

THE EFFECT OF DIRECT READING THINKING ACTIVITY (DRTA) AND READING ATTITUDE TOWARD READING ON STUDENTS' READING COMPREHENSION

THESIS

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“Bismillahirrahmaanirrahiim”

All praises be to Allah, the universal Lord who has bestowed His blessing upon the researcher in completing this thesis. Peace and Blessing be upon Prophet Muhammad SAW, his families, his companions and his followers.

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Therefore, I would like to express great honors and deepest gratitude to U. Suparman, MA., Ph.D. and Elin Driana, Ph. D., two excellent advisers of mine for their valuable help, guidance, correction, and suggestions for the completion of this thesis.

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Finally, the researcher hopes that this thesis will give high contribution for the development of teacher professionalism and at improving students' language skills. The researcher also realizes that this thesis is not perfect yet. Therefore, the researcher would like to welcome for constructive suggestions and criticism to make this thesis better.

Jakarta, November 12th, 2012

Diah Purwandari

ABSTRACT

Diah Purwandari. *The Effect of Direct Reading Thinking Activity (DRTA) and Reading Attitude toward Reading on Students' Reading Comprehension*. An Experimental Study at STIE Kusuma Negara, Cijantung, East Jakarta. Thesis. Post Graduate Program of Muhammadiyah University of Prof. DR. HAMKA, 2012.

The aim of this thesis is to find out the effect of Direct Reading Thinking Activity (DRTA) and Reading Attitude toward Reading on Students' Reading Comprehension. Four classes of management classes are chosen randomly and assigned as the experimental class and the control class. The samples are 61 students for the experimental class and 60 students in the control class.

This study applied quantitative method for reading comprehension test and ASRA (Adult Survey Reading Attitude) as the instruments. It is assumed that DRTA and Reading give positive effect on students' reading comprehension. After setting into experimental class and control class, experimental were taught using DRTA and control class were taught using regular method. By the end of the 10 sessions, those students were assigned to take a Reading Comprehension Test and fill in the ASRA questionnaire.

The result of the data analysis indicates that there was not statistically significant difference effect between high and low attitude on students' reading comprehension. Students who were taught by DRTA got the average value higher than Conventional method. The result indicated that there was a positive, linear relationship among the three variables. The R square value which was 0.316 represented the proportion of variation in the dependent variable that was explained by the independents variables. This meant about 31.6 % of the variance in the dependent variable or reading comprehension was explained by the independent variables method (DRTA and conventional) and reading attitude and 68.4 % was explained by other factors. The students who were taught using DRTA show a significant effect on students' reading comprehension.

ABSTRAK

Diah Purwandari. Pengaruh Direct Reading Thinking Activity (DRTA) dan Sikap Membaca terhadap Pemahaman Membaca Siswa. Studi Eksperimental di STIE Kusuma Negara, Cijantung, Jakarta Timur. Tesis. Program Pasca Sarjana Universitas Muhammadiyah Prof. DR. HAMKA, 2012.

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh Direct Reading Thinking Activity (DRTA) dan Sikap Membaca terhadap Pemahaman Membaca Siswa. Empat kelas manajemen dipilih secara acak dan ditetapkan sebagai kelas eksperimen dan kelas kontrol. Sampel penelitian adalah 61 siswa untuk kelas eksperimen dan 60 siswa untuk kelas kontrol. Setelah ditetapkan menjadi kelas eksperimen dan kelas kontrol, kelas eksperimen diajar dengan metode DRTA dan kelas kontrol diajar dengan metode reguler. Pada akhir 10 sesi, para siswa tersebut ditugaskan untuk mengikuti Tes Pemahaman Membaca dan mengisi kuesioner ASRA. Penelitian ini menggunakan metode kuantitatif untuk tes pemahaman bacaan dan instrumen ASRA (Adult Survey Reading Attitude).

Hasil analisis data menunjukkan bahwa secara statistik tidak terdapat perbedaan pengaruh yang signifikan antara sikap tinggi dan rendah terhadap pemahaman bacaan siswa. Siswa yang diajar dengan metode DRTA memperoleh nilai rata-rata lebih tinggi dari metode konvensional. Hasil penelitian ini juga menunjukkan bahwa terdapat hubungan yang positif dan linier antara ketiga variabel tersebut. Nilai R square sebesar 0,316 merupakan proporsi variasi variabel terikat yang dijelaskan oleh variabel bebas. Hal ini berarti sekitar 31,6 % variasi dalam variabel terikat atau pemahaman membaca dijelaskan oleh metode variabel bebas (DRTA dan konvensional) dan sikap membaca dan 68,4% dijelaskan oleh faktor lain. Siswa yang diajar menggunakan DRTA menunjukkan pengaruh yang signifikan terhadap pemahaman membaca siswa.

