



Jurnal Review Pendidikan dan Pengajaran  
<http://journal.universitaspahlawan.ac.id/index.php/jrpp>  
 Volume 6 Nomor 2, 2023  
 P-2655-710X e-ISSN 2655-6022

Submitted : 30/07/2023

Reviewed : 04/08/2023

Accepted : 06/08/2023

Published : 10/08/2023

Widharmawanta Ginting<sup>1</sup>  
 Azhary Tambusai<sup>2</sup>  
 Teguh Satria Amin<sup>3</sup>

## THE DEVELOPMENT OF READING COMPREHENSION ACHIEVEMENT BASED ON TEACHING STRATEGIES FOR GRADE X STUDENTS OF SMK ESA PRAKARSA LANGKAT

### Abstrak

Tujuan penelitian ini adalah untuk mengembangkan capaian pemahaman bacaan berdasarkan strategi mengajar bagi siswa GRADE X SMK ESA Prakarsa. Penelitian ini menggunakan Model Pengembangan. Hal ini dilakukan untuk mengembangkan capaian pemahaman bacaan dengan menggunakan Directed Reading-Thinking Activity (DR-TA) sebagai strategi dalam mengajarkan pemahaman membaca. Untuk mencapai tujuan tersebut, diperlukan pendekatan penelitian yang menyoroti upaya untuk menghasilkan strategi pengajaran pemahaman membaca. Oleh karena itu, dalam merancang model, peneliti menggunakan pendekatan Research and Development dengan mengadaptasi Borg and Gall Model. Subjek penelitian ini adalah siswa SMK Esa Prakarsa Langkat pada kelas XI tahun ajaran 2021/2022. Subjek penelitian ini ditentukan dengan menggunakan teknik cluster random sampling. Peneliti menggunakan dua teknik pengumpulan data, yaitu data deskriptif kualitatif dan data kuantitatif. Data kualitatif dan hasil kuantitatif diperoleh dari ahli validasi kuesioner, review ahli materi dan ahli strategi pengajaran. Data tersebut berasal dari uji coba lapangan yang diperoleh dari komentar atau tanggapan, hasil kuesioner dan hasil tes. Instrumen pengumpulan data dikumpulkan dengan melakukan wawancara dan menyebarkan kuesioner kepada 35 responden untuk mendapatkan kebutuhan siswa. Nilai tengah dari kuesioner yang berhubungan dengan kesesuaian materi adalah 3,22. Nilai tengahnya termasuk dalam kategori "Baik" karena berada dalam interval  $2,50 < x < 3,24$ . Hasil penelitian menunjukkan bahwa materi bacaan sesuai untuk siswa Kelas X SMK. Peneliti menggunakan tes untuk mengetahui strategi pemahaman bacaan siswa berdasarkan strategi resiprokal questioning (request) sebagai strategi dan tes dilakukan dua kali; pre-test dan post-test. Kemudian, uji-t digunakan untuk menganalisis data. Hasil data di atas adalah nilai uji-t lebih tinggi tabel t (1 2,75 > 1. 688) pada tingkat signifikansi 0,05 untuk derajat kebebasan (df) = 35-2 = 33. Artinya, Directed Reading-Thinking Activity (DR-TA) berpengaruh signifikan terhadap capaian pemahaman bacaan siswa.

**Kata Kunci:** Mengembangkan Capaian Pemahaman Membaca, Directed Reading-Thinking Activity (DRTA), Pemahaman Membaca.

### Abstract

The objective of this research was to develop reading comprehension achievement based on teaching strategy for Grade X students of SMK Esa Prakarsa. This research used Model of Development. It was undertaken to develop reading comprehension achievement by using Directed Reading-Thinking Activity (DR-TA) as strategy in teaching reading comprehension. To gain the purpose, it was needed a research approach that highlights an effort to produce the teaching reading strategy. Therefore, in designing the model, the researcher used Research and Development approach by adapting Borg and Gall Model. The subject of this research were students of SMK Esa Prakarsa Langkat at the grade XI in the academic year of 2021/2022. This subject were determined by using cluster random sampling technique. The researcher used two

