

THE EFFECT OF DRTA LEARNING MODEL ASSISTED WITH COMIC MEDIA ON THE READING ABILITY OF STUDENTS IN CLASS IV ELEMENTARY SCHOOL

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Abstract: This study aims to determine the effect of *Direct Reading Thinking Activity* (DRTA) learning model assisted by comics on the reading comprehension ability of fourth grade students at SDN Genuk Ungaran Barat. This research used a quantitative approach with an experimental method, namely *Quasi Experimental Design with Non-Equivalent Control Group design*. The population in this study were all fourth grade students of SDN Genuk Ungaran Barat. Meanwhile, the samples in this study were fourth grade students at SDN Genuk 01 and fourth grade students at SDN Genuk 02 Ungaran Barat. Data collection techniques used cognitive domain tests, observations, interviews, and documentation. The data analysis technique used is *the Independent Sample T-Test* and Simple Linear Regression Test. The results of this study indicate: (1) There is an average difference in students' reading comprehension skills between the control class and the experimental class, which can be seen from *the Independent Sample T-Test* and the value of $t_{count} > t_{table}$ ($3,611 > 2,008$) with a sig. (2-tailed) value of $0.001 < 0.05$ then H_0 is rejected and H_a is accepted. (2) There is an effect of Direct Reading Thinking Activity (DRTA) learning model assisted by comic media on students' reading comprehension ability, which can be seen from the Simple Linear Regression Test and obtained a significance level of $0.000 < 0.05$ with a percentage value of $R^2 = 0.573 = 57.3\%$, then this regression model can affect the participation variable. So it can be concluded that the *Direct Reading Thinking Activity* (DRTA) learning model assisted by comics media affects the reading comprehension ability of fourth grade students at SDN Genuk Ungaran Barat.

Keywords: DRTA Learning Model; Comic Media; Reading Comprehension Ability.

PRELIMINARY

One of the content materials included in thematic learning of the 2013 curriculum is Indonesian. Indonesian is a compulsory subject and very important to be taught at all levels of education. Which is there are four skills that must be developed by teachers for their students. According to Tarigan (2015), the four skills are listening

skills, speaking skills, reading skills, and writing skills. In learning process, the four language skills must be implemented in a balanced and integrated manner, especially in reading skills which must receive special attention because many children are already in elementary school but have not been able to read well. Reading skill is one of the most influential skills in the process of improving students' abilities. Through reading, students can explore their potential and skills, increase positive attitudes, train concentration, broaden their horizons, and can improve their performance at school (Sugiarti, 2012). So with the existence of learning to read in elementary school, students can further sustainably develop themselves. If a child of school age cannot immediately read, he will experience many difficulties in learning several fields of study in the next class (Zuchdi, 2004).

In learning Indonesian in high grades, especially fourth grade elementary school students, it is more demanding for students to be able to understand the meaning of a text. Understanding the meaning of a text requires special skills, namely reading comprehension. In fourth grade elementary school students, reading development is no longer on the recognition of writing, but already on the level of reading comprehension. It has also been explained by Purwanti & Putra (2019) that high grade elementary school students not only understand written symbols, but can understand reading and can retell what they have read. According to Somadayo (2011) reading comprehension is a reading process that is carried out carefully and thoroughly to read the entire contents of a text and connect the contents of text with previous knowledge. From this understanding, reading comprehension is one aspect of language skills that must be mastered by elementary school students, especially the high grades elementary school students. By doing reading comprehension activities, students become more active in obtaining various information in a relatively short time.

One of the problems currently being faced in the world of education in Indonesia is the low level of students' reading comprehension skills in learning activities at school. This is in line with the results of a survey conducted by the *Program for International Student Assessment* (PISA) in 2018. The results of the latest PISA survey show that Indonesia is ranked 74th out of 79 countries or ranked 6th from the bottom, which is in the ability category of reading Indonesia only achieved an average score of 371 points

(PISA, 2018). From these data, it can be said that students' reading comprehension in Indonesia is still relatively low.

