

## Teaching Reading Comprehension by Using Directed Reading Activity (DRA) Method to the First Year Nursing students of Universitas Muhammadiyah Gombong

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### **Abstract**

*This study was about Using Directed Reading Activity (DRA) Method to Teach Reading Comprehension to the First Year Nursing Students of Universitas Muhammadiyah Gombong. The problem statements of this research were (1). What is a directed reading activity method? (2). To what extent is the DRA method able to improve the students' ability in reading comprehension? The objective of this research was to find out whether or not the DRA method can stimulate the students' ability in learning reading comprehension to the first-year Nursing students of Universitas Muhammadiyah Gombong. The method applied in this research was an experiment. The sample of this research consisted of 40 students to the first-year students of Universitas Muhammadiyah Gombong. The writers used purposive sampling in this research. They used a reading test that was administered in the pre-test and posttest, and used a questionnaire as well. The result of this research showed that the first-year students of Universitas Muhammadiyah Gombong had an inadequate score in the pre-test. However, after doing the treatment by using the DRA method their reading comprehension got a high score in post-test. The data was analyzed by using a t-test and the result shows that the t-test value (3, 5), was greater than the t-table value (1, 703). It can be concluded that the use of the DRA method is very effective to teach reading comprehension.*

**Keywords:** Reading Comprehension 1; DRA 2; Teaching 3

## Penggunaan Metode Directed Reading Activity Untuk Mengajarkan Pemahaman Membaca Pada Mahasiswa Keperawatan Tahun Pertama Universitas Muhammadiyah Gombong

### **Abstrak**

Penelitian ini membahas tentang Penggunaan Metode Directed Reading Activity (DRA) untuk Mengajarkan Pemahaman Membaca Pada Mahasiswa Keperawatan Tahun Pertama Universitas Muhammadiyah Gombong. Rumusan masalah dalam penelitian ini adalah (1). Apa yang dimaksud dengan metode kegiatan membaca terarah? (2). Sejauh mana metode DRA mampu meningkatkan kemampuan membaca pemahaman siswa? Tujuan dari penelitian ini adalah untuk mengetahui apakah metode DRA dapat merangsang kemampuan siswa dalam belajar membaca pemahaman pada mahasiswa keperawatan tahun pertama Universitas Muhammadiyah Gombong. Metode yang digunakan dalam penelitian ini adalah eksperimen. Sampel penelitian ini berjumlah 40 orang mahasiswa tahun pertama Universitas Muhammadiyah Gombong. Penulis menggunakan *purposive sampling* dalam penelitian ini. Penulis menggunakan tes membaca yang diberikan pada pre-test dan posttest, serta menggunakan angket. Hasil penelitian menunjukkan bahwa mahasiswa tahun pertama Universitas Muhammadiyah Gombong memiliki nilai yang kurang baik pada pre-test. Namun setelah dilakukan perlakuan dengan menggunakan metode DRA pemahaman bacaan mereka mendapat nilai tinggi pada post-test. Analisis data menggunakan uji-t dan diperoleh hasil bahwa

nilai uji-t (3,5) lebih besar dari nilai t-tabel (1,703). Dapat disimpulkan bahwa penggunaan metode DRA sangat efektif untuk mengajarkan pemahaman bacaan

**Kata kunci:** Membaca text 1; DRA 2; Mengajar 3

## 1. Introduction

Reading is one of the important skills in learning English, reading skills as a far of receptive skills is given priority in the language curriculum. Reading is important because it can help the students to gain information such as general knowledge, to avoid hoax. Through reading, people can improve their knowledge which is needed to ensure continuing personal growth and adapt to the change in the world. Harvey (1990) argues that the purpose of reading in the language is to inform ourselves about something, we are interested in, or challenge our knowledge on certain matters. In other words, to broaden the experience of the world in which we live.

Reading for comprehension is not of course an easy task, especially for non-English background education like Nursing students. Hence, students must possess' interpretation ability to the meaning of the words, expression, sentences. Comprehension is much needed to catch the meaning of the text or written information. In other words, students cannot get the purposes or messages of the author without comprehension properly, if students read without understanding, they will get nothing from this reading. The comprehension of this case means the ability of students to the divine, paraphrase, explain, summarize, make a prediction, or catch the meaning of the written information. Based on the statement the writers can conclude that to find ideas of a certain text the students must have the ability that links it to it.

Zemelman, Daniel, and Hyde (1998) state that reading means getting meaning from print, reading is not phonics, vocabulary, syllabication, or other skill, as useful as these activities may be, the essence of reading is a transaction between the words of an author and the mind of a reader, during which meaning is constructed. This means that the main goal of reading instruction must be comprehension; above all, we want students to understand what is on a page.