THESIS ADVISOR APPROVAL

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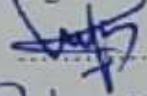
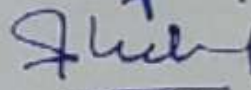
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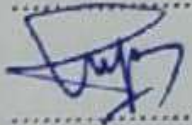
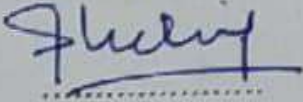
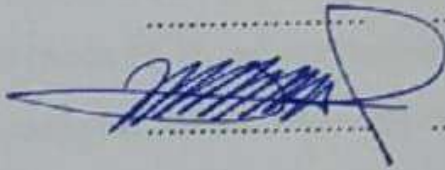
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

The ability to read is the basis for success in school and later in future career. In fact, reading as one of the major communicative competences in society plays important role in people's lives because the written word has central function in society as a way to transmit the culture." Reading is also an important gateway to personal development and to social economic life. In fact, reading allows the readers to learn "about other people", about history and social studies, the language arts, science, mathematics, and other content subjects that must be mastered in school ". Reading gives people chance to have fun, to gain knowledge, and to learn how to do things.

Reading is an essential skill and probably the most important skill for students to master in academic contexts. Indeed, students have to read a large volume of course texts, references, and internet material. If students can comprehend ideas, know most of the words in the texts, and extract the meaning from the writing, they are going to be considered as good readers. Good reader students are more likely to do well in school. That is why reading must be mastered by students in language learning. The capability of reading will help students to" be able to understand the text structure, find the main idea in the text, learn new vocabulary, and learn effective reading strategies to develop their reading comprehension."

By strengthening reading skills, ESL/EFL students will make greater progress and attain greater development in all academic areas.

However, many students have insufficient reading skills and consequently, their reading achievement is poor. Even in college or university level, the researcher has noticed many students are not capable enough know how to read and to understand English materials. They cannot find a way to improve the way they read, especially in relation to studying. They tend to spend a lot of time to read and understand the materials.

As a proof, the researcher had conducted a small observation to some students in the Economic Faculty of Hamka University. They were freshmen students who just graduated from senior high school. Logically, those students would have enough capability in English since they got English started from elementary to senior high school. In fact, they still found some difficulties whenever they read English text. There were several reading activities which were considered to be the cause of not achieving the reading comprehension.

First, when the researcher gave a very short and simple English text taken from “A Rapid Course in English for Students of Economics” by Tom McArthur to comprehend, those students tended to read the reading text from the first sentence to the last sentence thoroughly. It seemed that they tried to get the meaning from the printed page only.

Whenever students got problem in comprehending some unfamiliar words, they tried to underline or circle them and looked up their dictionary. Of

course, it would take times. Then, translating all the sentences into Indonesian was the next step students did to understand the text. Again, this kind of activity would get them bored and frustrated. This would impact to their joy of reading.

In order to get students' idea on reading, the researcher set up a small interview asking students' opinions on reading. The researcher asked a very simple question: What makes you difficult to understand an English text ?. Most of the students answered that they could not understand the meaning of certain words because those words were familiar and rarely used in daily conversation. Some of them even answered that they dislike reading especially, reading English text because they could not get the idea easily since English is not their first language. Instead of reading and understand an English text, some students preferred to translate it to Google translation. Most of them also mentioned that they rarely read English texts or English books. It means that English texts are not their favorite text to read. In addition, they found that it was hard for them to get the idea, the inference, and the conclusion of the reading passages. Last but not least, some students stated that they could not relate some information from the text to their own knowledge. Of course, this was happened because they had lack of willingness to read English texts.

Actually, students can have an attempt to improve their reading by recognizing the importance of good reading skills and strategies to their academic access. By recognizing these, students are expectedly able to encounter some problems in comprehending reading. The problems may be

relating to several causes that might influence students' reading comprehension. The most important factor is the reading strategy used in the reading class. In educational contexts, students have very limited exposure to real language use; the teaching methods are mostly focused on grammar and the students have little or no contact with native speakers or native teachers of English. Many students enter higher education unprepared for reading skills due to their low level of reading strategy knowledge. It is necessary to raise students' awareness of reading strategies which has a strong positive relationship with students' academic achievement.

