A COMPARATIVE STUDY BETWEEN THE EFFECT OF SUMMARIZING AND DRTA STRATEGIES ON STUDENTS’ READING COMPREHENSION

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Abstract: A Comparative Study Between The Effect Of Summarizing And DRTA Strategies on Students’ Reading Comprehension. Reading is an action that urges learner to draw in with the writings so as to fabricate significance, handle the primary thoughts, realities, and data introduced in the text. This study aimed to compare the effectiveness of two strategies, i.e., Summarizing and DRTA (Directed Reading Thinking Activity) Strategies. This study was carried out at the tenth-grade students of SMA Negeri 9 Kota Bengkulu. The design was a quasi-experiment. The sample consisted of two classes; one was taught by summarizing strategy and another by DRTA strategy. The instrument was a reading test, which was tried-out; the reliability was 0.880 (very high). The hypotheses testing result showed there was no significant difference between both classes on all aspects and at post-test, there was no significant difference in whole reading comprehension, on the aspect of making inference and vocabulary. However, summarizing strategy was found to be more effective on the aspect of finding the main idea with the statistical value was 0.002 while DRTA strategy was found to be a more effective strategy on the aspect of identifying specific information with the statistical value was 0.000.

Keywords: Summarizing strategy, DRTA Strategy, Reading comprehension

Introduction

Reading is an action that urges understudies to draw in with the writings so as to construct importance, handle the fundamental thoughts, realities, and data introduced in the writings. Grabe and Stoler clarify, "Reading is the capacity to draw importance from the printed page and decipher this data suitably." Additionally, reading is the movement that must be followed with appreciation.

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Perception is the motivation behind reading and the demonstration of reading without cognizance isn't anything. Day and Park (2005) notice that there are six sorts of comprehension: (1) exacting appreciation, (2) redesign, (3) induction, (4) forecast, (5) assessment, and (6) individual reaction. To put it plainly, great reading relies upon the peruser's capacity to cover those kinds of perception when reading.

Focusing on reading helped the students to construct their abilities in other skills since having good reading comprehension, means that if students were good at vocabulary, grammar, and the message which had been given in the text. The key to improving the result of learning in many fields of study is reading. From the statement, it means that reading is one of skill which should be mastered by the students. In Indonesia, reading comprehension was dominantly used in the academic context, it can be seen from junior high school to university students are used reading as the main skill which is taught at school or university.

In other words, there is no reason to students for not to master this skill. Despite its importance, many students have still found some difficulties in comprehending the reading text. It can be caused in Indonesia English was not the first language moreover Bengkulu is a small town in Indonesia. Then, the students also had a lack of comprehension in various components of reading. Perhaps, the strategies used in the class was less effective for the students.

Regarding the mentioned problems above, to not make the problems happened continually. The teacher should find the appropriate strategy which can be used in teaching reading. The teacher could switch reading strategies according to the type of use. Using reading strategies as a practice to improve the students’ reading comprehension and reviewing the literature on reading comprehension strategy, this research intended to compare two strategies of Summarizing and Directed Reading Thinking Activity (DRTA) on students’ reading comprehension.

Summarizing is a system that permits learner to comprehend what is being-read and is thusly it causes them hold significant thoughts and data given in a specific book. This learning procedure is an overwhelming measure that understudies need in their learning cycle. It expects readers to channel the entire content from essential to immaterial thoughts, incorporate these plans to make another content which incorporates the fundamental data from the first material.

Essentially, Friend contends that to make a decent synopsis, an understudy

must have the option to relate groundbreaking thoughts with old ones and put exceptional thoughts forward. In his view, a synopsis must be short and gives enough data of the author and it is composed by understudies’ own words. It infers that summing up empowers understudies to make the importance of data and hold it for quite a while.

Another viewpoint on summarizing data is that readers recap the content after perusing as well as plan their own writings from what they read. It very well may be surmised that a reader must have the option to dissect, appreciate the data and get over the author's expectations or messages. Summing up includes recognizing thoughts and refining articulations of significant ideas from an understanding book, either in oral or composing structures. It might energize further commitment with a book and urge understudies to rehash as they build an outline.

Summarizing is probably the most significant and encompassing of all reading strategies available to the learner for effective studying and comprehension. Some previous studies were conducted such as research from Khoshsima & Tiyar investigated experiment research where they wanted to find out the effect of EFL learners’ summarizing and presentation strategies on Iranian intermediate EFL learners’ reading comprehension. From that research, the researcher showed those strategies (namely summarizing and presentation strategies) can improve students’ reading comprehension significantly. The other research was conducted by Stratejisini et al., in this research, the researcher tried to find the effect of explicit instruction of summarizing strategy on students summarizing skills and investigated the impact of explicit instruction of summarizing strategy.