Problems in learning reading comprehension also occur at SDN Genuk 01 and 02 Ungaran Barat. Based on the results of a preliminary study tested by researchers on fourth grade students at SDN Genuk 01 and 02 Ungaran Barat, it can be seen that the level of reading comprehension ability is still relatively low, because of the average percentage of two elementary schools, only 48.1% of students already have the ability to reading comprehension, with a total average type of literal understanding of 49.5% and an average type of interpretation of 46.6%. The percentage of students reading comprehension skills at SDN Genuk 01 is said to be quite low compared to SDN Genuk 02. Of the 28 fourth grade students at SDN Genuk 01, only 45% students already have reading comprehension skills. Meanwhile, in the fourth grade of SDN Genuk 02, out of 25 students, who already have reading comprehension skills 51.1%. This shows that the student's ability in reading comprehension is still low.

Low level of reading comprehension ability is because there are still many students who cannot understand the contents of a text. From the results of interviews conducted by researchers with classroom teachers, he said that when students were asked to read, students could read them well and fluently, but when answering questions about the content of a text, students still had to look back at the contents of text before they could answer questions. Students have difficulty in understanding the contents of text due to various factors, one of which is the learning process which is still centered on the educator, whereas in learning students are less actively involved in participating in classroom learning. Then the teaching model used by the teacher still utilizes the delivery of material, discussions, and giving assignments to students. In addition, when providing learning, teachers rarely use learning media, only relying on student books as teaching materials, so that student's interest in reading is getting lower.

Based on these conditions, there is a need for new innovations in the use of appropriate learning models and media to improve students' reading comprehension skills. One of the learning models that can be used to improve reading comprehension is DRTA (*Direct Reading Thinking Activity*) learning model. According to Bariska (2013), DRTA learning model is an Indonesian learning activity that focuses on students' involvement with the text, because students prove and predict it when they read. The

reason of researcher used this model is because in its application this model can make students focus on following the learning process and can stimulate students' memory. This happens because students are directed to think before the lesson begins so that students can find information easily and teachers also easily involve students actively in the learning process. So the advantages of the DRTA model are that it can make students active in reading, make students focus on determining reading goals, and students can involve their thinking processes when reading (Yuliantika , 2018).

In using the learning model implemented by the teacher, it will certainly be more meaningful and support success in the learning process if it is balanced with the use of media or tools that are useful in learning. One of the appropriate and suitable learning media to be used in learning reading comprehension is comics media. Comic media is a story that is equipped with funny and interesting pictures (Daryanto, 2010). Researchers chose this media because comics media have several advantages, that is comic media uses daily language so that students quickly understand the contents of text; comic media uses images that can clarify the words of the story; and also comic media uses attractive colors so that students will be more motivated and interest in reading also will increase.

This study aims to determine whether there is an effect of DRTA learning model assisted by comics media on improving students' reading comprehension skills. This study focuses on students' reading comprehension skills. In this study, it is hoped that later it will be able to become an alternative to improve students' reading comprehension skills.

Based on the description of the weak reading comprehension skills of students and the advantages that exist in the DRTA learning model and comic media as learning support, the researchers consider it necessary to conduct a study entitled "The Effect of *Direct Reading Thinking Activity* (DRTA) Learning Model Assisted by Comic Media on The Reading Comprehension of Class IV Students at SDN Genuk Ungaran Barat".

METHOD

This research is a quantitative research that is used to test the established hypothesis, the data obtained from the sample or population will be in the form of numbers and analyzed using statistical tests (Sugiono, 2015). The type of experimental

method used is Quasi Experimental Design in the form of Non-Equivalent Control Group Design. The population in this study were all students of SDN Genuk 01 and SDN Genuk 02 Ungaran Barat. Meanwhile, the samples used were fourth grade students at SDN Genuk 01 and fourth grade students at SDN Genuk 02 Ungaran Barat who were still in the same cluster. The sampling technique in this study used the Non Probability Sampling technique with the type of purposive sampling technique. In this study, the control class will be treated in the form of learning with the DRTA learning model, while the experimental class will be treated in the form of learning with the DRTA learning model assisted by comic media.