Recognizing and choosing the right reading strategies will help students be effective readers. To be effective, a reader has to read not only with a purpose and concentration, but also with a plan or strategy. Most students just read an English text from the first sentence to the last sentence without getting the meaning eventually. Also, they spend too much time looking into their dictionary to find the meaning of each unfamiliar vocabulary. Reading is not only the interaction between the reader and the text, but also the strategy to adequate comprehension, and to accomplish a purpose for reading.

For second language learners, reading is a source of difficulty. The problems that they encounter are perhaps due to a number of factors including lack of attitudes and motivation toward reading. Attitudes toward reading are feelings that students have that relate to reading. Those feelings can cause students either to approach or even avoid reading. Students as the objects of teaching and learning activities will show different attitudes toward reading

activity. Students with positive reading attitudes tend to be willing to read, enjoy reading, become more proficient, and become lifelong readers. These positive reading attitudes will lead students to a greater possibility for success. On the other hand, students with poor attitudes toward reading may only read when they have to read, tend to avoid reading, and may even refuse to read altogether. These poor or negative attitudes toward reading may have negative effect on reading achievement. To encourage our students to have positive attitudes toward reading, they have to be motivated. Introducing an appropriate strategy of reading will help students to overcome their problem in comprehending reading. In addition, this strategy will develop students' positive attitudes toward reading and promote an interest and eagerness to read.

It is sometimes challenging to read some academic articles or texts written in a language that readers do not come across in every day life. Reading is a process of decoding some information given by the writer which involves prior knowledge and reading engagement in understanding a reading text. Prior knowledge, for example, is an important factor need by good readers in order to interact with the text. Proficiency in reading, on the other hand, depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students will use too much of their processing capacity to read individual words. This will interference with their ability to comprehend what is read.

The writer assumes that helping students to recognize and guide them to select reading strategies will ease them to overcome the reading problems. To

support this idea, the researcher has conducted a small pre-observation in Hamka University. The sample of the pre –observation consisted of 13 management students. These students was taught reading through using Direct Reading Thinking Activity (DRTA). DRTA is considered to be the appropriate strategy to help students learn how to comprehend an English text. This strategy guides and leads students to get involve actively and effectively in processing the reading activity. After a six month of observation the class, the result showed that ten of thirteen students who used to be passive in reading become more interesting in discussing reading text in the classroom. They become more enthusiastic in answering the questions and understanding the text.

Based on the the results of the pre-observation, the researcher is eager to find out whether Direct Reading Thinking Activity (DRTA) have positive impact in improving students' reading comprehension. Also, the researcher wants to study the effect of students' reading attitudes toward reading on students' reading comprehension. This study would be conducted by giving different treatment to students and studying the effect of it. The researcher needs also to study the effect of having positive or negative attitudes toward reading by assigning students to fill in reading survey paper.

B. Identification of the Problems

Based on the background of the research above, the researcher identifies the following problems.

1. Students have some difficulties in comprehending reading text because they may not know what strategy to use.
2. Students lack background knowledge and experience on choosing reading strategies to reach their reading comprehension.
3. Students do not have sufficient competence in reading to reach their reading comprehension.
4. Students do not have positive attitude toward reading which affects on their reading comprehension.
5. Students do not have motivation to read which affects on their reading comprehension.
6. Students lack reading engagement in understanding a reading text.
7. Students have problems in dealing with unfamiliar vocabulary in foreign language.
8. Students are unable to decode the written word as an important aspect of the reading activity.
9. Students have a language problem which links to their way to comprehend reading.

10. Students lack language proficiency to generate references in a foreign language.

C. Limitation of the Problems

In line with the identification of the problems, this research is focused only on the facts that most of students in university level have a limited knowledge of reading strategies and lack of motivation in reading which affect their comprehension in reading.

D. Research Questions

Based on the limitation of the problem, there are three questions that lead the researcher to this study, that is:

1. Is there any significant different effect of Direct Reading Thinking Activity (DRTA) and Regular Method on students' Reading Comprehension?
2. Is there any significant different effect between High and Low Reading Attitude on students' reading comprehension?
3. Is there any significant interaction between Method and Reading Attitude on students' reading comprehension?

E. Objectives of the Study

Based on the research questions above, the objectives of the study are to investigate and analyze whether:

1. there is a significant different effect of Direct Reading Thinking Activity (DRTA) and Conventional method on students' reading comprehension;
2. there is a significant different effect between high and low Reading Attitude on students' reading comprehension; and
3. there is a significant interaction between Method and Reading Attitude.

