

THE EFFECTS OF DRTA AND LC STRATEGIES ON STUDENTS' READING COMPREHENSION ACHIEVEMENT OF NARRATIVE TEXTS BASED ON ENGLISH SCORE LEVELS

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Abstract: Accelerating state development and promoting international relationship are the aims of Indonesian EFL teaching that require the students to have a good ability in reading. Therefore, teaching reading strategies to students is very essential to help them seek knowledge in this globalization era. Literature Circles (LC) and Directed Reading Thinking Activity (DRTA) are two strategies which are believed help students to have better comprehension. This study aimed at investigating the effects of DRTA and LC strategies on reading comprehension achievement of narrative texts. Forty eight tenth graders of MAN Baturaja were chosen randomly on the basis of their English score levels and assigned equally into LC and DRTA groups. Reading comprehension test was administered to the students before and after the interventions. The results indicated that both LC and DRTA strategies made difference on students' reading comprehension significantly ($p < 0.000$); there was significant difference in students' reading comprehension achievement between students in DRTA and LC groups ($p < 0.03$). However, there was no significant interaction effect of strategies used and English score levels on students' reading comprehension achievement ($p > 0.87$).

Keywords: *LC, DRTA, reading comprehension achievement, ten graders*

Reading, one of the four language skills, is very important to master in the context of teaching English as a Foreign Language (EFL) in Indonesia. That is because the main purpose of EFL teaching is to accelerate state development and promote international relationship (BSNP, 2006). Furthermore, English becomes more vital to Indonesia's international competitiveness since Indonesia is actively involved in Global trading and with Indonesia's entry into World Trade Organization in 1992 (WTO, 2012). In order to achieve the goals, reading is

Reading is an activity that encourages students to engage with the

considered to be essential for students to seek knowledge such as science, technology, nature, and so forth that mostly written in English. That can be the reason why the government aims to make Indonesian students have good ability in English literacy which cover performative, functional, informational, and epistemic levels. In senior high school level, for example, the government's target of Indonesian EFL teaching is to make the students have good ability in informational level of literacy in order to enable them accessing the knowledge (BSNP, 2006). texts in order to build meaning, grasp the main ideas, facts, and information presented in the texts. Grabe and Stoler

(2002, p. 9) explain, "Reading is the ability to draw meaning from the printed page and interpret this information appropriately." Day and Park (2005) mention that there are six types of comprehension; (1) literal comprehension, (2) reorganization, (3) inference, (4) prediction, (5) evaluation, and (6) personal response. In short, good reading depends on the reader's ability to cover those types of comprehension when reading.

Reading also becomes a very difficult skill to master since the students' language proficiency does not support them to have better comprehension of English reading material. Jafari and Shokrpour (2012) explain that students' failures in understanding the English texts are because they are lack of English proficiency, unfamiliarity with the content of the text, and less effective reading strategies use. In addition, Soureshjani and Naseri (2011) who investigated the relationship between self-esteem, proficiency level, and reading ability of Iranian EFL language learners found that learners' proficiency level was more correlated effectively with learners' reading achievement.

However, Indonesian students show poor performance of reading (PIRLS, 2011; PISA, 2012). In line with the results of these international assessments of literacy study, EFA global monitoring report of UNESCO (2014) also points out that Indonesia belongs to ten countries which account 72% of the global population of illiterate adults. In the context of Indonesian EFL teaching, especially in South Sumatera province, students also showed dissatisfied result of reading. Risnawati (2011), who did an investigation about reading comprehension at SMPN 4 Palembang,

in the early of her study, found that the students' reading performance was very poor. The mean scores of reading was 5, 09. From the result of her observation and the interview toward teachers and students, it was found that teachers' strategy in teaching reading was not varied. In line with Risnawati's findings, Oktariza (2010), who did investigation about the relationship among multiple intelligences, motivation in learning English, and reading comprehension achievement of the state senior high school students in Palembang, found that there were 348 (83, 06 %) of 420 students who became the sample of this study had poor performance of reading. Ibrahim (2013) also found similar result when investigating students' reading ability at SDN 1 Muara Rapi, Musi Rawas. Even after the completion of his treatment to the students, It was found that 24 (64%) out of 37 students still had low achievement of reading. Furthermore, similar problems were faced by students at MAN Baturaja. The documentation of their English achievement in the first semester reflected that they did not have good proficiency meaning that they had also poor performance of reading. The result of IRI test from Burns and Roe done by the researcher to determine the reading level of the students in this study also supported the previous documentation. The researcher found that most of the students were in frustration level. The writer also found that the students mostly got difficulties in finding main idea, vocabulary, and inference.

