauffer, 1969). 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 on their predictions.

a. Predicting

At this stage, students reflect on their opinions about the text by predicting answers to questions given by the teacher. Through this activity, students can determine their predictions easily. In this stage, the teacher plays a role in activating students' background knowledge to make predictions and asking them to defend predictions. Students may write individual predictions, write with a partner or contribute to an oral discussion creating a list of the class' predictions. Then ask the students why they think so.

b. Reading

In this stage, the teacher directs students to read a segment of the story silently or aloud, individually or in groups, to verify their predictions. Students are asked to support their predictions by mentioning information that matches the contents of the text. Using the predictions in mind, the students read the first section of the text in order to prove or disprove their prediction. There are neither rights nor wrong predictions. Those predictions made are judged to be more or less accurate than others. The students have less accurate predictions to make their predictions accurate.

c. Proving the Predictions

In this step, students engage in a discussion about what they have read. It is stage that the students will confirm, reject, or refine their predictions and justify their ideas by finding statements in the text and reading them orally to the teacher. In this stage, the teacher serves to refine and deepen the reading and thinking process.

Based on the explanation above, it can be concluded that DRTA is strategies that emphasize students' abilities in predicting text content. This strategy trains students to think as good readers do—through cycles of predicting, reading, and proving/disproving their prediction continues until the text is actually read continues until the text is completely read. The implementation of this strategic process is considered can develop students' reading comprehension skills as well as their higher-order thinking skill.

2.4 Concept of Survey, Question, Read, Recite and Review (SQ3R)

Fong, et al. (2020) state that 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). In Romadhon (2020), Robinson's strategy states that there are five steps that have to be followed. According to Ayiten & Baiden (2020) the five steps in Robinson's strategies are consisting for Survey, Questions, Read, Recite, and Review. Below are the elaborations.

1. Survey

The first stage in Robinson strategy begins with the survey. In this stage the students have to find the main idea of the text. The students can use the skimming method to find the information quickly (Mangasi, 2019). Furthermore, in survey

steps the students begin with active reading (LAC, 2006). In this case, students are asked to find topics in these chapters, and also at this stage, students begin to memorize what topics the reading text means. To survey the text the students can focus on some part in the reading passage, such as title, headings, introduction, questions, conclusion, pictures or diagrams, the bolds and italic words, tables, graphing, summary, and the numbering of pages. Moreover, based on Learning Assistance Center (2006), the aim of this stage is to unriddle the purpose of the topic, to understand the topic, and also to estimate the how much time that the students consume in reading activity.

2. Questions

Then after the students do the survey, the next point is, make the questions based on the survey's findings. It means that the students are arranging the questions about what the topic they want or need to learn in the reading activity (Ayitey & Baiden, 2020). The students can change the title or heading in the text into the questions, and also they can use the research problems as the others questions. The other, the general questions can be used in the main formulas in arranging the questions. The students can use the questions formulas (Asiri & Momani, 2017), such as:

  1). What is the chapter about?

  2). What are the problems that the writer wants to convey?

  3). Why this topic is important?

  4). How does this information can answer my questions?

After the students draw up the questions, the students have to look for the answer of the questions in the next stage. However some students feel do not care in this stage so that they cut this stages and start to the next steps, even though this stages

is designed to keep the students feel vigilance and aware when they begin to read the text, and also it can help the students to recall the previous knowledge which has the linking information with the text (LAC, 2006).

3. Read

This stage is the main point in this strategy, the students should to active in reading activity. This stage serves as an answer to the questions that have been prepared previously. Furthermore, the students in this stage have to underline the main ideas. In this case the students can jot down the ideas or giving the symbols in the margin text or in the upper and above the text (Ayitey & Baiden, 2020). The students in this stage can immediately try to answer the former questions if they have been found the answer. In addition, the students can use the critical reading (Mangasi, 2019) in this stage, and the students hap into rivet to find the main point in the reading text. According to Artis (2008) in this stage the students asked to do the reading activity, and when the students begin to active in reading they should to confirm their predictions, it means the students need to reinforce their previous questions. Then, they also have to monitor their understanding in reading text, in this case the students must ensure their understanding in the page before they move to another page. In this case the students can also take a note to recognize when they feel confused or not sure about their understanding.