F. Significance of the Study

The results of this study are expected to be beneficial in the following:

1. Theoretically, the results of this study are expected to confirm and clarify the theories concerning Direct Reading Thinking Activity (DRTA) and reading attitude toward reading in improving reading comprehension as will be elaborated and discussed in Chapter Two.
2. Practically, the results of this study can be used as information for English teachers about the effect of Direct Reading Thinking Activity (DRTA) and reading attitude on reading comprehension. DRTA is one strategy in comprehending reading that should be provided by the teachers. Moreover, teachers are expected to design a way students should cope with the

processes of reading comprehension. Good strategies in reading will aid the students in comprehending the text. If the students benefit more in reading, they will develop more positive attitudes towards reading in English.

3. The readers to inform the importance of Direct Reading Thinking Activity (DRTA) and reading attitude toward reading in improving their reading comprehension to stimulate their critical thinking in learning English as foreign language. DRTA is a strategy that guides in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The DRTA process encourages students to be active and thoughtful readers. These, of course, will enhance students' comprehension in reading.

CHAPTER II

THEORETICAL FRAMEWORK

In this chapter, the researcher reviews the concepts which are considered to be well constructed toward the findings of the study. From those supporting concepts, the researcher will develop several assumptions.

A. Review of Previous Research

Several researches have been conducted to investigate the effect of reading strategy on students' reading comprehension. Research has shown that better readers have an enhanced of awareness in using strategies which leads to greater reading ability and proficiency. These are some of the previous researches:

El-Koumy¹, in 2005, conducted an experiment about an investigation of the Effects of Direct Reading Thinking Activity (DRTA) on Egyptian first-year secondary stage EFL students' reading comprehension. The study used a pretest-posttest control group experimental design. The subjects were divided into an experimental group and a control group randomly. The experimental group was taught using DRTA; whereas, the control group by conventional method. The data of this research were analyzed using the Multivariate Analysis of Variance (MANOVA) and the T-test. The findings showed that

¹ Abdel Salam Abdel Khalek El-Koumy. 2005. *The Effects of Direct Reading Thinking Activity on Students' Reading Comprehension*. [http://eprints.usm.my/9535/i/THE EFFECT OF DIRECT READING STRATEGY INSTRUCTION.pdf](http://eprints.usm.my/9535/i/THE%20EFFECT%20OF%20DIRECT%20READING%20STRATEGY%20INSTRUCTION.pdf)

there were no significant differences in reading comprehension between the two groups on the test. On the other hand, there were statistically significant differences in reading comprehension on the posttest of the experimental group. It meant that reading comprehension skill could be resulted from using a strategy. This experiment actually showed us that the goal of developing reading comprehension should go with the goal of developing thinking skills. Direct Reading Thinking Activity (DRTA) as a strategy is an effective one to develop reading comprehension. Direct Reading Thinking Activity (DRTA) helps teachers to stimulate students' thinking.

The next experiment is the investigation of DeFoe,² 1999. She analyzed the use of Direct Reading Thinking Activity (DRTA) to teach reading skills to middle grades language arts students in Southeastern University. The goal was that all students were able to improve their reading comprehension and get better scores. DeFoe on her study used three strategies; Direct Reading Thinking Activity (DRTA), Decoding by Analogy, and Cooperative Learning on reading comprehension assignments. An analysis of the data showed that students did improve their reading comprehension but not significantly. Some problems were led to a number of causes. Many students had limited experience in reading and had no reading resources due to their low-income homes. So it is clear that reading strategies can help students' reading comprehension but parents' awareness on the importance of reading is also in need.

² Marquerite Corbitt DeFoe.1999.*The Use of DRTA to teach Reading Comprehension Skills to Language Arts Students*.files.eric.ed.gov/fulltext/ED432011.pdf.

Ani Mutadayyinah³, in her thesis, concerned over the insufficiency of students' reading skills. This research employed Collaborative Classroom Action Research Design and had a goal to improve reading comprehension ability of the eleventh- year students on narrative texts at MAN Kandangan through Direct Reading Thinking Activity (DRTA). The subjects were thirty three (33) eleventh-year students in the academic year of 2008/2009. The data were gathered through observation checklists, field notes, questionnaire and reading comprehension tests. The findings revealed that Direct Reading Thinking Activity (DRTA) improved students' reading comprehension and enhanced students' activities in the class. Furthermore, DRTA strategy considered improving students' reading comprehension and increasing students' involvement in the class. Teachers' supporting and students' involving in reading activities have good impact in increasing students' ability in understanding reading texts. It is suggested to apply DRTA strategy in other language skills to develop critical skill in teaching-learning activities.