<sup>1,2,3</sup> Universitas Muslim Nusantara Al Washliyah  
 e-mail: dharmagtgs@gmail.com

data collection techniques, they were descriptive qualitative data and quantitative data. Qualitative data and quantitative results were obtained from questionnaire validation expert, reviews of material expert and teaching strategy expert. The data was from the field trials obtained from the comments or responses, questionnaire result and test results. The instruments of data collection were gathered by administrating interview and distributing questionnaire to 35 respondents to get students' needs. The mean of the questionnaire related to the materials appropriateness is 3.22. The mean value falls into "Good" category since it is in the interval  $2.50 < x < 3.24$ . The result indicates that the reading materials are appropriate for Grade X of SMK students. The researcher used test to know the students' reading comprehension strategy based on reciprocal questioning (request) strategy as a strategy and the test was done twice; pre-test and post-test. Then, t-test was used to analyze the data. The result of the data above is the value of t-test was higher t table ( $12.75 > 1.688$ ) at the level significance 0.05 for two tailed and degree of freedom ( $df = 35-2 = 33$ ). It means that Directed Reading-Thinking Activity (DR-TA) significantly affects the students' reading comprehension achievement.

**Keyword:** Developing Reading Comprehension Achievement, Directed Reading-Thinking Activity (DR-TA), Reading Comprehension.

## INTRODUCTION

English is an international language. It is also as the second language that is used many countries. However, English is still as foreign language in Indonesia, but English has very important function in some aspects of life. It is not only as a means of international communication, but it is also as an information vehicle in transferring and developing science and technology. In all levels of educational institutions, the use of English is unavoidable.

Reading is an essential skill for all students at all levels and it has a large portion in teaching and learning curriculum. And then the development of knowledge and technology demands the students to be eager to study. The effective of study can be done by reading. The students who like reading will get knowledge and new insight which improve their intelligence so that they are more ready to face life challenge in the future.

By reading the students are able to gain information and to improve their knowledge. And then by reading, they can get the informations again if they forget next time than they just listen to them. The main goal of reading process is comprehension. Based on Permendiknas No.23 2006 as cited in Wiyasa (2015: 2), the aim of reading in the curriculum is to make students able to comprehend the meaning of written language, both interpersonal and transactional. Students are direct to understand many kinds of text types such as recount, descriptive, and narrative. They are also expected to gain knowledge and information from the texts. The fact implies that one of the requirements to reach success in comprehending reading text and teaching reading is the use of teaching reading strategy.

The fact shows that the result of teaching learning English is still low. Sukyadi, et., al (2003:2) stated that research on reading skill in Indonesian students, particularly in reading comprehension are still far from satisfactory. Sixty nine percent (69%) of 15-year-old Indonesian students have worst reading performance internationally; and around 37.6% of them only afford to read the texts without understanding the meaning of it. Only 24.8% out of them are able to correlate the texts with their prior knowledge. The finding indicated the students have an ability in reading comprehension.

The same problem also happened to the students of SMK Esa Prakarsa Langkat. It is revealed by reading comprehension score test of students grade ten (X) during 2021/2022 academic year.

Table 1. The Reading Comprehension Score Test of Students Grade X of SMK Esa Prakarsa in 2021/2022 Academic Year

Semester	Score of Reading Comprehension Test									
	10	20	30	40	50	60	70	80	90	100
First			6	17	23	12	3			-

From the data above it can be seen that out of 61 students, first, there were only 3 students got score 70. It means that it is only 5% students that got high score in reading comprehension. Many students failed in reading because they are lack of vocabularies, they still seldom read English text, and they are not taught reading well by the teacher. More teachers focus on teaching "reading" not "understanding". They just ask the students to read the text one by one. Moreover, many teachers do not employ effective and efficient teaching reading strategies, as the consequence, it seems hard for the students to comprehend the reading text. And the students are still difficult in answering the reading comprehension test by themselves.

It will not happen like the condition above, if teachers want to teach by applying some reading comprehension strategies. So it is necessary to apply strategies for helping students in reading. The objective is to create the reading itself to be meaningful and interesting.

Directed Reading-Thinking Activity (DR-TA) is a teaching strategy that guides students in making predictions about a text and then reading to confirm or refute their predictions. This strategy encourages students to be active and thoughtful readers, enhancing their comprehension. Most students require explicit instruction in reading comprehension strategies (Tierney 1982). Good readers make predictions and verify or refute them as they read. They also make adjustments to what they think will come next based on the text. DR-TA is a strategy that explicitly teaches students to good reading habits.

With reference to the findings, the writer would like to conduct a study on developing of reading comprehension achievement based on the teaching strategy on the students' reading comprehension of SMK Esa Prakarsa Langkat.