4. Recite

The next stage is The Recite. According to Hartati & Yuliawati (2018) argues that the Recite is a stage that requires students to narrate the findings that they have read in their own language. At this stage, Recite can predict students' understanding in reading activities, meaning that if students can recount their findings smoothly and correctly, this indicates that students comprehend what is

contained in the information presented by the book. Besides, in another theory, this stage makes the students have to summarize the finding of the text (Syahfutra, 2017). However, not all finding can be the summarizing, only the important point and can answer the former questions. Besides, according to Artis (2008) recite is the activity that makes the students have to recall again their memorizing and use critical thinking to link the information, and this stage also help the students to move their short-term memories into long-term memories. This theory, it same ways with Syahfutra (2017) that the students have to re-write their answer without reread again. In sum, this stage requires the students to recall their memory about the recent information after they read, and also they can retell the information in re-write or verbal ways.

5. Review

The last stage in Robinson's strategy is Review. In every task and activity that we have done in previous stages is obviously needed to review. Furthermore, this stage helps the students to stick the recent information in their memory (LAC, 2006) so that the information is permanently stayed on the students' memory. And Learning Assistant Center (2006) continuous their statement that this point is not about re-read the note or the books again, but, the students have to make a different activity base on the recent information, such as draw the mind mapping, arrange the flash cards, re-tell to the others, and so on.

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.

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. The five steps of SQ3R when polished into smooth and efficient method should result in the student reading faster, picking out the important points, and fixing them in memory (Robinson, 1961). Further, SQ3R was a comprehension strategy to help students think about the text they were reading (Huda in Hartati, et al. (2018). Often categorized as a learning strategy, SQ3R helps students get something from the first time they read the text.

2.5 Procedure of SQ3R in Teaching Reading

There are some steps of teaching reading through SQ3R strategy. As cited in Marzuki (2015), according to Robinson, SQ3R technique consists of five separate steps that help the individual determine the most important points of each chapter and study those points. These steps are as follow:

a. Survey : survey is kind of pre-reading activity that covers some activities such as glancing over of headings in the chapter to see the few big points which will be developed. The individual should just quickly survey the chapter for titles,

headings, subheadings, review questions, captions, chapter or section summaries, and any other easily identifiable indications of the key points that the chapter is attempting to convey.

b. Question : in this step the readers are asked to turn the first heading into a question. The reader should take each of these items and turn them into questions that the individual can answer while he or she is reading the chapter. Once the individual has identified all of the questions that he or she should answer while reading the chapter.

c. Read : in this step the reader reads the text in order to answer the question. The individual should then read the chapter and try to find the answers to each of the questions.

d. Recite : having read the first section, the reader can look away from the book and try briefly to recite to the answer to their questions. Each time that the individual completes a paragraph or section of the chapter, that individual should stop, recite any questions that individual believes he or she can answer and then recite the answers to those question.

e. Review : actually in the last step, once the individual has read the entire chapter and answered all of the questions, he or she should go back and write down each question right next to its corresponding answer. This allowed the individual to review the information at a later time very quickly.

2.6 Teaching Reading Comprehension

The primary goal of reading lesson is to teach the students to be able to grasp the meaning of the text effectively, quickly together with fully comprehend the text. In this respect, Nuttall in Djuarsa (2017) states that the reasons for reading is not because we are interested in the pronunciation and grammatical structures which

are used in the text but we probably want to get the message that the writer intended. In order to be able to get the message delivered by the writer, students must have schemata or background knowledge.