Next, an article written by Tercanlioglu⁴who reported the results of an investigation conducted in a university in the United Kingdom. The researcher tried to find out how students ESL approached the task of academic reading. Data were collected from five sources; Audio Tape Interviews, Questionnaire, the Adult Survey of Reading Attitude (ASRA) and three texts measured reading comprehension. The participants were eleven (11) postgraduate non-

³ Ani Mutadayyinah.2009 *Implementing the DRTA Strategy to Improve the Reading Comprehension Ability of The Eleventh-Year Students at MAN Kandangan, Kediri*. Thesis.

⁴ Leyla Tercanlioglu.2004. *Postgraduate Students' Use of Reading Strategies in L1 and ESL Contexts:Links to Success*. International Education Journal. Vol.5. No.4.<http://iej.cjb.net>

native English speaking international students from different countries. Results of this study showed that ESL students rated anxiety and difficulty highly on ASRA and ESL readers reported more frequent use of support strategies such as using dictionary, taking notes, or underlining textual information significantly. This study, actually, showed reading comprehension is very essential to academic learning in all subject areas. Even for postgraduate students who get a great proportion of research papers in English. This study has sharpened our understanding how ESL students gained different achievement from L1 students on their academic reading comprehension and how frequent they use reading strategies.

Yamashita⁵ performed a study at Nagoya University, Japan. The researcher wanted to see a relationship between First language (L1) and second language (L2) reading attitudes and their influence on L2 extensive reading. The participants were 59 Japanese university students enrolled in EFL extensive reading classes. The data were collected from the questionnaire given and the TOEFL practice. The study found that there was a positive affective performance extensive reading and there was also a connection between L1 and L2 reading attitudes in extensive reading. There was also provided evidence supporting the transfer of reading attitudes from L1 to L2. Unfortunately, the findings could not find a negative relationship on students' anxiety and performance since the study conducted in a small-scale population.

⁵ Junco Yamashita.2004.Reading Attitudes in L1 and L2,and their Influence on L2 Extensive Reading in a Foreign Language.Vol.16.No.1.<http://nflrc.hawaii.edu/rfl>.

It would a great contribution if it would be done in a large population for further research.

Mihandoost⁶ compared reading motivation and reading attitude of students with dyslexia and students without dyslexia. 80 dyslexia and 80 normal students were participated in this study. The analysis of the findings through independent t-test showed a significant difference in reading motivation and reading attitude between the students with dyslexia and the students without dyslexia. Students with dyslexia struggled with the failure which led them to be less motivated in reading tasks. They had serious problem with processing some information which made them frustrated. Their attitude toward reading was also less. Students with dyslexia considered reading not to be connected to school achievement. As we know attitude on reading has an impact on reading comprehension. It is good to create positive feeling on reading and students' disability.

B. Review of Related Literature

1. Definition of Reading Comprehension

Many experts have defined “reading” in several ideas. To begin with, Grellet⁷ states, “Reading can be characterized as understanding a written text by extracting the required information from it as efficiently as

⁶ Zaenab, Mihandoost.2011. *A Comparison of the Reading Motivation and Reading Attitude of Students with Dyslexia and Students without Dyslexia in Elementary Schools in Ilham, Iran*. International Journal of Psychological Studies. Vol.3. No.1. www.ccsenet.org/ijps

⁷ Françoise Grellet. 1981. *Developing Reading Skill. A Practical Guide to Reading Comprehension Exercises*. Cambridge: Cambridge University Press. P. 3.

possible.” Meanwhile, Mayer⁸ notes that “Reading comprehension is techniques for improving student’ succes in extracting useful knowledge from text.” It is clear to be understood that reading involves an activity of a reader to take out some information from the text and obtain useful knowledge. Next, Goodman, edited by Carrell⁹, defines reading comprehension as follow:

Reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought.

Nuttall¹⁰ also states that “reading as the meaningful interpretation of printed or written symbol.” Smith¹¹ supports this idea that “ reading is a matter of identifying letters in order to recognize words to get the meaning from what is read, involving making connection among words and ideas presented in the text and the readers’ own background knowledge.” Here, the experts want to say that reading is a process of encoding and decoding of thought and language by identifying letters to get meanings. The research agrees with these ideas because reading is an interaction of the text itself and the reader. It means that reading is a process in which the reader needs not only

⁸ Richard Mayer. 2003. *Learning and Instruction*. Upper Saddle River, New Jersey. Pearson Education, p.34

⁹ Patricia L. Carrell. 1988. *Interactive Approaches to Second Language Reading*. Cambridge: Cambridge University Press. P. 12.