**RESEARCH METHOD**

Model of Development in this research is undertaken to develop Reciprocal Teaching Strategy as a strategy in teaching reading comprehension strategy. To gain the purpose, it is needed a research approach that highlights an effort to produce the teaching reading strategy. Therefore, in designing the strategy, the researcher uses Research and Development approach by adapting Borg and Gall Model.

The subject of this research were students of SMK Esa Prakarsa Langkat at the Grade X in the academic year of 2021/2022. This subject were determined by using cluster random sampling technique.

The researcher used two data collection techniques namely descriptive qualitative data and quantitative data. Qualitative data and quantitative results were obtained from questionnaire validation expert, reviews of material expert and teaching strategy expert. The data was from the field trials obtained from the comments or responses, questionnaire result and test results. Questionnaire of validation was for instructional design expert and teacher. Questionnaire of validation was made in order that the researcher knows some suggestions and revisions should be made by the researcher. It was created to gather information about validity of the strategy. Besides, it could help researcher know the weakness of the strategy. The questionnaire was given to the expert reviewer consisting of instructional design expert and teacher. They assessed the prototype and gave suggestion to revise the prototype. The test was undertook from the questionnaire validation of the test expert. After the test was valid based on the questionnaire validation, the test was given to the subjects. Besides data from the result of the test, the documentation was needed to help the researcher run the research.

The type of data this study were qualitative data and quantitative data, the data was statistically analyzed descriptively. Qualitative data in the form of comments and suggestions for improvement of the product matter experts and media experts then analyzed and described in qualitative descriptive to revise the products developed. Qualitative data was also derived from the opinions and suggestions of the students. Then the quantitative data was obtained from the assessment scores matter experts and teaching strategy experts. After that, the researcher looked for the score average of all of the quantitative data from all validation questionnaires used this formula below:

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Where :

P : Percentage

$\sum$  : Sum of validation score (was given from validator)

$\sum$  : Sum the highest score

Validation criteria which used in the program validation were shown in the table below.

Table 2. Program Validation Criteria

Percentage (%)	Validation Criteria
76-100	Valid
56-75	Valid enough
40-55	Less valid

## RESULT AND DISCUSSION

The research was conducted on May 21st, 2022 at SMK Esa Prakarsa Langkat. The findings related to the needs analysis, the explanation of the course grid, the process of designing materials, the process and the analysis of expert judgment, and the revisions of the designed materials were discussed.

After the needs analysis was conducted and the results were analyzed, the next step was designing the formulating of learning material text, lesson plan and validation instruments as the planning. It is designed by referring to the result of the questionnaire by picking the highest percentage of the respondents. It only focuses on narrative, report, exposition and descriptive text. The teaching-learning process was done by using Directed Reading-Thinking Activity (DR-TA) strategy. The materials are divided into four units. Each units is described as follows.

### 1. Unit 1

The first unit discusses about narrative text. The topic is about introducing and understanding narrative text. In this unit, the students are expected to be able to comprehend the narrative text. Therefore, the given materials are the introducing of purpose, the generic structure of narrative text, and comprehend it by using Directed Reading-Thinking Activity (DR-TA) strategy.

### 2. Unit 2

The second unit discusses about descriptive text. The topic is about introducing and understanding descriptive text. In this unit, the students are expected to be able to comprehend the descriptive text. Therefore, the given materials are the introducing of purpose, the generic structure of descriptive text, and comprehend it by using Directed Reading-Thinking Activity (DR-TA) strategy.

### 3. Unit 3

The third unit discusses about report text. The topic is about introducing and understanding report text. In this unit, the students are expected to be able to comprehend the report text. Therefore, the given materials are the introducing of purpose, the generic structure of report text, and comprehend it by using Directed Reading-Thinking Activity (DR-TA) strategy.

### 4. Unit 4

The fourth unit discusses about exposition text. The topic is about introducing and understanding exposition text. In this unit, the students are expected to be able to comprehend

the exposition text. Therefore, the given materials are the introducing of purpose, the generic structure of exposition text, and comprehend it by using Directed Reading-Thinking Activity (DR-TA) strategy.

After the draft of the learning material was developed, the next step was conducting expert judgment to evaluate the appropriateness of the product in terms of materials. The questionnaire of the materials was adapted from BSNP which evaluates the appropriateness of the content, language, presentation and lay-out. The questionnaire applied the four scales of Likert-scale. An expert judged the learning material by choosing the options 1 for strongly disagree, 2 for disagree, 3 for agree and 4 for strongly agree. At the end of each table, there is open ended questions which allow the expert to give some comments and suggestions. The following is the elaboration of the results of expert judgment.