Cited in Setiyaningsih, A. (2013), Elif Leyla Toprak (2009) says that three phase technique in reading are namely, pre-reading, while reading and post reading. In pre reading (warm-up, into, before reading) activities introduce students to a particular text, elicit or provide appropriate background knowledge. Then, in while reading (during, through reading) exercises help students develop reading strategies, improve their control of the foreign language, and decode problematic text passages. And then, in post reading (after, follow-up, beyond reading) exercises first check students' comprehension and then lead students to a deeper analysis of the text. Each of phases in Three Phases technique is involved students to have activities when having teaching and learning process. In pre reading activity which is also called warm up activity, students are lead to get the background knowledge of the text. Then, while reading activity students are given exercises to develop their knowledge about the text. The last is post reading which is also called post reading activity where students have deeper analysis about the text in a whole.

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.

2.7 Teaching Reading through Integrating DRTA with SQ3R Strategy

In this research, the researcher inserted activities of Directed Reading Thinking Activity (DRTA) learning into the activities of Survey, Question, Read, Recite, Review (SQ3R) in order to enhance students' reading comprehension, especially in descriptive text. Hanafi (2022) states that DRTA strategy makes the students to keep thinking while reading the text so that they can see whether their prediction can be confirmed or not. Further, the students can also share difficulties in reading the text by having DRTA strategy. The activities of DRTA focuses on making predictions before reading, adjusting the predictions during the reading process, and confirming or revising them after reading sections of the text. It encourages active engagement and adjustment based on the content encountered.

Since SQ3R is one of the reading strategies which provides students with a systematic and structured approach presenting a detailed step-by-step outline of what readers should complete and accomplish while reading. The five steps of SQ3R when polished into smooth and efficient method should result in the student reading faster, picking out the important points, and fixing them in memory (Robinson, 1961). SQ3R is a strategy used for studying of the texts or documents, firstly by understanding the text, and build a mental framework into the facts that can be applied. It is very useful and appropriately method to use in teaching

reading. SQ3R is proven can increase reading comprehension of the students (Bakhtiar, 2018). Based on his research, there is a significant improving in using SQ3R to increase the students' reading comprehension.

As both of them have been known to successfully improve students' reading comprehension, implementing the activities by combining DRTA with SQ3R strategy through integrating the principles of both strategies, students can benefit from a more comprehensive and structured approach to reading comprehension. The SQ3R strategy adds explicit steps for surveying, questioning, and summarizing, which can help address potential weaknesses in the DRTA strategy, such as ensuring a focused purpose for reading and encouraging active engagement throughout the reading process.

2.8 Procedures of Teaching Reading Comprehension by Integrating DRTA with SQ3R Strategy

Directed Reading Thinking Activity (DRTA) is a reading comprehension strategy that is used in each of the three stages (Clark and Ganschow, 1995). They are:

1. Pre-reading

   After showing students the cover of the book and reading the title the teacher begins by asking students to make a prediction about the story using question.

2. During reading

   After setting their purpose for reading the students or teacher read part of the story and students begin to confirm or reject their prediction,

3. Post-reading

   Students give reasons to support predictions by writing answers to questions.

In SQ3R strategy, there are some steps of teaching reading. 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 unrelevant.

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.

In integrating DRTA with SQ3R strategy, the procedures of the DRTA strategy proposed by Clark and Ganschow (1995) are expanded with the stages by Nuttall (1982). Thus, the activities that consist of integrating DRTA with SQ3R strategy become as follows:

Table 2.1 Activities of Integrating DRTA with SQ3R Strategy

No.	Activity	Origin
1	(Introduction) • The teacher asks some questions to activates students' schemata • The teacher introduces the students about the reading material.	DRTA

