The Influence of Direct Reading Thinking Activity (DRTA) Strategy and Know-Want to Know-Learned (KWL) Strategy on Reading Comprehension Skills

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Article Info	Abstract
	Reading skills become important role to support his success in the academic field as well as in his daily life. Therefore, for effective learning to be needed the right reading strategy. The aims of this study was to analyze the influence of using the KWL strategy and the DRTA strategy on the reading comprehension skills of fourth grade students. The research design used is a quantitative model in the form of Quasy Experimental Design with a comparative approach. The data collection techniques in this study are test and non-test techniques. The non-test technique in this study used the methods of observation, documentation, and questionnaires. The main indicator measured in this study was comprehension reading skills, which were measured using rubric assessments. The data analysis technique used a prerequisite test, as well as N-gain test, and independent sample t test. The analysis used is comparative analysis, which compares the effectiveness of KWL strategy and DRTA strategy. Based on the results of the study, the DRTA strategy had a positive effect on students' reading comprehension skills by 73.8%, while the KWL strategy also has 64.2%. The DRTA strategy has a positive effect on the reading comprehension results of students by 71.9% and while the KWL strategy has 63.4%. Reading comprehension skills by applying the DRTA strategy obtained an average of 85.6 while the KWL strategy obtained an average of 74.7. It can be concluded that the DRTA strategy has more a positive effect on reading comprehension skills than KWL strategy.

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INTRODUCTION

Literacy culture is a manifestation of the nation's progress. Literacy culture can be realized through language. Language can be used to study the culture or behavior of a society. The various factors are suspected as the cause of the low literacy culture but reading and writing habits are considered as the main and fundamental factors (Zulaeha, 2016). Language has a role as a tool for conveying a thought or idea. The ability to speak is a daily necessity in life, both orally and in writing. Some language activities are receptive, and some are productive. These two language activities complement each other in all communication activities. Receptive language activities include reading and listening activities, while productive reading activities include speaking and writing. Reading activities are essentially not just reciting written symbols, but more than that the reader must understand the message or information contained in the reading.

Hartono (in Zulpan et al., 2018) states that reading is intrinsically complex, involving many things, not only pronunciation, but also involving visual, thinking, psycholinguistic, and metacognitive activities. As a visual process, reading is the process of translating symbols (letters) into spoken words. Vocabulary is the most important thing in reading comprehension; vocabulary can be interpreted as the most important component in a language. With adequate vocabulary mastery, it will make it easier for someone to understand what other people are saying.

Reading is an important language skill whose main goal is comprehension. In the process of reading, visible symbols must be felt and interpreted in the brain. Once reading skills are acquired, it can be a tool to have access to inform, analyze, and interpret it (Kusdemir et al., 2018). Especially for a student, reading skills play an important role to support his success in the academic field and in his daily life. This is in line with Ambasari et al., (2017), which states that the ability to read is an important aspect of communication skills that must be mastered for a person to succeed in life.

However, in fact, reading comprehension skills in Indonesia are low, as evidenced by the Program for International Student Assessment (PISA) survey in 2015. In reading literacy skills (comprehension and habit) which includes students' abilities in retrieving information, interpreting text, reflecting text, Indonesia's participation has not shown any achievement since it was first implemented, this is shown from the scores obtained are always at a predetermined minimum standard score, which is 500 and consistently in the lower ranking vortex (Hanin et al., 2020).

In line with this statement, empirically the reading ability of Indonesian students in the international world still shows an alarming number. The various survey institutions related to the literacy competence of the Indonesian people have similarly revealed that Indonesia has always been in the "digest" ranking. The survey conducted by The World's Most Literate Nations 2016 placed Indonesia at number 60 out of 61 countries surveyed. Despite some fresh air at the end of 2016, Indonesia experienced an increase of 22.1 percent (Widowati et al., 2017).

This problem also occurs in the content of Indonesian language lessons at the elementary school level. Based on the results of interviews and observations of the five Public Elementary Schools at the Regional Coordinator for Education, East Ungaran District, Semarang Regency, namely SD Negeri Sidomulyo 03, SD Negeri Sidomulyo 04, SD Negeri Kalongan 02, SD Negeri Susukan 01, and SD Negeri Kalirejo 01. The data were obtained from the five schools. It is stated that fourth grade students have difficulty in processing information in all lessons. Students have not been able to understand the intent and purpose of reading, namely questions from each reflection given.