The mean of the questionnaire related to the materials appropriateness is 3.22. According to the Quantitative Data Conversion proposed by Suharto (2006), the mean value falls into "Good" category since it is in the interval  $2.50 < x < 3.24$ . The result indicates that the reading materials is appropriate for Grade X of SMK students.

At this stage the subjects were visited and learned Directed Reading/Thinking Activity (DRTA) as a strategy in teaching reading comprehension. It was obtained that result of the both the tests in the class, the lowest score for pre-test was 45 and the highest score was 70 while the lowest score for post-test was 50 and the highest score was 80. The result of the data is the value of t-test was higher t table ( $12.75 > 1.688$ ) at the level significance 0.05 for two tailed and degree of freedom ( $df = 35 - 2 = 33$ ). It means that Directed Reading/Thinking Activity (DRTA) significantly affects the students' reading comprehension achievement.

## CONCLUSION

There are three points to be concluded based on the objectives of the study. Those are:

1. The development of reading comprehension achievement based on teaching strategy. The needs analysis questionnaire was distributed to the students to get information about their needs and preferences. The information gained from the needs analysis covered the target needs and learning needs. The following is the description of the result of the needs analysis. As stated in the instruments, the first questionnaire was distributed to the students to get the learners' needs. Nine aspects of the questionnaire were made into eleven questions. The following is the result of the first questionnaire. From the percentage, it can be seen that most of the students, which are 43%, claim that their main goal of studying English is to be able to communicate in English fluently. The second highest tendency (28,5%) is to get good score. It shows that most of them will find it easier to understand the materials on descriptive texts if there are activities in which the students have to answering questions based on the texts (46%). The second highest, (28.5%) the students assume that reading skills improvement can be achieved by rearranging and completing sentences to make a good text. It shows that most of the students find difficulties in vocabulary, grammar and in how the texts are structured (57%). Meanwhile. The second highest score (17%) shows that the students have difficulty in understanding the grammar. It shows that most of the students want to have topic related to daily life in the reading materials (71.5%). Meanwhile. The second highest score (14%) shows that the students want to have topic related to technology. It shows that most of the students choose involved many pictures/ illustrations in learning input (43%). Meanwhile. The second highest score (23%) shows that the students choose involved many texts. it shows that most of the students are still unclear about the explanation of the materials about reading texts in the classroom (51%). Meanwhile, the second highest score (43%) shows that the students are clear about the explanation of the materials about reading texts in the classroom. It shows that the teacher seldom applies teaching reading strategy (60%). Meanwhile. The second highest score (28%) shows that the teacher often applies teaching reading strategy. clear about the explanation of the materials about reading texts in the classroom (43%). It shows that the students are motivated to apply in teaching reading strategy (71%). Meanwhile, the second highest score shows that the students are demotivated (17%). It can be seen that most of the students (57%) ask the teacher

and friends if they find difficulty in reading a text. The second option that is chosen by the students (29%) is asking to the teacher. After the needs analysis was conducted and the results were analyzed, the next step was designing the formulating of learning material text, lesson plan and validation instruments as the planning. It was designed by referring to the result of the questionnaire by picking the highest percentage of the respondents. It only focuses on narrative, descriptive, report and exposition text. The teaching-learning process was done by using Direct Reading-Thinking Activity (DR-TA) Strategy.

2. The validity of reading comprehension achievement based on teaching strategy. After the draft of the learning material was developed, the next step was conducting expert judgment to evaluate the appropriateness of the product in terms of materials. The questionnaire of the materials was adapted from BSNP which evaluates the appropriateness of the content, language, presentation and lay-out. The questionnaire applied the four scales of Likert-scale. An expert judged the learning material by choosing the options 1 for strongly disagree, 2 for disagree, 3 for agree and 4 for strongly agree. the mean of the questionnaire related to the materials appropriateness is 3.22. According to the Quantitative Data Conversion proposed by Suharto (2006), the mean value falls into "Good" category since it is in the interval  $2.50 < x < 3.24$ . The result indicates that the reading materials is appropriate for Grade X of SMK students.