Since reading is a process to understand what they read, it cannot be just simply given by the teachers or instructors to the students, but the students must construct knowledge in their own minds. This process must be facilitated by teaching the students to be

aware of and use their own learning strategies (Slavin, 2003). That is why, teaching students a strategy of reading will be beneficial way that teachers can do to minimize the students' difficulties in reading and lead the students to have higher understanding. Applying reading strategies means providing the students a medium to begin improving their comprehension skill (Acosta & Ferri, 2010). Furthermore, Saeid (2014, p. 479) mentions on his article, "Use learning strategies are important to facilitate the learning process, recall and retention and a significant positive relationship exists between learning strategy and achievement." This is also in line with the research findings from Mohsenpour, Hejazi and Kiamanesh (2008) which showed that the students who report using learning strategies have high self-efficacy and more persistence in performing tasks.

Directed Reading Thinking Activity (DRTA) and Literature Circle (LC) are two strategies that teachers can use to help students comprehend the literary texts. The DRTA is a strategy that firstly introduced by Russell Stauffer (1965). This strategy consists of three phases which direct students to propose questions about a text they read, predict while they are reading, and verify their predictions. The DRTA is beneficial in leading the students to be active and become independent reader since this strategy engages them to have an active process that explores their ability to think critically (Al Odwan, 2012; Rahman & Akhyak, 2013). A research conducted by Erliana (2011) showed that through the three steps of DRTA strategy, students' reading achievement increased and they actively participate in the teaching and learning process. Furthermore, she also explained that besides improving students' achievement, DRTA also

improved students' self-confidences in performing the task.

Meanwhile, literature circles (LC) strategy that firstly introduced by Harvey Daniels (1995) is the other reading strategy that encourage the students to work in groups that supply a detail concept and permit them to have real and meaningful discussion about English literature. The idea of LC is on the basis of cooperative learning principles which allow students to learn through social interaction since they work in small mixed-ability groups to help each other learn (Slavin, 2003). Furthermore, the key principle of cooperative learning originates from Vygotsky's learning theory and his concept of the zone of proximal development (1978, as cited in Slavin, 2003) which describes that student will be successful to learn if they are helped by more knowledgeable peers. Literature circles (LC) strategy encourages the students to work in group, play a certain role in the group and discuss the reading material they are reading. A research conducted by Brown (2002) showed that LC was effective teaching strategy that could improve reading students' comprehension skill in middle school classroom. Furthermore, Diem (2011), who did a research that used 3-Ls (Libraries, Literature, and Literacy) as a teaching model for fifth graders in Palembang, found out that LC was one of the two sub strategies which were significantly effective to improve students' reading habit. This finding is also in line with the finding of Whittingham (2014) which showed that literature circles could be also used in university classrooms and it provided evidence that literature circles not only gave students motivation to read but also provided a purpose for completing the reading tasks. To sum up, it is

assumed that LC not only helps teachers enhance students' reading comprehension skill but also their reading habit and motivation in all education levels.

Referring to the background above, this study was aimed at investigating the effect of DRTA and LC strategies on reading comprehension achievement of narrative texts of the tenth graders at MAN Baturaja based on their English score levels.

METHODOLOGY

A two by three (2x3) factorial design was used in conducting this study. Creswell (2012, p. 311) explains that factorial design is a kind of research designs which enables the researcher to examine the independent and simultaneous effects of two or more independent variables on an outcome. It was participated by 48 tenth graders of MAN Baturaja.