Teaching reading to English learners is exciting for teachers who can perform it. They have the skills and competence to apply the appropriate teaching strategies and teaching methods which can motivate the students to enjoy the printing materials they distribute. The aim of reading depends on the reader, but mostly the purpose of the reader is to get some informations.

The teachers have to use a method to teach reading comprehension to improve the students' ability of reading comprehension because it is very important to improve the students' ability in reading comprehension. So, the writers try to use a method to teach students. There are many methods but writers intend to concentrate on using the Directed reading activity method for teaching to improve the reading comprehension of students as a main object of the research. Tovani (1969) states that Directed Reading Activities (DRA) is reading activities that use different types of open-ended questions along with purpose setting to guide the reader to a more informed and relevant interpretation.

Based on the explanations above, the writers intend to use the DRA method to teach reading comprehension. It is expected to increase students' ability in reading comprehension. In this research, writers focused on the title "Teaching Reading Comprehension by Using Directed Reading Activity (DRA) Method to the First Year Nursing students of Universitas Muhammadiyah Gombong".

## 2. Literature Review

The writers want to introduce the Directed Reading Activity (DRA) Method that can help students in improving their reading comprehension ability by this research.

### 2.1. Reading Comprehension

#### a. Reading

Reading is the process of putting the reader in contact communicating with ideas (Hornby, A.S, 1998). Reading is a process of looking at written language symbols, converting them into overt or covert speech symbols, and then manipulating them so that both the direct (overt) and implied (covert) ideas intended by the author may be understood (Hafner, L, E, & Hayden. B.J., 1982), but according to Haris, J.A., & Edward R.S (1979) states that reading is a result of the in-play between the perception of graphic symbols that represent language, and memory traces of the reader's past verbal and non-verbal experiences. Meanwhile, comprehension is an active process that involves that child's integration of prior knowledge with information in the text to comprehend that text. Among the major goals of reading instruction is the development of learners who understand.

Reading is a complex process; every writer gives the reason in his or her to establish meaning. Charles in Hamka (2005) stated that reading is a transmitting of information process where the author is regarded as the informant and the reader. On other hand is receiver during the reading process the reader interacts with the author directly. According to Mark A. Clark and Sandra in Simanjuntak (1988) define that reading is an active cognitive process of interacting with print and monitoring comprehensions to establish meaning.

#### b. Reading Comprehension

In connection with that, Hornby, A.S (1998) states that reading comprehension is not just reading with a loud voice but reading established to understand the meaning of the word, sentences, and paragraph senses relationship among the ideas. If the students just read and cannot understand the content of the text, it means the failure of incomprehension. Then, according to Smith and Johnson, (1978) state that reading comprehension means the understanding, evaluating, utilizing of the information gained through an interaction between reader and author.

According to Reinking and Scenery in Hamka (2006), they stated that reading comprehension understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the student's experience and prior knowledge comprehensions involve understanding vocabularies, seeing the relationship among words and concepts, making judgments, and evaluating.

Based on the definitions above, we may conclude that reading comprehension is such a kind of language between an author and a reader in which the written language becomes the medium that causes the dialogue happens when the persons communicated through the print.

### 2.1. Directed Reading Activity

### a. Definition of Directed Reading Activity (DRA)

Betts (1946) states that directed reading activity (DRA) is a method that provides students with instructional support before, during, and after reading. The teacher takes an active role as he or she prepares students to read the text by pre-teaching important vocabulary, eliciting prior knowledge, teaching students how to use a specific reading skill, and providing a purpose for reading. During reading, the teacher asks individual students questions about the text to monitor their comprehension. After reading, the teacher engages students in a discussion focusing on the purpose for reading and follow-up activities that focus on the content of the text and the specific skill that students learned to use.

Hullas (1959) argues that to begin a DRA one must start by eliciting prior knowledge. Eliciting prior knowledge helps students to connect their lives, their knowledge, to the central theme that the lesson is exploring. When asking students prior knowledge questions, there are different types of knowledge that we are trying to elicit. The three different types of connections teachers are trying to elicit from their text-to-self; Connections between the text and the reader's experiences and memories. In connection with that Stauffer (1969) argues that directed reading activity is a popular instructional procedure that can be used with both fiction and nonfiction text.

Based on some definitions above, we can simply conclude that directed reading activity is one of some methods which can be used by teachers when they teach, and to begin a DRA one must start by eliciting prior knowledge. Eliciting prior knowledge can help students to connect their lives, their knowledge, to the reading.