Data collection techniques used include cognitive test instruments in the form of pretest and posttest questions in the form of an essay with a total of 15 questions. This test aims to measure the results of students' reading comprehension ability after the treatment in the experimental class and control class. In addition, there are non-test instruments including the first is observations made to monitor student activities in learning activities, the instrument used is observation sheets for teachers and students. The second is structured interviews, which were conducted with teachers and students. The third is documentation, used to obtain data and information in the form of documents or images that can support research. Initial data processing using validity, reliability, difficulty level, and distinguishing power. Meanwhile, for data analysis using normality test, homogeneity test, *independent sample t-test*, and simple linear regression test.

RESULTS

A. Test Results Independent Sample T-test

The following are the results of independent sample t-test of the data on the value of students' reading comprehension skills using DRTA learning model assisted by comics media. In summary, the test results can be seen in Table 1 below:

Table 1. Test Results of Independent Sample T-Test

Independent Samples Test	
Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' Reading Comprehension Skills	Equal variances assumed	1,661	.203	3,611	51	.001	14.053	3,892	6.239	21,867
	Equal variances not assumed			3.556	44,745	.001	14.053	3.952	6.093	22,013

Based on the results of calculating data above, by looking at the value of Sig.(2-tailed) it gets a value of $0.001 < 0.05$, so H_0 is rejected and H_a is accepted, which means there is a difference between experimental class and control class.

In addition, it can also be seen that the average *post-test* value of experimental class is 80.89, which is greater than the average value of control class of 66.84. Following are the results of *post-test* comparison of the averages of two classes:

Table 2. Comparison Results of Average Reading Comprehension Ability

Understanding Type	Sub Indicator	School name				Average
		SDN Genuk 01		SDN Genuk 02		
Literal Understanding	Mention the characters of the story	84%	84.3%	67%	78.3%	81.3%
	Mention the character's character	87.5%		82.5%		
	Mention the background story	80%		86%		
	Interpreting difficult words	84%		84.5%		
	Explain the storyline	86%		71.5%		
Understanding Interpretation	Determining the theme of the story	81%	78.5%	57.5%	51%	64.8%
	Determining the message of the story	85%		59%		
	Summarizing the story	69.5%		36.5%		
Total		82.1%	81.4%	68.1%	64.7%	73%

From these data, it can be seen that there are differences in the average results of all students, which indicates that the results of experimental class are superior to those of control class.

In addition to the results of the t-test, it can also be seen from the results of observations that have been made. The following are the results of comparative observations of student activities in participating in learning:

Table 3. Experimental and Control Class Observation Results

School name	the meeting	Percentage (%)	Criteria
SDN Genuk 01 (Experiment Class)	1	76.15	Well
	2	79.84	Well

	3	82.11	Well
Average		79.37	Well
SDN Genuk 02 (Control Class)	1	73.79	Well
	2	75.17	Well
	3	77.50	Well
Average		75.49	Well

Based on the data above, it can be seen that experimental class students are more enthusiastic about participating in learning, where the average result of experimental class is 79.37, which is greater than control class average of 75.49. So it can be concluded that experimental class and control class there are differences in the use of comic-assisted DRTA learning model on students' reading comprehension skills.

B. Simple Linear Regression Test Results

The following is the result of obtaining a simple linear regression test on the value data of students' reading comprehension skills by applying the DRTA learning model assisted by comics media. In summary, the test results can be seen in Table 4 below:

Table 4. Simple Linear Regression Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.757 ^a	.573	.556	8.843

a. Predictors: (Constant), Comic Media-assisted DRTA Model

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2723,287	1	2723,287	34,821	.000 ^b
	Residual	2033,392	26	78.207		
	Total	4756,679	27			

a. Dependent Variable: Reading Comprehension Kemampuan
 b. Predictors: (Constant), Comic Media-assisted DRTA Model

Based on the results of calculation of data above, it is known that a significance level of $0.000 < 0.05$ with an R square value of $0.573 = 57.3\%$, so that H_0 is rejected and H_a is accepted. So, there is an effect between variable X (DRTA learning model assisted by comic media) on variable Y (reading comprehension ability), and has an effect of 57.3%.