In addition, students find it difficult to determine the main idea of reading which shows the low ability of students in reading comprehension. This is also supported by the results of the Final Assessment of Semester 1

Indonesian Language Lessons for the 2018/2019 academic year which shows an average of 74.2 for Completeness Criteria A minimum of 70. This condition is justified by Rahayu et al. (in Syaifudin et al., 2017) that the current learning process in schools is still not satisfactory because most students are not able to connect what they learn with how this knowledge can be used to acquire their skills in life. As a result, many students have low motivation in participating in the learning process. This condition greatly affects the quality of education in Indonesia. For this reason, there is a need for a study of the implementation of the curriculum.

Teachers should be able to choose and create learning situations that excite students, be able to choose and use teaching methods that are in accordance with the abilities of students. Teachers should be able to select, compile and carry out evaluations, both to evaluate the progress or learning outcomes of students and to assess the efficiency of curriculum implementation (Syaifudin et al., 2017).

Enighe et al. , (2018), show that the appropriate reading approaches and strategies are very important for students' reading skills. This shows that the use of a learning approach will affect students' reading ability. Therefore, the use of appropriate reading strategies will help in understanding the reading.

Sefrianah et al., (2018), also explained that when students are equipped with reading strategies, students will be trained to learn actively, and be able to improve critical thinking skills. Each student has a different reading ability and critical attitude. So, as a follow-up to efforts to improve reading skills, reading strategies are needed that help students understand the content of the reading and provide critical responses to the text they read. Students need critical thinking skills to support their understanding of reading content. To understand information in reading, students should not only understand the raw information it contains, but students should also be able to understand its purpose, the concepts/ideas that compose the information, the underlying assumptions, the point of view/objectives that inform it, and the questions asked. In addition, students must also be able to assess the clarity, accuracy, relevance, and breadth of the information. When thinking critically, students are not only looking for information, but

Students also use information to understand and assess information.

From this description, it is necessary to use an effective reading strategy. The strategies include the KWL (Know, Want to Know, Learned) strategy and the DRTA (Direct Reading Thinking Activity) strategy. The KWL strategy is a reading strategy with the steps of what you know (K), what you want to know (W), and what you have learned (L). The KWL strategy gives students the purpose of reading and provides an active role for students before, during, and after reading.

This is in line with Susilo et al., (2017), which states that the learning methodology that was previously dominated by expository methods has changed to participatory which demands the active participation of students. This strategy was developed to help teachers bring to life students' background knowledge and students' interest in a topic. Saepudin et al., (2019), stated that in the KWL strategy students are required to understand the three K-W-L columns, these are visualized to foster student interest in the learning process and improve literacy skills. It was also explained by Rosari et al., (2016), that students wrote what they had learned from the text. These three activities are recorded on the KWL chart. This will assist the teacher in activating the student's prior knowledge of the topic and encourage in the acquisition, active reading.

It increases students' motivation to read because it raises students' background knowledge about the topic of the text, sets goals for reading, allows students to assess their understanding of the text, it helps students to monitor their understanding, and provides opportunities for students to develop ideas in the classroom. outside the text (Hana et al., 2016).

Furthermore, the DRTA (Directed Reading Thinking Activity) strategy is a strategy that focuses students on the text, so that students can predict the content of the story by proving it

when reading. The strength of this DRTA strategy is the activity of understanding story predictions so that it helps students get an overall picture of what they have read and also attracts students' interest in learning, especially reading stories.

DRTA is also considered as a teaching plan that directs readers to engage in reading material and stimulates their thinking especially in making predictions about reading content (Utomo et al., 2019).

This study focuses on KD 3.7 Exploring new knowledge found in non-fiction texts, KD 3.8 Comparing what is already known with what has just been known from non-fiction texts and KD 4.7 Delivering new knowledge from non-fiction texts into writing with their own language, KD 4.8 Delivering the results of comparing old knowledge with new knowledge in writing in their own language. The reasons for taking this material are learning can be related to the experience of students and learning is expected to be able to demand students to acquire new knowledge.

Non-fiction text is text that contains information based on facts or reality. Non-fiction texts can be found in newspaper or magazine articles, for example, historical or scientific journals, biographies, literary works. In terms of language, non-fiction texts use simple words, meaning as they are, not experiencing shifts or additions as is usually used in works of fiction. Non-fiction texts can be understood by reading carefully and then answering questions based on the text that has been read.