	(Pre-reading Activities) • The teacher encourages students to make initial predictions based on this survey to preview the text, examining titles, headings, and any other fitures that stand out.	SQ3R
2	(Setting a Purpose) • Before reading the text, the students are asked to have a brief discussion about their expectations and predictions based on the survey. • The students are to make questions related to their survey of the title, headings, and illustrations to activate prior knowledge and stimulate curiosity.	DRTA + SQ3R
3	(Predictions) • The students are encouraged to write down the questions of predictions and discuss them in pairs or small groups.	DRTA
4	(Reading in Chunks) • The teacher asks the students to read a portion of the text using the SQ3R method (Read) to answers their questions of survey predictions in mind. • After reading a section, the teacher asks the students pause at key points to discuss predictions, confirmations, with initial expectations.	DRTA + SQ3R
5	(Discussion and Confirmation) • The teacher facilitates a classroom discussion where students share their thoughts, questions, answers of the question and any new predictions based on what they have read in their own words. • The teacher encourages students to confirm or revise their predictions based on the text and their understanding.	DRTA + SQ3R

6	(Recitation and review)	DRTA + SQ3R
	• The teacher asks students summarize the main points of the section they have read in groups. • The teacher encourages students to review their summaries, making sure they align with accuracy of predictions about the entire text and discuss how understanding evolved throughout the reading.	

2.9 Relevant Research Studies

There are some previous research studies that have been done by the researchers about DRTA and SQ3R. Agustine, et al. (2019) did a study about the use of DRTA strategy in reading class. They suggest that DRTA facilitated the improvement of students' reading comprehension achievement. Additionally, Dewi, et al. (2023) also established a research about DRTA. They concluded that DRTA mandates students to maintain a record of their understanding of the text while reading. While for SQ3R, a research was done by Aziz (2020). It concluded that the SQ3R method can improve students' reading skills and bocomes a solution to build student creativity as well as makes the students dare to advance in order to uphold the progress of the institution. Another research was done by Masruuroh (2015) that concluded that SQ3R helped the students in reading English texts. For more research, a study of comparison between DRTA and SQ3R was done by Vista (2021). The result showed that there was a statically significant difference of students' reading comprehension. She suggested that SQ3R strategy can facilitate students better to improve their achievement in reading comprehension.

Those researches above supported the way this research was conducted.

2.10 Theoretical Assumption

As many experts have done many studies, reading skill as one of the English abilities might have the same factors influencing the success of language learners. Inline, many researches proved that learning strategy is one factor that influences students' reading comprehension ability. The integration of DRTA and SQ3R is one strategy to show the active role of readers. 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. The process of 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. The frame of the theories assumes that the students' reading comprehension could be enhanced through integrating DRTA with SQ3R strategy.

The DRTA has lacked a structured approach to guide readers through the text comprehensively, as stated by Crawford, et al. in Utami (2019) that argued that DRTA gave less assistance for comprehension and the questions bring about were less detail since DRTA assisted students to create their own prediction. The SQ3R strategy is assumed to be able to cover that weakness due to the more structured approach to explore the potential benefits of DRTA. Students need learning activities that can lead them to do reading comprehension step by step. The researcher assumed that integrating DRTA (Directed Reading Thinking Activity) with SQ3R (Survey, Question, Read, Recite and Review) could make the method more structured. More structured means that the teacher guides the students in steps from beginning until the end of the reading process.

Moreover, the aspect of reading that is enhanced the most is assumed for locating reference. The students had got the material about personal pronoun, and even the researcher taught them how to locate the intended words in the previous sentences. They were following the logical flow of information and accurately linking different parts of the text. Furthermore, this is supported with a research done by Wastawan, et al. (2014) in the scope of reading comprehension that found that the highest increase is in reference aspect. The highest increase is in reference aspect because students felt easier to understand the material of reference when the teacher taught and when answered the tests that were given.

2.11 Hypotheses

Based on the theoretical assumption above, the researcher formulates the hypotheses as follow :

1. There is a significant improvement in students' reading comprehension after the students are taught through the integrated Directed Reading Thinking Activity (DRTA) and Survey, Question, Read, Recite and Reviews (SQ3R) strategy

2. Aspect of reading comprehension which has the highest improvement after the students are taught through the integration of Directed Reading Thinking Activity (DRTA) and Survey, Question, Read, Recite and Reviews (SQ3R) is reference.