### b. The steps for using Directed Reading activity (DRA)

Stauffer argues that note the lesson in a DRA follows a prescribed structure involving five basic steps.

#### 1. Preparation.

The first step requires that the teacher focuses on motivation and the development of background, which is essential to understanding the story. At this point he measures and activates students' prior knowledge of the content in the story to be read, additional background information is provided as needed so that all of the children have the same general knowledge of the topic. The reasoning behind this process is that comprehension is strengthened when new knowledge is integrated with previous knowledge.

Another piece of the presentation segment involves new vocabulary words. In addition, tips for reading selection might be offered. For example, in the students are reading a newspaper article, they are directed to look for information to answer the question who, what, where, when, and why, which are associated with newspaper reporting. This quest would also give them a purpose for reading, the point of step 2. finally, even though it may not be necessary for every story, the teacher tries to motivate or raise interest in the upcoming material so that readers quickly become engaged in the reading. Captivating pictures, music, drawing activities, drama, or knowledge web draw on current knowledge and are engaging options. All of these preparatory activities can be integrated smoothly into engaging introductory activities.

## 2. Directed reading.

The teacher usually sets the purpose for reading; however, as they gain confidence and ability, the students may come up with their purpose under the guidance of the teacher. Several ways in which the teacher provides a focus for reading include the use of questions, a graphic organizer, a study guide, or an outline. In the lower grades or with students who need more support, the purpose is framed for shorter, more easily remembered segments of text. After the reading is concluded, students are allowed to respond to the literature by sharing their answers to study guided questions or talking to each other about predictions and corrections they have made. This is a beneficial time because both comprehension and retention of what is being read are strengthened through student talk and teacher-directed activities.

## 3. Skill/strategy development.

Direct instruction on a particular skill or strategy is provided at some point during the lesson. The chosen skill is closely related to the story to be read, growing from the story as a natural extension of learning. It may be presented before the reading begins or after the story is completed. Allowing the student to revisit the text as they practice the new skill, and then providing a thoughtfully developed opportunity for practice, will extend comprehension. For example, this might be the time to present a few critical vocabulary words, practice using them in a semantic web as discussed in the next chapter or student-generated sentences, and then add them to the current word wall or individual student journal for future reference.

## 4. Follow-up practice

Strategies and skills are practiced using numerous activities. The teacher who closely follows the suggested format in a basal series might opt for the prepared series practice sheets. Other teachers, might offer story maps or another graphic organizer, word study activities, or encourage retellings. In a literature-focused program, the skill can be applied and reinforced while reading an appealing picture book, either individually or in a small group.

## 5. Enrichment.

While it is not imperative or even desirable to do so after every story, several inviting activities might follow some reading selections to extend the learning experience. During this step, readers' responses is being emphasized. Here is an opportunity to deepen the contact with a book through creative venues like art, music, drama, or reading another story by the same author or on a similar topic. Linking the language arts including writing, listening, and speaking is another natural way to fine-tune learning. Review the list of possible enrichment activities in chapter 12 to see the variety that is available to meet the needs of all learners.

As far as the writers are concerned, for using directed reading activity, the teacher has to pay attention to the steps for using it. The steps for using the DRA are very important for teaching. We can simply conclude that by using DRA method with systematic the teachers can make students focus on the reading, and then they can study systematically.

### 3. Method

#### 3.1. Design of the Research

The research employed a pre-experimental design, with pretest-posttest design comparison between the pre-test and post-test and posttest scores depending on the success of the treatment.

Table.1 research design

O1	X	O2
Pre-test	Treatments	Post-test

(Gay, 1981)

#### 3.2. Research variables

The variables of the research are dependent variable and independent variable. The dependent variable is the reading comprehension ability. While independent variable is the using Directed Reading Activity method.

#### 3.3. Instruments of the Research

##### a. Subjective Test of Reading

The test was conducted to find out the initial ability of students before this method was applied, and also to know the achievements of the students after the treatment section. The test was having the students answer the question from the reading text.

##### b. Questionnaire

The questionnaire was given to know the attitude of the First-year Nursing students of Universitas Muhammadiyah Gombong toward the application of *Directed Reading Activity Method*. Those consisted of 10 items. Each item was provided with four alternatives of response categories: Strongly Agree, Agree, Disagree, and Strongly Disagree.

#### 3.4. The Procedure of Collecting Data

Collecting the data, the researcher used some procedures such as follows:

##### a. Distributing the pre-test to the samples.

In this section, the researcher had the students answer the questions with the text reading given by the researcher.

##### b. Treatment.

When the treatment section was going on, the researcher applied the *Directed Reading Activity Method*.