In addition to the results of the regression test, it can also be seen from the results of observations. Following are the results of the average observations of two classes:

Table 5. Observation Results in Average Reading Comprehension

Understanding Type	Sub Indicator	School name				Average
		SDN Genuk 01		SDN Genuk 02		
Literal Understanding	Mention the characters of the story	95.3%	82.1%	87%	66.5%	74.3%
	Mention the character's character	80.7%		60.3%		
	Mention the background story	82%		72.3%		
	Interpreting difficult words	67.7%		50.3%		
	Explain the storyline	85%		62.3%		
Understanding Interpretation	Determining the theme of the story	81.3%	79%	65%	61.3%	70.2%
	Determining the message of the story	80.7%		62%		
	Summarizing the story	75%		57%		
Total		81%	80.6%	64.5%	63.9%	72.2%

Based on the observation data, it shows that experimental class results are higher than control class observations. Thus, it can be concluded that there is a significant influence between the comic-assisted DRTA learning model on students' reading comprehension skills.

DISCUSSION

Based on the results of independent sample t-test, it shows that there are differences in the results of reading comprehension skills between experimental class (SDN Genuk 01) which applies DRTA learning model assisted by comics, and control class (SDN Genuk 02) which only applies DRTA learning model. This is proven by the results of independent sample t-test whose summary results are in Table 1, it can be seen in the significance value which shows a value of $0.001 < 0.05$, so H_0 is rejected and H_a is accepted, which means that there is a difference in the average reading comprehension ability of students between the experimental class and the control class. In addition, from the average posttest value in each class, which in the experimental class has an average value of 80.89 where the average is greater than the average posttest value of the control class which only has an average value of 66.84.

Meanwhile, the average percentage of students reading comprehension skills, which is summarized in table 2, shows that the results of the experimental class are superior to those of the control class. Whereas, out of 28 fourth grade students of SDN Genuk 01, as many as 81.4% of students already have good reading comprehension skills, with an average literal understanding of 84.3% and interpretation understanding of 78.5%. While in grade IV SDN Genuk 02 of 25 students, who already have reading comprehension skills are 64.7%, with an average literal understanding of 78.3% and interpretation understanding of 51%. This is because the experimental class is given treatment by applying the DRTA learning model assisted by comics media, so that the level of students' reading comprehension ability can increase.

The results of this study are supported by research conducted by Sucitayana, Putra & Suardika (2014) which stated that the DRTA learning model provides significant differences in the experimental group and control group students, with the experimental group's average value being greater than the control group. This is because learning that applies the DRTA learning model focuses on student engagement with the text because students predict and prove it when they read. The use of the DRTA learning model can improve students' reading comprehension because this activity is rich in more interactive tasks and consequently provides students with new concepts, ideas, suggestions, and thinking styles (Al Odwan , 2012).

In addition to the results of t-test, it can also be confirmed from the results of observations of student activities in table 3, which shows that in both classes, students became more active at each meeting. Based on the results of the observation data, it shows that in the experimental class students are more enthusiastic in participating in learning compared to the control class. This is because the experimental class was given *treatment* by applying the DRTA learning model assisted by comics media, so that students became more interested and enthusiastic in participating in learning.

From the results of interviews that have been conducted by researchers with students and teachers, it is stated that students in participating in learning are happier and more enthusiastic when using learning media, because with the use of

media, students do not get bored quickly and students become more interested in participating in the ongoing learning. Learning by using comic media makes learning more interesting, so that children's motivation is increased and can eliminate boredom, students do more learning activities such as observing, imagining, and feeling what is happening in the story (Meidyawati, Rustono & Hodidjah, 2018).

