



Improving Riding Skills Understanding Using Directed Reading Thinking Activity Strategy (DRTA) Grade IV SD Inpres Bangkala II Kecamatan Manggala Kota Makassar

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Abstract. This research aimed at improving reading comprehension of grade IV students of SD Inpres Bangkala II on Bahasa Indonesia course using Directed Reading Thinking Activity (DRTA). This research applied qualitative approach type Classroom Action Research (CAR). The research was conducted in two cycles where each cycle consisted of three meetings. Every meeting was conducted through the research procedure started from planning, action, observation, and reflection. The subject of this research were 27 grade IV students of SD Inpres Bangkala II. The instruments used in this research were observation, evaluation test, field notes, and documentation and the data collection technique applied observation technique, test and documentation technique. Descriptive data analysis and qualitative data analysis were used. The result of the data showed that grade IV students' learning achievement of reading comprehension in SD Inpres Bangkala II categorized as fair where minimum completeness criteria was 62,96% with 17 students passed. The students' learning achievement improved in cycle II where minimum completeness criteria was 92,59% categorized as very good with 25 students passed. It can be concluded that Directed Reading Thinking Activity (DRTA) strategy can improve grade IV students' reading comprehension skill on Bahasa Indonesia course in SD Inpres Bangkala II.

Keywords: DRTA Strategy, Reading, Comprehension Skill

INTRODUCTION ~ Culture is a return to arrange nearby and potential generation as fine. The educational method accepted out at this time is not solely for today, but for the future. One effort to improve the quality of education is by improving the teaching and learning process. Learning teaching is basically an interaction or reciprocal relationship between teachers and students in an educational situation.

In UUD 1945, namely Article 31 paragraph 1 which reads, every citizen has the right to receive teaching. Paragraph 2 states that the government is striving to establish a National Teaching System, which is regulated in Law No. 20 of 2003 concerning the National Education System confirms that education is a conscious and

planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and skills in obtained by himself, society, nation and state.

Observations were made on the fourth-grade students of SD Inpres Bangkala II. As for the results of an interviewed with one of the teachers the learning outcomes of grade IV students were are still low in reading comprehension skills, most students have difficulty understanding a reading, students often have difficulty determining the main idea of the topic in each paragraph, students difficulty in determining the cause and effect and the relationship between the story in the story



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well, students often have difficulty in making a conclusion in a reading.

Language is a communication tool between community members in the form of sound symbols produced by human speech tools. The understanding of language covers two fields. The sound produced by the utterance and the meaning or meaning implied in the sound stream itself. According to Ritonga in the journal (Devianty, 2017, p. 227-228), which is the content contained in the sound current that causes a reaction to what we hear. Henceforth, the sound current is referred to as current.

According to Basiran in the journal (Hanna, 2014, p. 52) is communication skill in various communication contexts. The ability that is developed is the comprehension of meaning, role, interpretation, valuing, and expressing oneself through language. All of them are grouped into language, understanding, and usage.

Reading is essentially a complex thing that involves many things, not just reciting writing, but taking care of visual reading activities is the process of translating written symbols (letters) into spoken words. As a process of thinking, reading, including the introduction of word recognition activities, liberal understanding, interpretation and critical reading According to Crawley et al (Rahim, 2011, p. 3) reading is a process that translates written symbols into simplified sounds according to Klein et al (Rahim, 2011, p. 5)

states that the definition of reading includes (a) Reading is a process (b) Reading is a strategy (c) Reading is interactive

The Directed Reading Thinking Activity (DRTA) Strategy is a strategy of observing student involvement thinking about reading focusing on student involvement, predicting and proving it when they read, DRTA announced that the term DRTA was a criticism of the use of the Directed Reading Activity (DRA) strategy. According to Stauffer that teachers can motivate students' efforts and concentrations by involving them intellectually and encourage them to formulate questions and hypotheses, process information and evaluate temporary solutions. The DRTA strategy is directed towards achieving general objectives

According to Poerwadarminto learning outcomes are the results that have been achieved after students get the teaching can be said to be successful if the teaching reaches the desired goal achieved namely the goal, student success in learning besides being influenced by himself (internal) or from external (external) individual.

METHOD

The approach was used in this study is a qualitative approach. A qualitative approach is research that produces findings that cannot be achieved using a quantitative assessment procedure.

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This type of research is classroom action research because it is relevant to improve and improve teacher services as suggested by Suyanto (Laksono, 2018, p. 4) that PTK class action research as a form of research that is relative in nature by carrying out certain actions, in order to improve and / or improve teaching practices in the classroom in a professional manner.

This research focuses on reading comprehension skills through DRTA strategies. Comprehensive reading comprehension skills that involve a lot of things are not just reciting writing, but keeping reading visual activities involved is the process of translating written symbols (letters) into spoken words. The DRTA strategy is a form of learning strategies for reading comprehension with language skills in elementary school. This strategy is very concerned with student involvement,

thinking about reading, focusing on student involvement, predicting

This research was conducted at Bangkala II SD Inpres Bangkala, Makassar. The study was used in Indonesian subjects in class IV semester II regarding reading skills understanding of the research setting consists of planning, action, observation, and reflection.

The research subjects were grade IV students of SD Inpres Bangkala II, Manggala, Makassar with 27 students, consisting of 11 female students and 16 male students.

This research was conducted in two cycles to improve student learning outcomes in reading skills through the DRTA strategy on Indonesian subjects in classroom action research (CAR) need to be provided instrumental which will be used when applying the DRTA strategy.