##### c. Distributing the post-test to the samples.

After conducting the treatment, the researcher gave the post-test to the students in order to know whether there was the improvement in students' reading comprehension or not.

- d. Comparing the results of pre-test and post-test.

### 3.5. Technique of Data Analysis

The data collected through the test by using inferential statistic percentage score is also used to know the students' ability in reading comprehension. The steps undertaken in quantitative analysis employ the following formulas:

- a. Scoring the students correct answer of pretest and posttest

$$\text{score} = \frac{\text{students' correct answer}}{\text{total number of items}} \times 10$$

(Helmin, 2007)

- b. Classifying the students' score into following criteria:

The mean score of the students is classified into seven levels as follows:

Table. 2. Mean score

No.	Rate of Scores	Categories
1	9,6 – 10	Excellent
2	8,6 – 9,5	Very Good
3	7,6 – 8,5	Good
4	6,6 – 7,5	Fairly Good
5	5,6 – 6,5	Fair
6	3,6 – 5,5	Poor
7	0,0 – 3,5	Very Poor

(Depdikbud in Mutmainnah, 1985)

## 4. Findings and Discussion

### 4.1. Findings

#### a. The Data Analysis of the Reading comprehension Test

After calculating the result of the test, the rate percentages of the student's score are presented in table 3:

Table 3: The rating percentage of the students' scores of pre-tests.

No	Classification	Score	Frequency	Percentage %
1.	Excellent	9.6 – 10		
2	Very Good	8.6 – 9.5	3	7,15 %
3	Good	7.6 – 8.5	3	7,15 %
4	Fairly good	6.6 – 7.5	1	2,5 %
5	Fair	5.6 – 6.5	4	10%
6	Poor	3.6 – 5.5	23	57, 5 %
7	Very poor	0 – 3.5	6	15 %
<b>1. Total</b>			<b>40</b>	<b>100 %</b>

Table 1 shows that from 40 students, there are 3 (7, 15 %) students got the very good score, 3 (7, 15 %) students got the good score, 1 (2, 5 %) students got the fairly good

score, 4 (10 %) students got the fair score, 23 (57,5 %) students got the poor score, 6 (15 %) students got the very poor score, and none of them got the excellent score. It means that the students have less improvement in their reading comprehension before the treatment.

Table 2: The rate percentages of the students' score of posttests.

No	Classification	Score	Frequency	Percentage %
1.	Excellent	9.6 - 10		
2	Very Good	8.6 – 9.5	3	7, 15 %
3	Good	7.6 – 8.5	4	10 %
4	Fairly good	6.6 – 7.5	11	27,5%
5	Fair	5.6 – 6.5	14	35%
6	Poor	3.6 – 5.5	7	17 %
7	Very poor	0 – 3.5	1	2,5 %
<b>2. Total</b>			<b>40</b>	<b>100 %</b>

Table 2 shows that there are 3 (7, 15 %) students got the very good score, 4 (10%) students got the good score, 11 (27,5%) students got the fairly good score, 14 (35 %) students got the fair score, 7 (17%) students got the poor score, and 1 (2,5%) student got the very poor score. It means that the students could improve their reading comprehension after the treatment.

Now the writers present the result of the student's pre-test and post-test calculation in the mean score table 3.

Table3: the mean score of the students' pre-test and post-test analysis.

Types of tests	Mean score
Pre-test	5,15
Post-test	6,55

The data in table 3 indicates that the mean score of the student's pre-test is 5, 15 while the mean score of the student's post-test is 6.55. From that result, we see that the mean score of the post-test is higher than that of the pre-test.

Is the mean score of the pre-test and post-test statistically significance on the level of significant on 0.10 with the degree of freedom (df) = 27? Let us see table 4.

Table 4: the t-test of the students' achievement

Variable	t-test value	t-table
	3, 5	1, 703

Based on the table above, the value of t-test is 3, 5 is higher than t-table 1.703. It means that the result of the analysis is significant.

#### b. The Data Analysis from the Questionnaires.

The questionnaire in this research consisted of 10 items, each item provided with four alternatives of response categories namely: Strongly Agree, Agree, Disagree, and Strongly Disagree. To analyze the result of the questionnaires given to 28 students, Let us see table 5.