The objectives of this study are as follows: 1) analyzing the significance of the effect of using the KWL strategy on the reading comprehension skills of fourth grade students; 2) analyzing the significance of the effect of the DRTA strategy on the reading comprehension skills of fourth grade students; 3) analyzing the significance of differences in the process and reading comprehension skills of fourth graders after using the KWL strategy and the DRTA strategy; 4) knowing and analyzing the significance of the interaction effect of using the KWL strategy and

the DRTA strategy on learning outcomes and reading comprehension skills of fourth grade students.

The benefit of this research is that it is expected to be an addition to the existing knowledge treasury, especially regarding the effect of using the KWL strategy and the DRTA strategy on the results of fourth grade students' reading comprehension skills. The theoretical benefits of this research are 1) to contribute to the selection of effective and efficient reading strategies that are appropriate to the subject matter to improve students' reading comprehension skills and make it easier to achieve learning objectives; 2) to think critically, actively, and innovatively because the learning carried out is more meaningful through learning in teams/groups for students.

METHOD

This study uses a quantitative model of experimental research with a comparative approach. The research design used is Quasy Experimental design (quasi-experimental). The samples of this study were fourth grade students at SDN Sidomulyo 03 and SDN Sidomulyo 04. This research applied the DRTA strategy in the experimental class and the KWL strategy in the control class. The variables in this study include the independent variable and the dependent variable. The independent variables in this study were the KWL strategy and the DRTA strategy. The dependent variable in this study was the result of reading comprehension skills which were treated using the KWL strategy and the DRTA strategy.

The object selects through purposive sampling in a population to determine the experimental class and control class. Meanwhile, SD Negeri Sidomulyo 03 as the experimental class was treated using the DRTA strategy, while SD Negeri Sidomulyo 04 as the control class was treated using the KWL strategy. The research design scheme is shown by the control class and the experimental class as shown in Table 1.

Table 1. Research design scheme

		B	A	B$_1$ (High)	B$_2$ (Low)
Reading Strategy		A$_1$ (DRTA)		A$_1$B$_1$	A$_1$B$_2$
		A$_2$ (KWL)		A$_2$B$_1$	A$_2$B$_2$

In this research design, there are two classes, namely the experimental (A1) and the control (A2) class. Prior to the research, each class was given a pretest to determine the initial ability of the two classes. The experimental class was given treatment (A1) by applying the DRTA strategy and the control class was given treatment (A2) by applying the KWL strategy. Furthermore, both classes were given a post-test to determine the effect of the treatment that had been given. Then do a comparison of reading comprehension skills between the experimental class and the control class. In this study, only posttest scores were used to find differences in reading comprehension skills in learning reading comprehension between the experimental class and the control class.

The data collection technique in this study is by means of test techniques and non-test techniques. The non-test method in this study uses structured interviews, observation, documentation, and questionnaires. The research instruments in the form of observation sheets, interview guidelines. The data analysis technique used a prerequisite test (validity test, reliability test, differentiating power, level of difficulty, normality test, and homogeneity test), as well as N-gain test, and independent sample t test.

The data were collected using tests. The pre-experimental test (pre-test) was used to obtain data on students' reading comprehension skills before being treated with the KWL strategy and DRTA strategy. The test after the experimental treatment (post-test), was used to obtain data on students' reading comprehension skills after the experiment was carried out. The data analysis was carried out using the t-test to test the hypothesis. Hypothesis testing was carried out using the SPSS 16.00 for windows program.

Before calculating the hypothesis, the prerequisite tests were carried out, namely the normality test and homogeneity test. The normality test was carried out using the SPSS program, namely the One Sample Kolmogrof-Smirnow Test, while the homogeneity test was carried out using the Levene's Test with the help of SPSS 15 for windows.

RESULTS AND DISCUSSION

The KWL strategy is a reading strategy based on the activeness of students. This strategy triggers students to process the new information they receive, set specific reading goals, and students' abilities can be strengthened by developing questions on various topics. Hamid (2016) explains that when they write information in their own words, they better understand what they know and what they do not know. Abdalbari (in Alsoudi, 2017) states that this strategy relies on the reading involved in comprehension, and prior knowledge which forms the core of reading comprehension.

While the DRTA strategy is a strategy that focuses students on the text, so that students can predict the content of the story by proving it when reading. Al odwan (2017) states that the DRTA strategy equips readers with the ability to determine reading goals, the ability to extract, understand, and assimilate information, the ability to make predictions to examine reading material based on the reading objectives, the ability to judge, and finally the ability to make decisions based on the information obtained. from reading.