This chapter has already discussed the literature review of this research which deals with several points of theories. The next capter discusses about the methods of this research.

III. METHODS

This chapter discusses about research methods which consist of research design, population and sample, data collecting technique, research procedure, validity and reliability of instruments, data treatment and hypotheses testing.

3.1 Research Design

This research uses a quantitative method to analyze the result. In terms of reading score in, the researcher focuses on the implementation of integrating DRTA with SQ3R strategy to enhance students' reading comprehension. The researcher gave a pre-test of reading text to the students before treatments, then after treatments the students were given a post-test of reading text. Based on the reseach question, the researcher used One-group Pretest and Posttest Design. This research design of pre-test and post-test is illustrated as follows:

$$\boxed{\textbf{T1 X T2}}$$

The design can further be described as follows:

T1   : relates to pre-test of reading comprehension which is given before treatment.

X   : refers to treatment by means of teaching reading comprehension through integrating DRTA with SQ3R strategy.

T2   : denotes post-test of reading comprehension which is given after treatment.

(Hatch and Farhady as cited in Setiyadi, 2006)

In this research, there are two variables that are dependent variable and independent variable. The dependent variable is the method used as a treatment in teaching reading for the students. Independent variable is students' score in reading test.

3.2 Population and Sample

The population of this research is students of SMAN 2 Natar which consists of sixteen classes in academic year 2024/2025. Six classes of first grade and ten classes for other grades. The researcher chose SMAN 2 Natar because in that school there is no priority class and easier to apply the method. The subjects determined by using purposive sampling technique. The purposive sampling is non-probability sampling method in which individual or case that is chosen can represent the case that can answer the research questions (Setiyadi, 2018). It was done by using an interview to one of the English teachers in that school. The researcher chose X.5 in the first grade as a sample. The samples are 30 students that consists of 17 female students and 13 male students.

3.3 Data Collecting Technique

Since the data are in the form of students' reading comprehension, the data were collected by using two reading tests; pre-test and post-test. The students had to answer reading tests of descriptive text. The students' scores from pre-test and post-test were analyzed to find out the students' ability before and after having the treatments. The technique of collecting data was clarified as follows.

1. Pre-test

The test was given to find out how far the students' reading comprehension before being given the treatment. The test is an objective test in the form of

multiple choices. The number of items is 40 items and each item has five options of answer (a, b, c, d, and e). The time allocation is 90 minutes. The result of pre-test was compared with the post-test in order to find out their achievement.

2. Post-test

After conducting through DRTA with SQ3R strategy as the treatment, the researcher administrated the post-test to the students as the last step. It is in order to know the students' enhancing in reading comprehension after having the treatment. The questions are the same as the pre-test. However, the researcher changed the order of the questions from those in the pre-test in order that the students not only memorized the order of the answer of each question but they could really understand the questions.

3.4 Research Procedure

The research instruments used to gather data for this study are in the form of determining research instruments, trying-out the instruments, administering the pretest, analyzing data, conducting the posttest, and implementing treatments. These instruments are described as follows.

1. **Determining research instruments**

   The tests were made for pre-test and post- test. The multiple choice is a form of the test. The questions which are presented in the test consist of five aspects of reading, which is related to the main idea, specific information, inference, reference, and vocabulary.

2. **Trying-out the instrument**

   This activity is conducted in order to investigate the quality of the test items, whether the test is appropriate for the students or not. The test is in the form of multiple choices. There will be 50 items that should be answer

by the students with the five options (a, b, c, d and e). It required 90 minutes for the try-out.

3. **Administering the pretest**

    Pretest is conducted before the treatments. It aims to check students' reading ability in determining mind idea, references, inference, finding detail information, and vocabulary in texts. Pre-test was administered on first week of the research.

4. **Conducting treatments**

    After giving the pre-test, the treatment was conducted in three meetings. It took 90 minutes for each meeting of the treatments. The researcher taught reading comprehension in descriptive text by using the integration of DRTA and SQ3R strategy.