The result of this research showed that the experimental group who took explicit summarizing instruction was significantly higher than the mean scores of the control group who didn’t take any instruction. Then, there was also another effective strategy that could be used to improve students’ reading comprehension name Directed Reading Thinking Activity (DRTA) which could be applied in the classroom. Some researchers also had been researched by using this strategy. The DRTA is a technique that right off the bat presented by Russell Stauffer. This technique comprises of three stages which direct learner to propose inquiries concerning a book they read, foresee while they are reading, and confirm their

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forecasts. The DRTA is helpful in driving the learner to be dynamic and become autonomous reader since this system connects with them to have a functioning cycle that investigates their capacity to think fundamentally. An exploration led by Erliana demonstrated that through the three stages of DRTA system, learner’ reading accomplishment expanded and they effectively take an interest in the instructing and learning measure. Moreover, she likewise clarified that other than improving learners’ accomplishment, DRTA also improved learners’ self-confidences in playing out the errand.

Some previous studies had been done by some researchers such as Agustiani researched the effects of DRTA and LC strategies on students’ reading comprehension achievement of narrative texts based on English score levels at MAN Baturaja. The results indicated that both LC and DRTA strategies made difference on students’ reading comprehension significantly. Then, Andriani researched The Influence of Reading Comprehension Achievement at the Eighth Grade Students of SMP Muhammadiyah 1 Rawa Bening By Using DRTA and KWL Strategies. The result showed there was a significant difference in reading comprehension achievement between before and after taught using the DRTA strategy.

Lubis researched the effect of DRTA teaching strategy and learning style on students’ achievement in reading comprehension at the State Islamic University of North Sumatra. The result of the research shows that the DRTA strategy has affected students’ achievement in reading comprehension.

Referring to the background above, This research focused on the comparison

11 Agustiani, Merie. (2016). The Effects of DRTA And LC Strategies on Students’ Reading Comprehension Achievement of Narrative Texts Based on English Score Levels. Journal of English Literacy Education, Vol. 3 No. 2
between Summarizing strategy and DRTA (Directed Reading Thinking Activity) strategy which was more effective for students’ reading comprehension of tenth-grade students in SMA Negeri 9 Kota Bengkulu.

Research Method

This study used a quasi-experimental design. There were three variables in this research, namely reading comprehension of the students is dependent variable (Y), Summarizing Strategy (E1) and DRTA strategy (E2) were two independent variables in achieving objectives of the research, pre-test, and post-test was applied in class to get the data as the instrument by using t-test. This study had two experiment classes and a lack of a control group.

This study was conducted at SMA Negeri 9 Kota Bengkulu. This study was started in May 2020. The population of this study consisted of the second semester students at tenth-grade students of SMAN 9 Kota Bengkulu in the teaching period 2020/2021. The research was conducted during the school did the lesson from home, it was because the spreading of COVID-19 was still continuing. Beside, the research was also done by online, using other media such as zoom meeting, whatsapp and google form as media to give the test. The current situation also made the sampling of this study rather small, the sample only consist of 24 students.

The instrument of this research was the reading test. The test was given in the pre-test and the posttest. Since the study was conducted online, the test was given from Google form and the test has limited time to be finished. For the pre-test and post-test can be accessed on https://forms.gle/RR727Q6DnmYbVfnV6 and for try-out test can be accessed on https://forms.gle/nuJj1fb52dAJ9rAb8. In analyzing the data, pre-test and post-test of the students’ scores were collected and calculated to find out the average and total score, standard deviation, and t-calculation. The Independent sample t-test was used in this research to find out the effectiveness of the strategies and to investigate the best strategies.

Result

The researcher prepared to try out the instrument to students before giving the treatment. Try out instruments must be prepared before the researcher gave treatments in class. There were 50 questions or reading are prepared about the narrative text. Then, it tested students that not including in the experiment class. Then, there were only 25 questions that had facility value between 0.3 and 0.7 and also discrimination index which is equal to 0.3 or more than 0.3.