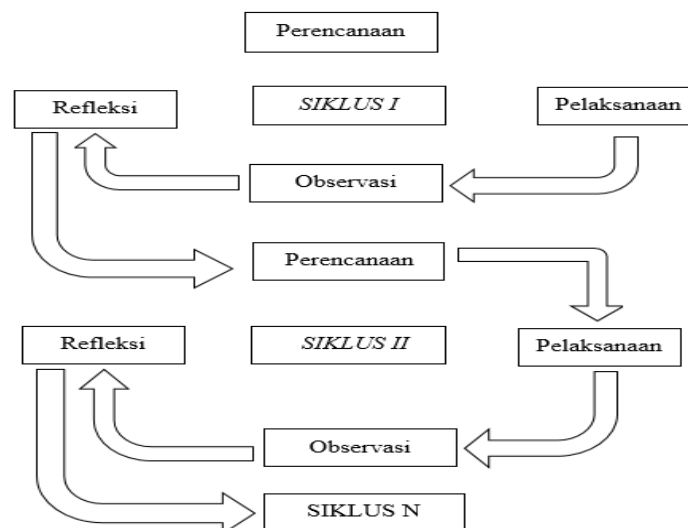


Figure 1. Research slot

Planning at this planning stage the activities carried out are to determine the

focus of the research, the implementation of the actions used to address the



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problems that have been found, the observations carried out during the action are meant to find out the suitability between the implementation of the action and the action plan that has been determined, the observations carried out comprehensively using guidelines observation, At this stage the researcher together with the teacher discusses the results of observations that have been made.

The instrument or research tool is the researcher himself. Therefore, the researcher as an instrument or research tool must be "validated" to what extent the researcher is ready to conduct research which will then go into the field. The research instrument is a tool used to collect data or information that is useful for answering research problems (Sukardi, 2016, p. 75).

Observation techniques or how to collect data by conducting observations of ongoing activities, test techniques are

used to measure the extent to which students' abilities in reading comprehension skills, test techniques place the measurement and placement of students' mastery and excellence,

Documentation is used to complement observations. According to Goetz and Le Compte (Wiriaatmaja, 2014, p. 121) documents relating to research will provide a framework for basic data.

The formula is looking for presentations

$$s = \frac{R}{N} \times 100$$

The formula is looking for average

$$\text{Average value} = \frac{\text{the sum of all student grades}}{\text{the total number of student}} \times 100$$

RESULTS AND DISCUSSION

After passing through the learning process by applying the Directed Reading Thinking Activity (DRTA) Strategy in improving reading comprehension skills through the results of learning Indonesian can be seen in the following table

Table 1. Frequency and presentation of activities reading comprehension skills cycle I

No	score	Category	Frekuensi	Presentasi	Average
1	85-100	Very good	0	0	0
2	70-84	Good	17	62,96%	73,23
3	55-69	Enough	9	33,33%	60,55
4	40-54	Less	1	3,70%	50
5	≤ 39	Very less	0	0	0
Amount			27	100%	

It can be seen that student learning outcomes are not in the excellent

category or 0%, in the good category as many as 17 students or 62.96% with an



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average value of 73.23, the category is as much as 9 students or 33.33% with an average rating of 60 , 55, the category lacks as many as 1 student or 3.70% with an average score of 50, the category is very lacking or 0%.

In the first cycle during the learning activities students are still less active and involved in following the learning process, in improving reading comprehension skills through learning outcomes that students

have achieved are categorized sufficiently. Achievement indicators of success in terms of learning outcomes have not reached 75% of students who obtained a minimum score of 70 which is considered incomplete classically with completeness indicators 62.96% causes of low learning outcomes in Cycle I because students are still hesitant in predicting reading and stories through the media pictures during the teaching and learning process.

Table 2. frequency and presentation of activities reading skills understanding cycle II

No	score	Category	Frekuensi	Presentasi	Evarage
1	85-100	Very good	8	29,62%	87,5
2	70-84	good	17	62,96%	77,94
3	55-69	Enough	2	7,40%	65
4	40-54	Less	0	0	0
5	≤ 39	Very less	0	0	0
Amount			27	100%	

It can be seen that student learning outcomes very good category as many as 8 students or 29.62% with an average value of 87.5, good categories as many as 17 students or 62.96% with an average value of 77.94, the category is quite as much as 2 students or 7.40% with an average value of 65, the category is missing or 0%, the category is very lacking or 0%.

In cycle II the achievement indicator of success in terms of learning outcomes is considered to be classically complete with a presentation of 92.59% in the excellent category. The acquisition of learning

evaluation results with the average value of students from cycle I to cycle II has increased, from cycle I to acquisition 68,14 increased to 79, 81 in cycle II this shows that there is a seriousness in learning to use text stories and pictures to make students more active and involved in the learning process, thus the application of the Directed Reading Thinking Activity (DRTA) Learning Strategy can improve skills reading comprehension through student learning outcomes.

CONCLUSION

Based on the results of the analysis and discussion of research in Improving



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Reading Comprehension Skills by using the Directed Reading Thinking Activity (DRTA) strategy, there was an increase in reading comprehension skills in cycle I and cycle II, where in cycle I there were 10 students in the incomplete category and 17 students which is in the complete category.

In cycle II there are 2 students who are in the incomplete category and 25 students who are in the incomplete category. Research is expected students can practice the activity of reading comprehension so that they can understand the material being learned and become habits and are trained in reading comprehension skills of students. Teachers should provide a lot of reading comprehension exercises to students so that students, schools should also facilitate facilities and infrastructure

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