5. **Administering the post-test**

    Post test was conducted after the treatment to find out whether there is a significant students' reading comprehension after the treatments. It was then compared with the pre-test.

6. **Analyzing the data**

    After conducting the pre-test and post-test, the data of students' scores were analyzed through Paired Samples t-test. It was used in order to know whether or not the integrating DRTA with SQ3R strategy can enhance the students' reading comprehension. If there is an increase in the score of the post-test, it simply means that the research gave a good progress for the students to master reading comprehension.

3.5 Validity and Reliability

In this research, to prove whether or not the test of reading has a good quality, it must be tried out first. As Heaton (1991) states that a reading test will be said to have a good quality if it has good validity, reliability, and difficulty level and discrimination power. To check the validity and the reliability, it had been done a try out for the instrument of pre-test and post-test. After calculating the data (see appendix 6), it could be concluded that 10 questions were not appropriate for the test, so the items remained 40. The 40 questions were then constructed to be the pre-test and the post-test.

3.5.1 Validity

All social science researchers, including those in foreign language teaching, always strive to use valid and reliable measurement instruments. These two elements are very important and are relatively inseparable from any measurement instrument (Setiyadi, 2018). There are two kinds of validity in this research, i.e. content validity and construct validity.

a. Content validity

In Setiyadi (2018), if a measuring instrument has represented all the ideas or domains related to the material to be measured, the measuring instrument has fulfilled aspects of content validity. In making a test for English subject, content validity is related to the extent to which the items in the test are prepared based on the existing curriculum. The topic chosen is descriptive text. The topics are the representative of reading materials of the curriculum in the school, *Kurikulum Merdeka* as a matter of tailoring the lesson to students' need. Below are the parts of the curriculum.

Table 3.1 Content Validity of Reading test

ELEMEN:	

ELEMEN:

MEMBACA - MEMIRSA

Kemampuan memahami, menggunakan, dan merefleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).

Kemampuan memahami, menggunakan, dan merefleksi teks visual sesuai tujuan dan kepentingannya.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.

Materi	Descriptive Text	Profil Pelajar Pancasila
X. E.4	Peserta didik dapat memahami dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks tertulis berbentuk deskriptif (descriptive) secara kritis, kreatif dan jujur terkait topik lingkungan fisik dan sosial masyarakat.	Mandiri, Bernalar Kritis
E.5	Peserta didik dapat menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks tertulis berbentuk deskriptif (descriptive) secara kritis, kreatif dan jujur terkait topik lingkungan fisik dan sosial masyarakat.	Bernalar Kritis

b. Construct Validity

It is concerning to whether the test is actually based on the theory of which it means to know the language that is being measured. In this research the researcher focuse on reading comprehension in the form of descriptive texts. Reading comprehension test was used to investigate reading comprehension difficulties faced by students based on five reading comprehension aspects by Nuttal in Saraswati, et al. (2021), i.e. determining main idea, finding detail information, reference, inference and vocabulary mastery. Skills of reading in the test are a part of the construct validity and the item numbers are a part of the content validity.

The items of the test were discussed with the expert (advisors), the researchers' colleague, and the English teacher of SMAN 2 Natar. And also, before the pre-test was tested, it had been tried out first to grab the validity and reliability. The composition of the test is based on the aspects of reading by Nuttal (1982). They are presented in the table below.