The reliability statistic also showed that Cronbach Alpha was 0.880 with the number of questions were 25 items. It means that the instrument research was
reliable with the reliable is very high. Thus, the instrument was able to use as a pre-test and post-test instrument. The result of normality on the pre-test and post-test also showed the post-test of summarizing and DRTA group distributed normally. Then, both groups in pre-test and post-test were from a homogenous population. Based on the result of the research in general and aspects, the researcher summarized it into this table below:

From the summary of the result above, it can be seen that in whole reading comprehension there was no significant difference between summarizing and DRTA strategies both in pre-test and post-test. It means the strategies were equally effective on students reading comprehension in whole reading, yet the average score in the post-test showed the DRTA group (E2) got a higher score than the summarizing group (E1).

<table>
<thead>
<tr>
<th>No</th>
<th>Research Question</th>
<th>Group</th>
<th>Pre-test</th>
<th>Note</th>
<th>Post-test</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading Comprehension</td>
<td>E1</td>
<td>0.418</td>
<td>Not sig.</td>
<td>0.658</td>
<td>Not sig.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E2</td>
<td>0.418</td>
<td></td>
<td>0.658</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Finding the main idea</td>
<td>E1</td>
<td>0.770</td>
<td>Not sig.</td>
<td>0.002</td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E2</td>
<td>0.770</td>
<td></td>
<td>0.003</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Identifying specific Information</td>
<td>E1</td>
<td>0.335</td>
<td>Not sig.</td>
<td>0.000</td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E2</td>
<td>0.336</td>
<td></td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Making Inference</td>
<td>E1</td>
<td>0.874</td>
<td>Not sig.</td>
<td>0.501</td>
<td>Not sig.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E2</td>
<td>0.874</td>
<td></td>
<td>0.501</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Vocabulary</td>
<td>E1</td>
<td>0.544</td>
<td>Not sig.</td>
<td>1.000</td>
<td>Not sig.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E2</td>
<td>0.544</td>
<td></td>
<td>1.000</td>
<td></td>
</tr>
</tbody>
</table>

Then, based on the result in the aspect of reading showed Summarizing strategy was a more effective strategy on the aspect of finding the main idea. It was caused the statistical value in the post-test was 0.002 & 0.003 < 0.05 with the average score was 18 (summarizing group) and 12 (DRTA group). Next, the result also showed that the DRTA strategy was a more effective strategy on the aspect of identifying specific information. It was caused the statistical value in the post-test was 0.000 < 0.05 with the average score was 18 (DRTA group) and 11 (summarizing group).

The last, the result in the matrix above showed summarizing and DRTA strategies were not effective in the aspect of making inference and vocabulary. It was because the statistical value showed there was no significant difference in the average score between summarizing and the DRTA group on the aspect of making inference and vocabulary. However, the average score in the post-test of making inference and vocabulary aspect showed the DRTA group got a higher score than the summarizing group.
Discussion

The first objective of this study was to find out whether or not summarizing and DRTA (Directed Reading Thinking Activity) strategy effective on students’ reading comprehension in whole reading. The result of this study showed that there was no significant difference between summarizing and DRTA group on students’ reading comprehension in whole reading. It can be concluded that the strategies namely summarizing and DRTA were not effective for the students at SMA Negeri 9 Kota Bengkulu.

The finding of the research question number one was affected by some reasons. Firstly, the strategies cannot be fully applied to the teaching-learning process. As known, the current situation forces the students to learn from home or done it online to break the chain of the spread of COVID-19. Therefore, this study was also done online because the school was asked students to learn from home. Where the strategies should be applied directly to students in the classrooms not online. According to Rahim stated the use of the DRTA strategy depends on the situation of the class and classroom management may become a problem. Based on this statement, the situation and classroom management can affect the success of using the DRTA strategy.

Because the DRTA strategy is applied online, it was quite difficult to manage the students’ work differently if this strategy was applied directly in the classroom. Then, she also stated that the strategy Only useful if students have read or heard the text being used. Besides the DRTA strategy, the summarizing strategy also became less effective. Apart from the current situation, the finding of the study was caused by the activities in summarizing the strategy itself, as at previous chapter was explained that the procedure of teaching in summarizing group followed guideline from Based on Zafarania & Kabganib the summarizing strategy is a reading comprehension strategy that consists of four steps: review the passage, evaluate the paragraph, answer with a paraphrase, and determine a passage summary. This means that students must paraphrase the words in the given text before determining the summary of the text while not all students were able to paraphrase the words. They simply summarized the text using words in thetext itself without paraphrasing it.