So, it can be concluded that the application of DRTA learning model assisted by comics media on students' reading comprehension skills gave different results between the experimental class and control class, where the experimental class showed superior results compared to the control class. This is due to the use of learning models and media that make students more interested and enthusiastic in participating in the learning process.

Based on the results of a simple linear regression test, it shows that there is an influence of the DRTA learning model assisted by comics media on students' reading comprehension skills. This is proven by the results of a simple linear regression test whose summary results can be seen in table 4 and obtained a significance value of $0.000 < 0.05$, so that H_0 is rejected and H_a is accepted, which can be said that the variable X (DRTA learning model assisted by comic media) has a positive effect on the Y variable (reading comprehension ability). In addition, judging from the average value in the experimental class which got an average score before treatment was 42.74 and after receiving treatment with the DRTA learning model assisted by comics media, the average value increased to 80.89. From these results, it can be seen that there is a significant influence between the DRTA learning model and the DRTA learning model assisted by comics media on students' reading comprehension skills. The results of this study are supported by previous research conducted by Dewi, Ganing & Abadi (2018), which stated that the use of the DRTA model assisted by animation media can influence students' reading comprehension skills.

In learning to use DRTA model assisted by comic media, it can make it easier for students to understand the content of a story, so that students gain broader knowledge and can develop their thinking power for the better, so this model and media are suitable to be used to improve students' reading comprehension skills.

According to Habibollahi & Behroozizad (2018), revealing that the DRTA model is one of the successful learning models used by teachers as an effective means of teaching reading comprehension, by using this model, students become more enthusiastic about reading, and they will be able to use their critical thinking and can actively participate in conveying their ideas. This is also supported by research conducted by Somadayo (2013) which stated that DRTA learning model is better than DRA learning model and the PQRST model in improving students' reading comprehension skills.

The use of comic media in the classroom can also be used as an alternative in teaching reading comprehension, comic media can bring a new atmosphere in learning process and help students reading comprehension become easier (Dwi C, et al, 2017). This is also supported by research conducted by Untari & Saputra (2016) which stated that comics media have an effective influence on reading comprehension ability of fourth grade elementary school students.

From the results of observations, the summary of results can be seen in table 5, indicating that the student's reading comprehension ability in experimental class has a higher influence than control class. Because the experimental class was given *treatment* by applying the DRTA learning model assisted by comic media. While the control class only applies the DRTA model during learning process. From the results of interviews that have been carried out by researchers with students, they state that students feel happy if learning in the classroom applies the DRTA learning model assisted by comics media, because with the use of these models and media students become more understanding of material being taught and also students become bolder and motivated to answer questions posed by the teacher during class learning.

DRTA model will make students interested in reading activities, and in the end will affect their grades and their motivation to learn. (Habibollahi & Behroozizad, 2018). In addition, the use of learning models Media-assisted influences learning motivation between the experimental class and the control class by proving that the average learning motivation of experimental class is higher than control class (Purwanti & Putra , 2019).

Based on the explanation above, it can be concluded that several factors influence students' reading comprehension skills, including psychological factors that include students' motivation and interest in reading comprehension which are pushed by several things, for example by applying a learning innovation in the form of teaching models/methods and also media that can be used to help students master and understand the learning material. By using the DRTA learning model assisted by comic media and by familiarizing students with reading, it will be easier for students to understand the content of a story so that students can gain broader knowledge, be able to develop their thinking power for the better, and be able to have a broader picture of the material to be studied.

CONCLUSION

From the results and discussion above, it can be concluded that there is a significant difference in students' reading comprehension skills between the experimental class and the control class. This is proven by the results of the *Independent Sample t-test*, and obtained a significance value of less than 0.05 ($0.001 < 0.05$). Then, there is the effect of using DRTA learning model assisted by comics media on the reading comprehension ability of fourth grade students. This is proven by the results of simple linear regression testing, and obtained a significance value of less than 0.05 ($0.000 < 0.05$) with a percentage value of $R^2 = 0.573 = 57.3\%$, which indicates that the variable x (media-assisted DRTA learning model comics) has a positive effect on the variable y (students' reading comprehension ability).

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