Table 3.2 Specification of Reading Test Items

No	Reading Aspects	Item Number	Number	Percentage
1	Main idea	1, 9, 15, 18, 24, 26, 29, 33	8	20%
2	Inferences	2, 3, 12, 16, 21, 36,38, 39	8	20%
3	References	4, 6, 13, 22, 25, 28, 35, 40	8	20%
4	Detail information	7, 10, 14, 17, 19, 23, 31, 34,	8	20%
5	Vocabularies	5, 8, 11, 20, 27, 30,32, 37	8	20%
Total			40	100%

The table above elaborates on the aspects of reading included in the test, with a fair distribution of eight question items for each aspect. The main idea is the central point or the most important concept that the author wants to convey in a

text or a section of a text. Specific information refers to the details, facts, or pieces of data that support or elaborate on the main idea. Reference involves understanding what pronouns (he, she, it, they) or other referential words (this, that, these, those) in the text refer to. Inference means drawing conclusions or making educated guesses based on the information given in the text, even if it is not explicitly stated. Vocabulary involves understanding the meanings of words and phrases used in the text.

3.5.2 Reliability

The next important part to test is the instruments' reliability. This research uses split-half method to find the reliability. The basis for decision-making in the reliability test with split-half method is as follows:

- If the correlation of Guttman Split-Half Coefficient > 0.80, then the instrument is reliable.

- If the correlation of Guttman Split-Half Coefficient < 0.80, then the instrument is not reliable.

Below is the result of the split-half method for the reading test:

Table 3.3 Split-Half Reliability Statistics

Cronbach's Alpha	Part 1	Value	1.000
		N of Items	1[a]
	Part 2	Value	1.000
		N of Items	1[b]
	Total N of Items		2
Correlation Between Forms			.919
Spearman-Brown	Equal Length		.958
Coefficient	Unequal Length		.958
Guttman Split-Half Coefficient			.957

a. The items are: Pre-test
b. The items are: Post-test

Based on the table above, the Guttman Split-Half Coefficient is 0.957. Therefore, it can be concluded that the reading test is reliable.

3.5.3 Level of difficulty

The difficulty level is linked to "how easy or how difficult the item would be in the context of the student's point of view." It is 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 reasearch object should not be too simple and also not too difficult for the students. This research used a software tool called ITEMAN 4.2 that divides the result of the data 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 – 0.30 refers to difficult.

Level difficulty from 0.30 – 0.70 refers to avarage.

Level difficulty from 0.70 – 1.00 refers to easy.

(Shohamy, 1985)

After the calculation, the test items were average in difficulty, and some were categorized as having a difficult level. There were 10 items which were categorized as too easy and too difficult. They had been dropped out and resulted to be 40 questions from 50 questions (See Appendix 3).

3.5.4 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 this criteria is one where good students have done well and poor students have failed (Shohamy, 1985:81). To find out the discrimination power of the test, the criteria from the ITEMAN 4.2 is used as follows:

0.00 to 0.19 refers to poor.

0.20 to 0.39 refers to satisfactory.

0.40 to 0.69 refers to good.

0.70 to 1.00 refers to excellent

A negative discrimination power refers to bad item.

(Heaton, 1975)

Based on the computation of discrimination power of the try-out test (See Appendix 3), it was found that there were 10 items considered as poor items which had been dropped, and the rest are considered as good and satisfactory.

3.6 Data Analyses

To analyze the gained data, the researcher treated the data through the following steps:

1. Scoring the Data of Reading Tests

   The results of the pre-test and post-test of reading tests were scored.

2. Viewing the score results and searching which aspect of reading comprehension that is affected the most.

3. Interpreting, describing and drawing conclusion

The scores of the pre-test and post-test were statistically analyzed using the Statistical Package for Social Sciences (SPSS) version 22. The calculation is through paired samples t-test for research question 1. And for research question 2, the researcher calculated the gain of pre-test and post-test manually through Ms. Excel 2010. All results were then interpreted, described, and conclusions were drawn.

3.7 Hypotheses Testing

Hypotheses testing is a way of determining whether or not the hypotheses proposed in research are accepted. The following are the hypotheses of this current research:

1. There is a significant improvement in students' reading comprehension after the students are taught through the integrated Directed Reading Thinking Activity (DRTA) and Survey, Question, Read, Recite and Reviews (SQ3R) strategy.