The effect of the KWL strategy and the DRTA strategy on the reading comprehension skills of fourth grade students

To measure the effect of the KWL strategy and the DRTA strategy on students' reading comprehension skills, the R square test was used. The results of the R square test between the KWL strategy and reading comprehension skills are presented in Table 2.

The effect of the KWL strategy on students' reading comprehension skills obtained a tcount of 3.776 with an R Square of 0.642 and a significance level of 0.001 on X1. This significance result is smaller than the 0.05 significance. This means that there is a direct positive effect of the KWL strategy on reading comprehension skills of 64.2%, so Ha is accepted and H0 is rejected. So, the hypothesis which states that there is an effect of the KWL strategy on reading comprehension skills is accepted. The results of this study are supported by previous research by Dieu (2016), which states that the KWL strategy creates an interesting and exciting atmosphere to improve students' reading comprehension skills.

In addition, like the opinion of Qur'ana et al., (2020), during learning activities the learning atmosphere looks fun, provokes, and motivates students. This is because the KWL strategy requires students to be more independent in thinking, such as in the first step exploring students' prior knowledge about what is known, the second step requiring students to develop curiosity about what they want to know, and the last step is reading and gaining knowledge and more lots of insight on the topic. This makes students more interested in learning to read. The influence of the KWL strategy on reading comprehension results is presented in Table 3.

Based on Table 3, the effect of the KWL strategy on students' reading comprehension results obtained a tcount value of 4.544 with an R Square of 0.634 and a significance level of 0.000 in X2. This significance result is smaller than the 0.05 significance. This means that there is a direct positive effect of the KWL strategy on reading comprehension results of 63.4%, so Ha is accepted and H0 is rejected. So, the hypothesis

which states that there is an effect of the KWL strategy on the reading comprehension results of students is accepted. This is in line with the research of Farida et al., (2020), which states that the achievement and learning outcomes of the experimental group have improved better. This is due to the implementation of the KWL strategy which is focused on the prior knowledge of the students.

Based on the results of observations on reading comprehension skills at SDN Sidomulyo 04 the control class is at a sufficient level. The indicators of reading comprehension skills with good categories are the suitability of the content of the text, the accuracy of the main idea, the suitability of the story line. While in the sufficient category is the completeness of the content, and the accuracy in mentioning facts and opinions in the text. While the results of the R square test of the DRTA strategy on reading comprehension skills are shown in Table 4.

The effect of the DRTA strategy on students' reading comprehension skills obtained a tcount of 3.747 with an R Square of 0.738 and a significance level of 0.000 on X3. This significance result is smaller than the 0.05 significance. This means that there is a direct positive effect of the DRTA strategy on students' reading comprehension skills of 73.8%, so Ha is accepted and H0 is rejected. So, the hypothesis which states that there is an effect of the DRTA strategy on students' reading comprehension skills is accepted.

Based on the results of observations on reading comprehension skills at SDN Sidomulyo 03 the experimental class was at a very good level. All indicators have reached the good and very good categories. Students can mention the entire contents of the text, identify, and find the main idea, tell all the contents of the text according to a sequential plot, explain the contents of the story completely, and write down facts and opinions in the text correctly. This is in line with students' reading comprehension activities when implementing the DRTA strategy learning. The students enthusiastically discussed working on the LKPD, presented the results of the activities, and implemented the DRTA strategy very well.

The results of the R square test between the DRTA strategy and reading comprehension results are shown in Table 5.

The effect of the DRTA strategy on students' reading comprehension results obtained a tcount value of 4.410 with an R Square of 0.719 and a significance level of 0.000 on X4. This significance result is smaller than the 0.05 significance. This means that there is a direct positive effect of the DRTA strategy on reading comprehension results of 71.9%, so Ha is accepted and H0 is rejected. So, the hypothesis which states that there is an effect of the DRTA strategy on the reading comprehension results of students is accepted. The results of this study are in accordance with the research of Hashemi et al., (2017), which states that the DRTA strategy improves students' referential and inferential reading skills. This is in line with Fitriana (2019), who stated that during reading activities students try to predict what words are of doubtful meaning.