¹⁰ Christine Nuttall. 1996. *Teaching Reading Skills in A Foreign Language (new edition)*. Oxford: Heinemann. P.42.

¹¹ F. Smith. 1982. *Understanding Reading*. 2nd edition. New York: Holt Rinehart and Winston. P. 166.

understand the direct meaning of the text but also comprehend the implied ideas from the text. It is also supported by Tierney¹², that learning to read is not only learning to recognize words but also learning to make sense of the texts.

Therefore, reading is not only constructing meaning using the message in the print, but also comprehending or understanding what readers read. Anderson¹³ gives his opinion that reading is an active, fluent process which involves the way the reader get the meanings from the printed text and relate them to the reader's background knowledge to perform well in understanding reading.

Meanwhile, according to Guthrie¹⁴, reading comprehension consists of the process of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text. Snow¹⁵ also notes that the reader, the text, and the activity are three elements that make comprehension necessary. When the reader acts of reading, he/she brings his/her capacities, abilities, knowledge, and experiences to comprehend the text.

¹² Tierney, J. E. (Ed).2005. *Reading Strategies and Practices (6th ed.)* Boston, MA: Pearson Education, Inc. P. 51.

¹³ Neil Anderson op. cit.

¹⁴ John T. Guthrie, Allan Wigfield & Kathleen C. Perencevich. 2004. *Motivating Reading Comprehension: Concept Oriented Reading Instruction*. New Jersey. Lawrence Erlbaum Associates, Inc. p. 193.

¹⁵ Catherine E. Snow. 2002. *Reading for Understanding; Toward an R&O Program in Reading Comprehension*. Santa Monica; RAND Education. P. 11.

Based on those definitions above, the researcher summarizes and agrees that reading comprehension actually is a psychological process between a writer and a reader in understanding printed symbols in a written text in order to get meaning. It is important to understand that when a writer writes written messages, it requires the readers to be able to properly comprehend the written messages by decoding the words, holding the information in working memory, interpreting the messages, and processing the messages through their knowledge and experiences.

Furthermore, reading in English is like reading in our native language. This means that it is not always to read and understand each and every word in English. Based on Beare¹⁶, there are 4 steps of reading skills used in every language. They are:

- a. Skimming : is used to quickly gather the most important information, or “gist”. Run your eyes over the text to get the gist of it.
- b. Scanning : is used to find a particular piece of information. Run your eyes over the text looking for specific piece of information you need.
- c. Extensive reading : is used to obtain a general understanding of a subject and includes reading larger texts for pleasure.
- d. Intensive reading : is used to shorter texts in order to extract specific information. It includes very close accurate reading for details.

¹⁶ Kenneth Beare.2004.*English As 2nd Language; Improve Reading Skills*.esl.about.com/od/englishreadingskills/a/readingskills.htm.

Meanwhile, the process of reading, according to Ur (1996), Carrel and Esday (1998) edited by Sino-US English Teaching Journal¹⁷, is defined as “constructing meaning from a written text. Reading is seen as a receptive language process which starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs.” The journal also states¹⁸ that researchers have developed models to describe what happens when people read.

- a. Top-Down model argues that readers bring a great deal of knowledge, expectation, assumptions, and questions to the text and they continue to read as long as the text confirms their expectation. Readers fit into knowledge (cultural, syntactic linguistic, historical) that they already possess, then check back when new or unexpected information appears. In the top-down model, the reader is an active participant, making prediction and processing information by relating them to his or her past experiences and knowledge of the language.
- b. Bottom-Up model views reading as “matching the written symbols with their aural equivalents and blending these together to form words, and deriving meaning”. In this sense, reading is a process of decoding written symbols into their aural equivalents in a linear fashion and arriving at the meaning of the words. The bottom-up emphasizes more to the written or printed text and the reader put in a fairly passive position in which they decode whatever written in the text in a mechanical way.

Sometimes when students are asked to read, they do not automatically transfer the strategies they use. Instead, they seem to think reading means starting at the beginning and going word by word, stooping to look up every unknown vocabulary item, until they reach the end. One of the most important function as teachers, then, is to

¹⁷ Sino-US English Teaching Journal. July, 2007. Vol.4 No 7. *Study on Reading Strategies in College English Teaching; Top-Down or Bottom-Up?*

¹⁸ Sino-US English Teaching Journal. Op.cit.

help students move past this idea and use appropriate reading strategies. If students are able to use the right reading strategies, they will gain confidence in their ability to read the language. Of course, know how to read well needs procedures to follow. One can not only read letters by letters, words by words without understanding what he or she reads. Top-down and bottom-up are two ways how to read well a reading text which eventually, help a reader get the idea from what he or she reads.