3. The effectiveness of reading comprehension achievement based on teaching strategy for teaching reading. the subjects were visited and learned Directed Reading-Thinking Activity (DR-TA) as a strategy in teaching reading comprehension. It was obtained that result of the both the tests in the class, the lowest score for pre-test was 45 and the highest score was 70 while the lowest score for post-test was 50 and the highest score was 80. The result of the data is the value of t-test was higher t table ( $12.75 > 1.688$ ) at the level significance 0.05 for two tailed and degree of freedom ( $df = 35 - 2 = 33$ ). It means that Directed Reading-Thinking Activity (DR-TA) significantly affects the students' reading comprehension achievement.

The final result of this research is developing strategy by using Directed Reading-Thinking Activity (DR-TA) strategy as a strategy in teaching reading comprehension for Grade X students of SMK Esa Prakarsa Langkat. The result of this research is expected to be beneficial for the following parties.

#### 1. To English teachers

To present the reading strategy, the teacher should consider the target needs and the learning needs of the students. Based on the results of the needs analysis, the students want to have interesting and enjoyable activities that promote their motivation in learning reading. Therefore, the teachers should be able to provide interesting strategy in the teaching-learning process. In addition, they might also use the result of this study as an interactive strategy to teach reading.

#### 2. For Grade X Students

The result of this study was developed in a strategy to enhance students' motivation in learning English, particularly reading. Therefore, the students are expected to understand how to use this strategy. Further, the students should use this strategy optimally.

#### 3. To other developers

In developing the strategy, there were some errors found such as those that occurred in the matching activities. Regarding the limitation of time, those errors still remain. Hopefully, the future researchers can fix the errors occurred and or pay more attention to the technical issues of the strategy. Hopefully, the future researchers can implement similar strategy in other subject and grade. The last, this strategy only covers reading skill. The future researchers may develop strategy on other skills.

## REFERENCES

- Buss, Lauren M. 2005. Using Reading Response Journals for Reading Comprehension. *Journal for Reading*. Vol 8 (1) pp 1-7.
- Day, Richard. R and Park, Jeong-suk. 2005. Developing Reading Comprehension questions. *Journal of Reading in a Foreign Language*. Vol 17 (1) pp 60-73

- Gall, M. D., Gall, J. P., & Borg, W. R. Educational Research an Introduction, p.775-776
- Goodman, K. (1970). Reading: A psycholinguistic guessing game. In H. Singer & R. Ruddell (Eds), Theoretical models and process of reading. Newark, DE: International Reading Association .
- Grabe, W & F Stoller. 2002. Teaching and Researching Reading. Harlow: Pearson Education.
- Harmer, Jeremy. 2003. The Practice of English Language Teaching (3rd ed). Harlow: Pearson Education.
- Reston, VA: National Association of secondary School Principals.
- Knapp, Peter., & Megan Watkins. 2005. Genre, Text and Grammar. Sidney: University of New South Wales.
- Krathwohl, D.R., bloom, B.S., and Maria, B.B. (1973). Taxonomy of educational objectives, the classification of educational goals. Handbook II: Affective Domain. New York: David Mckay Co., Ine.
- McKenna, M. 2002 Help for struggling readers: strategies for grades 3-8. New York: The Guilford Press.
- Mc. Neil J. D. 1992. Reading Comprehension. New Direction for Classroom Practice (3rd ed). Los Angeles: Harper Collons Publisher
- Nunan, David. 1999. Second Language Teaching and learning. Boston: Heile and Heinle Publisher
- Reutzel, Ray D. & Robert B. Cooter, Jr. 1992. Teaching Children to Read: From Basals to Books. New York: Macmillan Publishing Co.
- Richards, Jack C & Theodore S. Rodgers. 2001. Approaches and Strategys in Language Teaching. UK: Cambridge University Press
- Riley. D. (2006). The Effect of Directed Reading Thinking Activity on low reading Achievement First Grade Students. Dissertation International Abstracts.32 (4) ,259- 262.
- Simpson E. J. (1972). The Classification of Educational Objectives in the Psychomotor Domain. Washington, DC: Gryphon House.
- Skehan, P. (1991). Individula differences in Second Language Learning. Studies in Second Language Acquisition, 13, 275-298
- Stahl, Dougherty K.A. (2004). Proof practice and promise: Comprehension strategy instruction in the primary grades. The Reading Teacher Journal, 57(5), 598-609.
- Vockell, Edward. 1983. Educational Research. An introduction. New York: Longman