They were randomly selected on the basis of their English score levels. The classification of the levels gained from the result that they obtained after completing an English final examination in the first semester of academic year 2014/2015. The students were classified into high, middle, and low levels of English score. The categorization of these levels was conducted since the researcher considered that the scores gained by the students after completing the test was the reflection of their language proficiency. It was used as moderator variable in this study in order to know that the students' comprehension achievement later on was caused by the strategies only or it might be caused by the interaction of the strategies used and their language proficiency. Then, the students were assigned equally into two

groups. The first group was the one that taught using LC (LC group) and the second group was taught using DRTA (DRTA group).

The data were obtained through a reading comprehension test. The pre-test and post-test were administered to LC and DRTA groups to see the differences on students' reading achievement before and after the treatments were accomplished. Reading comprehension test consisted of 45 multiple choice questions. It was constructed on the basis of the curriculum that was issued by education ministry of Indonesia in 2006 used for the tenth grade students, and covered all the aspects of comprehension.

Furthermore, before the reading comprehension test was administered to the participants, the test was firstly tried out to the 33 tenth graders of *MA Lukmanul Hakim Batumarta*. The reliability of the test was computed using Cronbach Alpha and the validity of the test was also analyzed statistically through the analysis of discrimination index and difficulty level. It was found that the reliability coefficient of the test was 0.898 meaning that the test items were internally reliable. Additionally, the analysis of difficulty level and discrimination index showed that the test items were mostly in moderate level and good discrimination index. Then, after accomplishing the pre-test, the treatments using LC and DRTA strategies were conducted.

In LC group, the students were asked to work in team and play roles when reading as proposed by Daniels (1995). The teaching procedures were (1) preparing the reading materials, (2) classifying the students into small groups, (3) introducing literature circles to the students and explaining them the roles that they were going to play in the literature group discussion, (4) asking

the students to read the literary texts and play the assigned roles, (5) asking them to present the result and have a self/peer reflection toward what they read.

Meanwhile, in DRTA group, the researcher exposed the students with the activities which were referred to the three basic steps proposed by Stauffer (1965); (1) developing purposes for reading, (2) developing habits of reasoning, and (3) developing habits of testing prediction. Firstly, teacher was required to guide and activate students' prior knowledge for having reading purposes by scanning the title, headings, subheadings, pictures or illustrations that might be available in the text. After that, teacher/researcher made open-ended questions to direct the students making predictions about the text based on the cues they had in the previous activity. While the students were reading the text, the teachers could also determine the pre-stopping point in the text to ask the students about details of the text and evaluate their predictions. At the end of reading, the teachers asked students to confirm the prediction accuracy by finding the supporting statements in the text.

FINDINGS

Descriptive Statistics

Judging from achievement level of LC group, it was obtained that the reading comprehension of the students before the intervention was at the average level with the mean score of pre-test was 59.4 and the standard deviation was 12.35. On the contrary, after the intervention, it was obtained that the mean score of post-test was 72.68 and the standard deviation was 8.8278 meaning that the students' reading comprehension achievement was at good level.

Meanwhile, in DRTA group, it was obtained that the students' reading comprehension achievements before and after the intervention were at average level with mean of pre-test was 56.6 with standard deviation was 13.47 and the mean of post-test score was 64.44 with standard deviation was 9.1507. The following table presents the score distribution of reading comprehension in LC and DRTA groups.

Table 1. The Score Distribution of Reading Comprehension in LC and DRTA Groups

	Mean Score Difference				Score Categorization							
	LC Group		DRTA Group		Score Interval	Category	LC Group		DRTA Group			
	Pre-test	Post-test	Pre-test	Post-Test			Pre-test	Post-test	Pre-test	Post-test		
Mean Scores	59.44	72.68	56.57	64.44			Pre-test	Post-test	Pre-test	Post-test		
							Freq (%)	Freq (%)	Freq (%)	Freq (%)		
					86-100	Very good	0 (0)	2 (8%)	0 (0)	0 (0)		
				71- 85	Good	5 (21%)	15 (63%)	4 (17%)	8 (33%)			
SD	12.351	8.8278	13.47	9.1507	56- 70	Average	11 (46%)	7 (29%)	9 (38%)	13 (54%)		
					41- 55	Poor	6 (25%)	0 (0)	6 (25%)	2 (8%)		
					< 40	Very poor	2 (8%)	0 (0)	5 (21%)	1 (4%)		