The results of the regression test of the DRTA strategy on students' reading comprehension skills got a significance result of less than 0.05, meaning that H0 was rejected, and Ha was accepted. So, there is an effect of the DRTA strategy on students' reading comprehension skills. The results of the regression test of the KWL strategy on students' reading comprehension skills got a significance result of less than 0.05, meaning that H0 was rejected, and Ha was accepted. So, there is an effect of KWL strategy on students' reading comprehension skills.

The results of learning to read comprehension and regression testing are strengthened by Dieu's research (2015) which states that the application of the KWL strategy helps teachers activate students' prior knowledge, called schemas, about a topic. Likewise, Dahlani's research (2016), shows that there is an increase in reading comprehension ability when the KWL strategy is applied, while reading comprehension skills include, the ability to understand the content of written speech, the ability to answer questions related to text, the ability to determine the main sentence in each paragraph, and the ability to make summaries. of the text he reads.

The application of the KWL strategy has an influence on the results and reading comprehension skills, if the implementation of reading strategies in the classroom goes well, it can improve reading comprehension skills. Based on this research, there is a direct positive effect of the KWL strategy. Through the application of the KWL strategy the teacher can create a different learning atmosphere and help activate the previous knowledge of students.

The implementation of the DRTA strategy has an influence on the results and reading comprehension skills, if the implementation of reading strategies in class goes well, it can improve reading comprehension learning outcomes, on the other hand if the implementation of reading strategies in class goes poorly, it will have an impact on students' reading results. Based on the research that there is a direct positive effect of the DRTA strategy. The DRTA strategy leads to improved performance, where each activity begins with questions that will make students predict the content of the text.

Differences in the process and results of students' reading comprehension skills after using the KWL strategy and the DRTA strategy

The pretest and posttest scores of reading comprehension results for the experimental class and the control class can be seen in Table 7.

Table 2. R Square Test Results between KWL Strategy and Reading Comprehension Skills

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.765[a]	.642	.611	3.13960

a. Predictors: (Constant), *KWL* Strategy

Table 3. R Square Test Results between KWL strategies on learning outcomes for Reading Comprehension

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.731[a]	.634	.608	3.39963

a. Predictors: (Constant), *KWL*

Table 4. R Square test results between the DRTA strategyon reading comprehension skills

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.862[a]	.738	.707	3.78932

a. Predictors: (Constant), *DRTA* Strategy

Table 5. R Square Test Results between DRTA Strategy and Reading Comprehension Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.821[a]	.719	.793	3.08219

a. Predictors: (Constant), *DRTA*

Table 6. Gain Score Test Results

Group	Mean		N-Gain
	Pre-test	Post-test	
Experimental Class	57.95	87.7	0.71
Control Class	59.05	71.55	0.31

Tabel 7. Pretest and posttest scores of Students' Reading Comprehension Results in Experiment Class and Control Class

Data	Class	N	Ideal Score	Minimum Score	Maximal Score	Mean	P (%)	Note
Pre-test	E	20	100	40	80	57.95	35	C
	K	20	100	40	80	59.05	35	C
Post-tests	E	20	100	67	100	87.7	85	B
	K	20	100	57	87	71.55	65	C

Before being given treatment, the learning outcomes of students from the two classes studied were categorized as C (medium). After the DRTA strategy was applied, the level of student learning outcomes in the experimental class reached category B (high), while the control class remained in category C (medium) after the KWL strategy was applied. Furthermore, to determine the difference between the pretest and posttest scores, the gain test was continued as shown in Table 6.

The results of the experimental class N-gain showed 0.71 so it was included in the high category. The N-gain in the control class is 0.31 so it is in the medium category. The results of the gain test can be concluded that the difference between the experimental class is higher than the control class, so it can be concluded that the implementation of the strategy in the experimental class is more effective than the control class.

The increase in student learning outcomes (N-gain) which was analyzed from the pretest and posttest questions in the experimental class and control class, showed that the experimental class was better than the control class (0.71 : 0.31). The