Paired Samples t-test was used to test this hypothesis with a significance level of $p < 0.05$. The hypothesis (H_1) is accepted if there is a significant improvement in students' reading comprehension after the students are taught through the integrated Directed Reading Thinking Activity (DRTA) and Survey, Question, Read, Recite and Reviews (SQ3R) strategy. Conversely, it is rejected (H_0) if there is no significant difference in their achievements after being taught through the integrated methods.

2. The aspect of reading comprehension has the highest improvement after the students are taught through the integration of Directed Reading Thinking Activity (DRTA) and Survey, Question, Read, Recite and Reviews (SQ3R) is reference.

The researcher assumed that the highest improvement of the aspect of reading comprehension was locating references. In locating reference, the integrated strategies made the students increase their critical thinking by understanding who or what does refer to. The researcher then overviewed the gain score of pre-test and post-test. If the highest improved aspect is reference, the hypothesis (H1) is accepted. Otherwise, it is rejected (H0).

This chapter has elaborated the methods which were used in this research. It also reveales how the data were analyzed after the treatments to address the research questions.

V. CONCLUSIONS AND SUGGESTIONS

This final chapter provides the conclusions drawn from the research findings and gives practical suggestions for future applications and studies based on the conducted analyses.

5.1 Conclusions

Dealing with the findings and discussions of this current research, the conclusions are jotted down as follows :

1. The students followed the learning process using the integrated method, i.e. The integrated DRTA with SQ3R strategy. It brings positive impact in enhancing students' reading comprehension. It statistically proves that there is a significant increase in the post-test score compared to the pre-test score where the type of text was descriptive text. The SQ3R strategy successfully covers the weakness of the original DRTA. Moreover, the students felt more understanding the materials, especially in locating references. They develop their reading aspects. Finally, they increase their achievement of reading comprehension, especially in descriptive text.

2. Among the aspects of reading comprehension, locating references is notably the highest improved through the integration of DRTA with SQ3R. Students found it relatively straightforward due to the structured approach provided. Moreover, their previous knowledge about personal pronoun really helped them understand the material of locating references.

5.2 Suggestions

Based on the research conducted at class, the following suggestions are directed towards teachers and further researchers involved in English language teaching and learning:

1. The researcher gives suggestions to teachers, which are :

    1). Teachers may broaden up the students' knowledge with various topic of descriptive text to enrich the learning experience and promote meaningful knowledge. But, in fact, it needs more time to apply this integrated method at class where the teaching hours for studying English in Indonesia are still categorized as few.

    2). Teachers had better maintain effective classroom management strategies, particularly during group discussions, to ensure all students have opportunities to participate effectively.

    3). The DRTA and SQ3R strategies involve multiple steps and activities, which can be time-consuming. This might be a limitation in classes with tight schedules or when there's a need to cover a large amount of material in a short period of time. The effective implementation of DRTA and SQ3R often relies on skilled teacher facilitation. Teachers should well-versed in guiding discussions, supporting predictions, and helping students create effective questions, the strategies may not be as impactful.

2. The researcher also gives suggestions for further researchers as following :

    1). Since this research was conducted in Senior High School, further researchers may choose Junior High School as the subject.

    2). Text used in this research is descriptive text. Further researchers can utilize other kinds of text, such as recount and narrative texts to achieve more advantages by using this integrated method.

3). This research only took a sample from one class. To make it more tangible, further researchers may take two classes to compare to the original Directed Reading Thinking Activity (DRTA).

4). SQ3R has been proven to cover the weakness of DRTA. To enrich the modification, it is suggested for further researchers to integrate the Directed Reading Thinking Activity (DRTA) with other strategies, such as Metacognitive Reading Strategy (MRS) that can lead students about why and how they do the reading comprehension.

These conclusions and suggestions provide a comprehensive framework for English teachers and researchers who are interested in the application of the integration strategy of DRTA and SQ3R. At the end, this chapter is the last chapter that closes the elaborations of the current research to be a thesis. It concludes everything from the beginning until the last.

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