Statistical Analyses

To see whether or not there was significant difference in students' reading comprehension achievement of narrative texts before and after LC and DRTA strategies were implemented; paired sample t-test was used. It was found that the mean difference between students' score of pre-test and post-test in LC group was 5.958, the $t_{obtained}$ was 12.327, and the significance value was 0.000. Additionally, it was obtained that there was significant difference in comprehension aspects, except *detail* and *sequence*. Meanwhile, In DRTA group, it was obtained that the mean difference between students' score of pre-test and post-test was 3.542, the $t_{obtained}$ was 5.083, and the p value was

0.000. Then, it was found that *main idea, detail, inference, and study skills* were the aspects that had significant improvement. On the basis of those findings, it can be concluded that both *LC and DRTA strategies improve the students' reading comprehension achievement of narrative texts significantly.*

Furthermore, independent samples t-test was used to find out the significant difference in reading comprehension achievement of narrative texts between the students in LC and DRTA groups. The result showed that the mean difference of post-test scores between the two groups was 3.708, the t_{obtained} was 3.175, and the significance value was 0.003. The result indicated that there was significant difference in reading comprehension achievement of narrative texts between the students in LC and DRTA groups. Additionally, the aspects of vocabulary, inference, and study skills showed significant difference than the other aspects. Table 2 presents the result of paired and independent samples t-test of reading comprehension and its aspects in LC and DRTA groups.

Table 2. The Result of Paired and Independent samples t-test of Reading Comprehension Total and its Aspects

Variables	PRETEST		POSTEST		Mean Difference of Pre & Post LC within	Mean Difference of Pre & Post DRTA within	T-Value and sig. Pre & Post LC within	T-Value and sig. Pre & Post DRTA within	Mean Difference of Post-test between LC and DRTA	T-Value and sig. Post-test between LC & DRTA	T-Value and Sig. of Gain between LC and DRTA
	Mean LC	Mean DRTA	Mean LC	Mean DRTA							
<i>Read_Tot</i>	26.75	29.46	32.71	29.00	5.958	3.542	5.003 .000	12.927 .000	3.708	3.175 .005	2.850 .007
<i>MI</i>	3.92	3.96	4.79	4.75	.875	.792	3.969 .001	5.376 .000	.042	.158 .875	.234 .748
<i>Det</i>	3.83	3.50	3.83	3.88	0	.375	3.750 .086	0	-.042	-3.47 .710	-2.359 .031
<i>Seq</i>	3.67	3.21	3.83	3.71	.167	.500	1.358 .062	1.446 .162	.125	.777 .441	-1.190 .240
<i>CE</i>	5.17	4.67	5.65	4.92	.458	.250	1.000 .328	2.298 .031	.708	1.703 .095	.651 .518
<i>Voc</i>	3.83	4.04	5.17	4.38	1.333	.333	1.458 .148	5.596 .000	.792	2.382 .021	3.067 .004
<i>Inf</i>	3.50	3.04	4.79	3.58	1.500	.542	3.003 .006	6.134 .000	1.558	5.871 .000	3.251 .002
<i>SS</i>	3.04	3.00	4.67	3.39	1.625	.592	3.612 .001	2.035 .030	.303	3.280 .002	2.780 .008

Furthermore, the regression analysis with stepwise method was used to analyze the contribution of reading comprehension aspects toward reading comprehension achievement total caused by the strategies.

In LC group, it was found that students' reading comprehension achievement was contributed by the aspect of vocabulary (58.3%). Then, it was followed by cause effect (15.1%), inference (14.1%), main idea (5.9%), study skills (5.3%), detail (0.5%), and sequence (0.7%). Meanwhile, vocabulary (81.2%) was also the aspect which had the highest contribution

DRTA strategy toward students' reading comprehension achievement. The others were contributed by cause effect (6.2%), inference (6.2 %), main idea (2.2%), study skills (2.2%), detail (1.9%), and sequence (0.2%).