Table 5: the rate percentage of the questionnaire



No	Strongly agree		Agree		Disagree		Strongly disagree	
	F	P%	F	P%	F	P%	F	P%
1	6	15	31	77,5	3	7,5	-	-
2	-	-	6	15	20	50	14	35
3	7	17,5	30	75	3	7,5	-	-
4	8	20	28	70	3	7,5	1	2,5
5	8	20	27	67,5	5	12,5	-	-
6	1	2,5	6	15	25	62,5	8	20
7	12	30	25	62,5	2	5	1	2,5
8	12	30	26	65	2	5	-	-
9	-	-	4	10	26	65	10	25
10	-	-			29	72,5	11	27,5

Notes: F: Frequency P = Percentage

- a. Item 1 the students 'opinion that using directed reading activity for teaching is easy to understand. The data show that there are 6 (15%) students strongly agree, 31 (75,5 %) students agree, 3 (7,5 %) students disagree, and none of them strongly disagree.
- b. Item 2, the students 'opinion that learning from directed reading activity method is boring. The data shows that from 40 students, there are 6 (15 %) students agree, 20 (50 %) students disagree, 14 (35 %) students strongly disagree, and none of them strongly agree.
- c. Item 3, the students' opinion that learning from directed reading activity method make students happy. The data shows that there are 7 (17,5%) students strongly agree, 30 (75 %) students agree, 3 (7,5 %) students disagree, and none of them strongly disagree.
- d. Item 4, the students 'opinion that learning from directed reading activity method increased the students' achievement in learning English (reading comprehension). The data show that there are 8 (20%) students strongly agree, 28 (70 %) students agree, 3 (7,5 %) students disagree, and 1 (2,5 %) strongly disagree.
- e. Item 5, the students 'opinion that learning from directed reading activity method makes students diligent in learning English (reading comprehension). The data show that there are 8 (20%) students strongly agree, 27 (67,5 %) students agree, 5 (12,5 %) students disagree, and none of them strongly disagree.
- f. Item 6, the students 'opinion that learning from directed reading activity method are not enthusiastic. The data show that there are 1 (2,5 %) student strongly agree, 6 (15 %) students agree, 25 (62,5 %) students disagree, and 8 (20%) students strongly disagree.
- g. Item 7, the students 'opinion that learning from directed reading activity method is effective technique in learning English (reading comprehension). The data show that

there are 12 (30 %) students strongly agree, 25 (62,5 %) students agree, 2 (5 %) students disagree, and 1 (2,5%) student strongly disagree.

- h. Item 8, the students 'opinion that learning from directed reading activity method make students feel easy in learning English (reading comprehension). The data show that there are 12 (30 %) students strongly agree, 26 (65 %) students agree, 2 (5%) students disagree and none of them strongly disagree.
- i. Item 9, the students 'opinion that learning from directed reading activity method decrease motivation in learning English (reading comprehension). The data show that there are 4 (10 %) students agree, 26 (65%) students disagree, 10 (25%) students strongly disagree and none of them strongly agree.
- j. Item 10, the students' opinion that learning from directed reading activity method cannot give advantages. The data show that there are 29 (72,5 %) students disagree, 11 (27,5 %) strongly disagree, and none of them strongly agree and agree.

Based on the questionnaire data above, the researcher concludes that most of the students have positive attitudes towards learning from directed reading activity method. It means that the method is suitable to apply.

#### **4.2. Discussion**

Based on the data analysis from the students' post-test where 3 (7,5%) students got very good score, 4 (10 %) students got good score, 11 (27,5 %) students got fairly good score, 14 (35 %) students got fair score, 7 (17 %) students got poor score, and 1 (2, 5%) students got very poor score. It means that rate percentage of the post-test is higher than that of the pre-test. The mean score of students' pre-tests is 5, 15 and post-test is 6, 55. It means that there is a significant different between the mean score of the students' pre-test and the students'pos-test. The result of the t-test indicates that the value 3, 5 from the t-test is higher than the t-table 1, 703. It means that learning from directed reading activity method is an effective method in teaching reading comprehension. The students have positive attitude toward learning from directed reading activity method. It is indicated by the result of the questionnaires given to the students, which consist of ten items.

Based on the result above the researches can conclude that the First year Nursing students of Universitas Muhammadiyah Gombong have better achievement in language use aspect of Reading than before.

## **5. Conclusion**

Based on the description above, the researchers put forward conclusions as follows:

1. The reading comprehension ability of the first-year Nursing students of Universitas Muhammadiyah Gombong is still low before using the DRA method. It is proved by the mean score in pre-test is 5, 15.
2. The First-year Nursing students of Universitas Muhammadiyah Gombong are easier to apply the DRA method in helping the students' ability of reading comprehension. It is proved by the mean score in post-test is 6, 55.
3. The improving reading comprehension ability of the First-year Nursing students of Universitas Muhammadiyah Gombong is very effective. It is proved by the T-test value 3,5 which is higher than the T-table value 1, 703.

4. The students were interested in learning reading comprehension through Directed Reading Activity (DRA) method.

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