Furthermore, Greenall and Swan¹⁹ state,

When reading we have to have some kind of purpose in mind. The purpose is either to enjoy ourselves or to obtain information of some kind. That is why we have to know how to read effectively. Effective reading means an ability to read accurately and efficiently, and to understand as much of the passage as we need in order to achieve our purpose.

In short, the researcher may conclude that in order to comprehend a reading text and be an effective reader, a reader needs to know the way how to read a text, the models of reading techniques, and the most important thing is the purpose of reading. It means that a reader has to have general knowledge, get the specific detail, find the main idea or theme, learn, remember, summarize, and comprehend. Garcia, Jimenez, & Pearson²⁰ in their studies showed that unsuccessful students lack the strategies of awareness and monitoring of comprehension process.

¹⁹ Simon Greenall and Michael Swan. 1986. *Effective Reading; Reading Skills For Advanced Students*. Cambridge University; Cambridge. P. 2-4.

²⁰ Garcia, G. E., Jimenez, R. T., & Pearson, P.D. (1998). *Metacognition, Childhood Bilingualism, and Reading*. In D. Hacker, J. Dunlosky, & A. Graesser (Eds.). *Metacognition in Educational Theory and practice*. Mahwah, NJ: Lawrence Erlbaum. p. 200.

Unfortunately, not everyone can read effectively even in their own language. Sometimes comprehension failure happens and the reader is unable to achieve his/her purpose. This comprehension failure²¹ may be a simple matter of not knowing the meaning of a word; but it is just as likely to be a deficiency in one or more of a number of specific reading skills.

a. Extracting main ideas

Sometimes it is difficult to see what the main ideas of a passage are, or to distinguish important and unimportant information.

b. Reading for specific information.

It is not always necessary to read the whole passage especially if you are looking for information which is needed to perform a specific task.

c. Understanding text organization.

Readers may sometimes have trouble in seeing how a passage is organized.

d. Predicting.

Before reading a passage, readers usually subconsciously ask themselves what they know about the subject matter. This makes it easier to see what information is new to the readers and what information the readers already know about as we read the passage. Developing this technique ensures that as the readers read, they are not overloaded with too much new information.

e. Checking information.

On a certain unconscious, such as in exam, the readers need to study the passage very closely to find the answer to a question. The information the readers require is in the passage, all the readers have to do is find it.

f. Inferring.

The readers have to infer the information, which maybe will be one of the passage's main points. Some readers may need practice in understanding what a sentence implies.

²¹ Simon Greenall and Michael Swan. *Op.cit.* p.4

g. Dealing with unfamiliar words.

One of the commonest problems facing the foreign learner is simply not being able to understand a word or expression. But it is often possible to guess its general sentence by looking for clues in the context.

h. Linking ideas.

In any passage an idea may be expressed in a number of different words or expressions.

i. Understanding complex sentences.

Some writers use a deliberately complicated style in which it may be difficult to distinguish main clauses from subordinate clauses. Other writers are unintentionally obscure. The effect is that it is easy to lose sight of the general sense.

j. Understanding writer's style.

An important part of the pleasure in reading is being able to appreciate why a writer chooses a certain word or expression and how he/she uses it.

k. Evaluating the text.

A lot of information about the passage may be contained in the reason why it was written, or the purpose that certain sentences serve. For example: it may be important to distinguish between a statement of fact and an expression of the written opinion.

l. Reading to the text.

Sometimes a passage may be interpreted according to the reader's own views as the subject being dealt with.

Similarly, Nuttal²² says the source of comprehension failure happened because the reader may have limited vocabulary or poor general knowledge."Readers may have lack of skills that allow them to summarize information, draw conclusion, make generalizations or relate information drawn from the texts to their own knowledge" Other expert, Duke²³ mentions

²² Christine Nuttal. Op.cit., p.128.