Then, two way ANOVA was used to find out the interaction effect of strategies used and English score levels on students' reading comprehension achievement. It was obtained that the p value of teaching strategies and English score levels was 0.827. It can be concluded that *there was not any significant interaction effect between strategies used and students' English score levels toward the students' reading comprehension achievement of narrative texts.*

Additionally, since a total interaction effect on students' reading comprehension achievement was not found, the researcher tried to find out whether there was a partial interaction on students' achievement of reading comprehension aspects. It was found that vocabulary was the aspect of comprehension which had an interaction with strategies used and English score levels since the p-value was 0.040. This

result indicated that there was a partial interaction effect of strategies used and the English score levels on students' achievement of comprehension aspects. The result of the analysis of two ways ANOVA is presented as follows

Table 4. The Result of Two-Way ANOVA

Variable/s	Df	F	Sig.
Reading Total	2	,191	,827
Main Idea	2	,151	,860
Detail	2	,149	,862
Sequence	2	,193	,825
Cause/Effect	2	,103	,903
Vocabulary	2	3,481	,040
Inference	2	2,102	,135
Study Skills	2	,925	,404

On the basis of partial interaction effect above, it is also necessary to find out the mean difference of pre-test and post-test scores of reading comprehension and vocabulary among the students with high, middle, and low levels of English score in LC group and those in DRTA group. It was obtained that students with high and middle levels of English score in LC group had significant difference in reading achievement of narrative texts than those who were in DRTA group. The *t* values were 3.614 and 4.951 with the *p*-values were 0.003 and 0.000. In addition, seeing from vocabulary aspect, it was obtained that the students with middle and low levels in LC group had significant improvement than those in DRTA group. The mean differences of post-test score of vocabulary aspect were 1.250 and 1.125 and the *p*-values were 0.000 and 0,031.

The result of paired and independent samples *t*-test of reading comprehension and the aspect of vocabulary viewed from students' English score levels is presented in Table 5 below.

Table 5. The Result of Paired and Independent samples *t*-test

Variables	Student English Score Levels	PRETEST Mean LC	PRETEST Mean DRTA	POSTEST Mean LC	POSTEST Mean DRTA	Mean Difference of Pre&Post LC within	Mean Difference of Pre&Post DRTA within	T-Value and sig. Pre & Post LC within	T-Value and sig. Pre & Post DRTA within	Mean Difference of Posttest between LC & DRTA	T-Value and sig. Posttest between LC & DRTA	T-Value and sig. of Gain between LC and DRTA
Read_tot	High	32.50	31.75	36.75	32.88	4.250	1.330	6.298 .000	3.813 .007	3.879	3.614 .003	4.243 .001
	Middle	27.38	26.13	33.00	28.88	5.625	2.750	7.701 .000	3.924 .006	4.129	4.951 .000	2.840 .013
	Low	20.38	18.50	28.38	25.25	8.000	6.750	14.967 .000	5.014 .002	3.125	2.010 .064	.863 .403
Voc	High	5.25	5.38	5.75	5.75	.500	.625	1.871 .04	.893 .402	.000	1.000	.251 .805
	Middle	3.88	4.38	5.50	4.25	1.625	-.125	3.870 .006	-.423 .689	1.250	5.000 .000	3.410 .004
	Low	2.38	2.38	4.25	3.13	1.875	.750	4.710 .002	1.821 .111	1.125	2.393 .031	1.964 .070

DISCUSSIONS

After accomplishing the treatments using literature circles (LC) strategy and directed reading thinking activity (DRTA) strategy, the students' reading comprehension achievement improved. There was a significant difference in reading comprehension achievement in LC group which was no more students in the category of very poor and poor; instead two students were on very good category and fifteen students were on good level. Meanwhile, in DRTA group, the students also had an improvement. The students who were in the category of very poor and poor level were decreased. Eventhough there was not any students was in very good category, but more than half students were on good and average level. Those results

proved that applying reading strategies to the students is very important to help them have good comprehension (Acosta & Ferri, 2010; Saeid, 2014; Mohsenpour, Hejazi and Kiamanesh, 2008). Additionally, Stoller, Anderson, Grabe, and Komiyama (2013) mention, "Teaching students on how to comprehend the texts and discussions of how comprehension is achieved are important elements of wide-ranging teaching curricula." The detail discussions are as follows:

First, in LC group, the result of paired sample t-test showed that there was a significant difference in students' reading comprehension achievement before and after they were taught using literature circle (LC) strategy. This finding was similar to the findings of Li (2005), Diem (2011), and Whittingham (2014) who found that LC could significantly improve the students' reading comprehension achievement. Daniels (2002) describes that even though there were many innovations towards its implementation in reading classrooms such as the selection of books used by the teachers, the modified roles played by the students, and other innovations because of students' needs or curriculum tendencies, but this strategy still focus on giving the students more time to read, more choice in what they read, more opportunities to pose and pursue their own questions, more responsibility in making meaning for themselves, and more freedom to conduct their own inquiry. Furthermore, Li (2005) explained that literature circle, as a literacy event, assist to enhance students' cultural literacy in English not only in the sense of reading and writing, but also in the sense that their communication skills in English, which are inherently part of culture. This strategy made them involve in the

readings through making connections with their own and their group members' cultures and experiences. It motivated them to willingly develop their literacy skills in the target language through reading, discussing and appropriating their prior knowledge.

Second, in DRTA group, the intervention using DRTA strategy was conducted for 30 meetings. After the treatment had been finished, it was obtained that DRTA strategy also significantly made difference on students' reading comprehension of narrative texts. These findings were similar to the findings of Andriani (2013), Sumadayo, Slamet, Nurkamto, and Suwandi (2013), Rahman and Akhyak (2013), Anggreni, Marhaeni, and Dantes (2013). DRTA strategy was beneficial to enhance students' ability in identifying the topics, main idea, and literal comprehension which included the students' understanding of sequence of events and cause effect relationship. Further, she also explained that students' improvement in reading comprehension was because the teacher activated and built schemata by utilizing the prior knowledge and trying to find out the relation with the existing information (Erliana, 2011). Stahl (2008) explain that DRTA strategy is an effective strategy that can be used to promote students' inferential and evaluative responses to text in all level of ability. Furthermore, Al Odwan (2012) mentioned, "The directed reading thinking activity is a much stronger model for building independent readers and learners."

Third, the result of independent t-test indicated that the students in LC group showed significant improvement in reading comprehension than the students in DRTA group. The

researcher assumed that the improvement of students' reading achievement in LC group was because of the students' team work activities in the classroom that gave the students' more time to read and share the idea among the group members in comprehending the reading texts given. The researcher observed that the students enjoyed discussing with their friends. They communicated and shared the idea to have comprehension on what they read. This condition was in line with Vygotsky's learning theory (1978, as described in Slavin, 2003) which explained that the student's involvement and the interaction with a more competent person in the responsibility of everyday problem-solving and tasks, external, socially-mediated dialogue is gradually internalised and becomes an inner, personalised resource for the children's own thinking. Furthermore, literature circles strategy is one kind of cooperative learning strategies. Slavin (2003, p. 287) mentions, "Cooperative learning programs are successful because they reward both group and individual effort and improvement and because groups are responsible for the individual learning of each group member."

When analysing the improvement of comprehension aspects, it was obtained that *vocabulary*, *inference*, and *study skills* were the aspects which had significant difference between the students in LC and DRTA groups. The students in LC group had better improvement in those aspects. This improvement occurred since in LC strategy the students were required to work in groups, play a certain roles, and share the idea among the members of the group. Some of the assigned roles were *vocabulary enricher*, *discussion director*, *connector* and *illustrator* that lead the students to know more the new

vocabularies they found when reading, direct them to have prediction, see relationships between the short story to another story they had read, watched, listened, and visualize the story which help them to get the idea and all the gist on the text.

Additionally, Pan and Wu (2013) describe that the students in cooperative reading class have more opportunities to learn actively, and enable them to achieve higher self-efficacy. During the discussion, the students get peer assistance and encouragement that make them willing to spend more time to study and enjoy the cooperative learning activities more than listening to teachers/lecturers.