criteria for improving reading comprehension results in the experimental class are in the high category while the control class is in the medium category. Learning outcomes in the control class and the experimental class showed a significant difference. This means that reading comprehension results using the DRTA strategy are more effective than the KWL strategy. The results of this study are in accordance with Anggreni's research (2013), which states that the Directed Reading Thinking Activity (DRTA) strategy emphasizes the full involvement process of students to be able to find the material being studied and relate it to real-life situations to encourage students to be able to apply it in life. The achievement of indicators in this study can be observed through the following student work products.
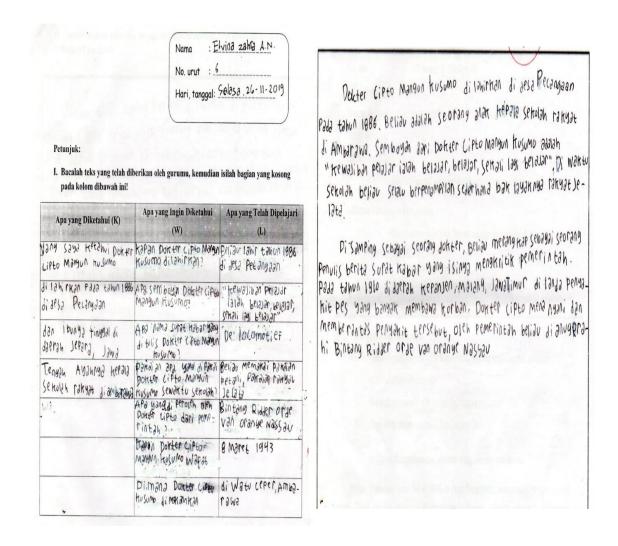

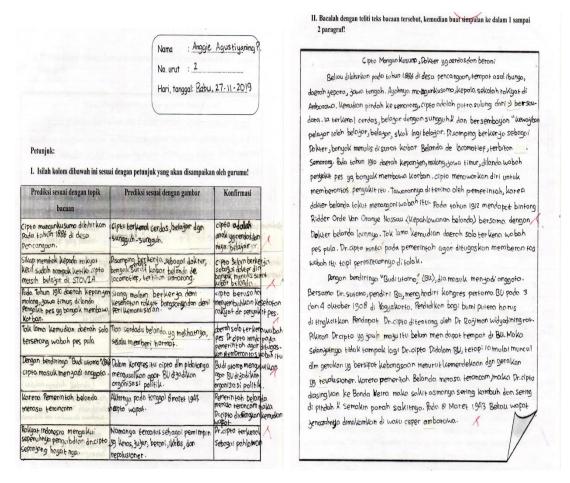**Figure 1.** Student Work Product's with the KWL Strategy

Figure 2. Student Work Product's with the DRTA Strategy

Based on figure 1 and figure 2, it can be explained that in figure 1, the KWL strategy provides opportunities for students to explore their knowledge, reading comprehension skills at SDN Sidomulyo 04 the control class is at a sufficient level. The indicators of reading comprehension skills with good categories are the suitability of the content of the text, the accuracy of the main ideas, the suitability of the storyline. While in the sufficient category is the completeness of the content, and the accuracy in mentioning facts and opinions in the text. This is reinforced by Dieu's research (2015) which states that the application of the KWL strategy helps teachers activate the previous knowledge of students.

In figure 2 through the DRTA strategy it can be explained that students have the ability to predict and students have better reading comprehension. The results of observations on reading comprehension skills at SDN Sidomulyo 03 the experimental class was at a very good level. All indicators have reached the good and very good categories. Students are able to mention the entire content of the text, identify and find the main idea, tell all the contents of the text according to a sequential plot, explain the contents of the story completely, and write down facts and opinions in the text correctly. This is in line with Fitriana (2019) who stated that during reading activities students try to predict what words are of doubtful meaning.

The process in Directed Reading Thinking Activity (DRTA) does not expect students to only receive lessons, but the process of finding and finding the subject matter themselves. In addition, it is not only expected that students can understand the material they are learning, but how the subject matter can color their behavior in everyday life.

The results of students' reading comprehension skills and linear regression tests are strengthened by research by Al Odwan (2017), which states that the use of the DRTA strategy through cooperative learning seems to allow students to interact more with the actual language and content than using conventional strategies. This is in line with Harefa's research (2019), which argues that learning with the DRTA strategy makes it easier for students to understand learning materials, encouraging students' understanding of what they have read.

This is also shown in the results of learning to read comprehension and regression tests which are in line with the research of Ochogwu (2018), which shows that the use of DRTA leads to an increase in performance. In line with Yazdani, et al. (2016), who stated that the DRTA strategy is effective for developing reading comprehension.

CONCLUSION

The conclusion of this study is that the DRTA strategy has a positive effect on students' reading comprehension skills by 73.8%. While the KWL strategy also has a positive effect on students' reading comprehension skills by 64.2%. This shows that there is a significant difference between skills and reading comprehension results of the DRTA strategy compared to the KWL strategy.

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