Next the second objective of this study was whether or not there is a

15 Rahim, Op. Cit p. 52
significant difference between summarizing and DRTA (Directed Reading Thinking Activity) strategies on the aspect of finding the main idea, identifying detailed information, making inference and vocabulary. The result showed that there was a significant difference between summarizing and DRTA strategies on the aspect of finding the main idea, and summarizing strategy was a more effective strategy on the aspect of finding the main idea. Based on Jones stated that summarizing helps students learn to determine essential ideas and consolidate important details that support them.\(^\text{17}\)

This strategy enables students to focus on keywords and phrases of an assigned text that were worth noting and remembering. Then the whilst activities of summarizing strategy, the teacher always asked the students to evaluate the paragraph to find the main idea. This was also linked with research conducted by Soleimani and Nabizadeh, the results showed that summarizing strategy is used as a frequent way of considering the main points of passage.\(^\text{18}\) Then, according to Vandermay Summarizing strategy is condenses in your own words the main points in a passage.\(^\text{19}\)

Next, the result of the study showed that there was a significant difference between summarizing and DRTA strategies on the aspect of identifying specific information, and DRTA strategy was a more effective strategy on the aspect of identifying specific information. This is in line with what has been found by Erliana that the DRTA strategy was beneficial to enhance the students’ literal comprehension.\(^\text{20}\) Day and Park mention that literal comprehension covers the reader’s ability of understanding, recalling or verifying/Identifying the details, sequence of events, comparison, cause- effect relationship, and character traits.\(^\text{21}\) When applied the strategy in the classroom, the teacher asked students to determine the pre-stopping point in the text to ask them about the details of the text. Perhaps, it helped them to comprehend the text to find specific information


\(^{18}\) Soleimani, Hassan & Nabizadeh, Fatemeh. (2012). The Effect of Learner Constructed, Fill in the Map Concept Map Technique, and Summarizing Strategy on Iranian Pre-university Students’ Reading Comprehension. English Language Teaching; Vol 5 No. 9 p. 65


in a text. Besides that, the strategy taught students to monitor their understanding of the text and its purpose making students accustomed to finding or identifying detailed information in a text.

Then, the result of the study showed that there was no significant difference between summarizing and DRTA group on the aspect of making an inference. Yet, the average score of the DRTA group was higher than the summarizing group. It means the DRTA strategy was more effective though the difference in average between each group was not significant. As Al Odwan\textsuperscript{22}, Rahman & Akhyak stated that DRTA (Directed Reading Thinking Activity) is beneficial in leading the students to be active and become independent readers since this strategy engages them to have an active process that explores their ability to think critically.\textsuperscript{23} Last, the result of the study showed that there was no significant difference between summarizing and DRTA group on the aspect of vocabulary. Even though there was no significant difference between both groups on the aspect of vocabulary, the average score of the DRTA group was higher than the summarizing group. This was line with Agustiani stated that vocabulary was one of the aspects of reading comprehension which influenced the students’ reading comprehension achievement was probably caused by pre-reading activities that the teacher gave to the students as guidance before the students read.\textsuperscript{24} Further, she also stated that In this activity, the teacher guides the students by listing and explaining the meaning of some unfamiliar words in the texts that the students might have before starting to read.

Last, this study was restrained by some limitations. Since this research was conducted in the current situation where the spreading of COVID-19 is continuing, because of this situation the research was done online and the sample size was rather small may cause the limitation of this study. The result of the study also showed that there was no significant different between group who was taught by using DRTA strategy and group who was taught by using summarizing strategy in whole reading comprehension. It was caused by the situation faced now which made this study cannot be done effectively, and there were a lot weaknesses during the study was done.

\textsuperscript{22} Al Odwan, T. (2012). The effect of directed reading thinking activity through cooperative learning on English secondary stage students in Jordan. \textit{International of humanities and Social Science}, Vol. 2 No. 16, p. 142
\textsuperscript{24} Agustiani, Merie. (2016). The Effects of DRTA And LC Strategies on Students’ Reading Comprehension Achievement of Narrative Texts Based on English Score Levels. \textit{Journal of English Literacy Education}, Vol. 3 No. 2 p. 121
Conclusion

There are two conclusions of this study, which were about the comparison between the effect of summarizing and DRTA strategies on students’ reading comprehension at SMAN 9 Kota Bengkulu; namely, 1) Summarizing and DRTA strategy was not effective on students’ whole reading comprehension, 2) There was no significant difference in the aspect of making inference and vocabulary. However, there was some significant difference on the aspect of finding the main idea and aspect of identifying specific information.

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