Then, the result of two-way ANOVA showed that there was not significant interaction effect of strategies used and students' levels on reading comprehension achievement. It can be interpreted that both LC and DRTA strategies can be implemented toward the students with high, middle, and low levels of English score. However, when analyzing the interaction effects of strategies used and students' English score levels on students' achievement of reading comprehension aspects; it was found that vocabulary was the aspect which had interaction effect with strategies used and students' level of English score.

It can be interpreted that there was partial interaction effect of strategies used and students' English score level on students' achievement of reading comprehension aspects. Additionally, it was obtained that the students with middle and low English score level in LC group had significant improvement in vocabulary compared to those in DRTA group.

The significant of vocabulary improvement in LC group can be influenced by some reasons. *First*, LC strategy is believed as one of strategies that can be effectively used to improve students' reading comprehension. The effective strategy uses have positive correlation on students' reading comprehension achievement (Zare and Noordin , 2011; Zare , 2013). Furthermore, as explained before, LC strategy is the students' team-work activity in which each of them was responsible to share information based on the role that they played (Daniels, 1995). One of the assigned roles in this strategy was *vocabulary enricher*. The students who played this role should find out the meaning of difficult words they encountered when reading. So this role caused the students know more about new vocabularies. Since vocabulary is one of the important aspects of comprehension, it has no doubt that it can make the students have better comprehension. The improvement of vocabulary of the students with middle and low level in LC group also proves that social interaction in cooperative learning programs is able to enhance students' achievement since they work in group and they are responsible to help and share the idea to each other (Slavin, 2003).

Second, the improvement in vocabulary aspect was caused by the exposure of the use of narrative texts in this study. Narrative is one kind of literary genres which gives contribution to students' linguistics development. Collie and Slater (1990, as cited in Hişmanoğlu, 2005, p.54) point that many literary works give learners authentic models of language in real life situations which enable the learners to be familiar with various forms, functions, and meanings of language. In

line with this explanation, Hişmanoğlu (2005, p. 58) also describes on his article that literature offers the students a large number of models of words and sentence structures.

Third, the improvement of vocabulary on the students with middle level proves that students' language proficiency is one of the other factors that may influence students' reading comprehension achievement. The students with middle level in this study were considered as the readers with sufficient proficiency that can be used as the basis to have good comprehension on narrative texts they read and make use of reading strategy effectively and appropriately. A research conducted by Soureshjani & Naseri (2011) toward Iranian EFL language learners found that learners' proficiency level was more correlated effectively with learners' reading achievement rather than their self-esteem. It is also supported by Anderson (1991, in Li, 2014) who described that the students with different proficiency level would implement strategies in different way although they were given the same sub sets of strategies.

Additionally, Pan and Wu (2013) explained that cooperative learning significantly improve the reading comprehension achievement of students with medium and low proficiency. It offered limited benefits for students with high proficiency. This is because the students with high proficiency were indicated that they could not obtain assistance from the students with medium and low proficiency when they encountered unsolved problems, and lacked a model to emulate.

CONCLUSIONS

Both LC strategy and DRTA strategy were effective to make improvement on students' reading comprehension achievement of narrative texts of the tenth graders at MAN Baturaja in academic year 2014/2015. It could be seen from the progress they got before and after the treatment accomplished. These two strategies were able to guide the students to encourage the students to have better comprehension. The difference was only in the way of teaching procedures given to the students. LC focused on team work among students and the teacher did not involve directly in process of reading since they worked and shared to the members of the groups. Meanwhile, DRTA focused on teacher who directly guided the whole students in the classroom in the process of reading to comprehend the narrative texts that they read.

LC strategy caused more significant difference in students' reading comprehension than DRTA strategy. It could be seen from the mean difference and the result of independent t-test got by the students after the treatment given. The students' reading comprehension achievement of narrative texts in LC group was more significantly different than those who were in DRTA groups. Additionally, interaction effect of strategies used and students' English score levels on students' reading comprehension achievement did not occurred. In spite of no interaction effect, it was found a partial interaction effect of strategies used and English score levels on students' achievement of reading comprehension aspect. The students with middle and low level of English scores in LC group had better improvement in vocabulary than the

students with middle level of English scores in DRTA group.

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