²³ Nell K. Duke. 2003. *Comprehension Difficulties*.Michigan. Michigan State University Press.P. 7

that there are some factors involved in comprehending a text. They are (1) lack or poor using of strategies, (2) difficulties in relating to prior knowledge, and (3) lack of reading engagement. He also concludes that in order to prevent and addressing those reading difficulties, a reader should develop solid word recognition, decoding, and fluency, build rich content knowledge, develop strategies, and inspire reading engagement. From these explanations, the researcher underlines that reading difficulties can be caused by several problems which prevent the reader to comprehend the text. One factor that has been mentioned above is reading strategies. The researcher believes that teaching strategy to understand a text will help students to understand the text eventually.

2. Direct Reading Thinking Activity (DRTA)

a. Definition of Direct Reading Thinking Activity

An important finding in the reading research found that good comprehension requires using a variety of strategies. “Strategies have been investigated widely for reading comprehension in general and in second and foreign language contexts, in particular. These studies have discovered that readers spontaneously use different strategies in the reading process.” Good readers use strategies automatically but struggling readers require explicit strategy instruction that includes how, when, whose, and why to use each

strategy²⁴. Guzzeti²⁵ states that research shows that comprehension improves when readers think about or discuss what they know about a topic before reading and activate prior knowledge as an important part of several other reading strategies. A variety of factors including fitting a learner with appropriate materials and learning strategies. Reading strategies, as noted by Garner²⁶, may be defined as an action or series of actions employed in order to construct meaning. Barnett²⁷ has used the term “reading strategy to refer to the mental operations involved when readers purposefully approach a text to make sense of what they read”. Based on these concepts, definitions, and arguments, the term of ‘reading strategy’ is defined as specific actions consciously employed by the learner for the purpose of reading. Here, Barnett indicates that there is a relationship between strategy and reading comprehension. Readers who use better strategies in reading perform better than readers who do not use effective strategies. In other words, there is a positive relationship between strategy use and reading comprehension.

There are several strategies for reading. One of them is Direct Reading Thinking Activity (DRTA). It is a strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The Direct Reading Thinking Activity process encourages students to be active and thoughtful readers, enhancing

²⁴ Barbara J. Wendli. 2008. *Essentials of Evidence; Based Academic Interventions*. Chichester, United Kingdom. John Wiley and Sons Ltd. P.20

²⁵ Barbara J. Guzzeti. 2002. *Literacy in America: An Encyclopedia of History, Theory, and Practice*. California; ABC-CLIO, Inc. p. 133.

²⁶ R. Garner. 1987. *Metacognition and Reading Comprehension*. Norwood, NJ: Ablex Publishing.

²⁷ M.A Barnett. 1989. *More Than Meets The Eyes; Foreign Language Reading Theory and Practice*. New Jersey: Prentice-Hall. P. 66.

their comprehension. According to Tierney ²⁸, the Direct Reading Thinking Activity (DRTA) is intended to develop students' ability to read critically and reflectively.

b. Advantages of Direct Reading Thinking Activity

Direct Reading Thinking Activity (DRTA) was developed by Stauffer²⁹ in 1969 to provide conditions that would produce readers who could think, learn, and test. Stauffer suggests these readers will learn to have the strength of their convictions and the courage to deal with ideas. They will not be fearful but courageous; not be blind, but discerning; not be hasty, but deliberate; not deceitful, but honest; not muddled, but articulate; not acquiescent, but militant; not conceited, but modest; not imitative, but original. In addition, Stauffer based his notions on the belief that reading is actually a thinking process which involves the readers in using their own experiences to reconstruct the author's ideas. The researcher may say that DRTA is a reading strategy for building independence readers. DRTA engages readers, in this study "students", in active process that needs their reasoning abilities and ideas. The students are not forced to read but also to think.

²⁸ Robert J. Tierney. 1980. *Reading Strategies and Practices; A Guide for Improving Instruction*. Massachusetts; Allyn and Bacon, Inc. p.45.

²⁹ Stauffer, R. G. 1969. *Directing Reading Maturity as a Cognitive Process*. New York: Harper & Row. P. 25.

c. Procedures of Direct Reading Thinking Activity in Teaching Reading

Directed Reading Thinking Activity (DRTA) is designed in a step by step process that guides readers through informational text. There are three stages of reading (pre-reading, during reading, and post-reading). DRTA also emphasizes *prediction* (thinking ahead), *verification* (confirmation), and reading with a purpose (resolution). Direct Reading Thinking Activity (DRTA) helps students realize that prediction and verifications are essential parts of the reading process. In the *prediction* process, students reflect on what they think will be covered in the text. This activity will motivate students to read by setting a purpose for what they are about to read. Then, teacher leads a brief discussion in *confirmation* process which allows students to compare their predictions with was actually presented in the text. Finally, in *resolution* process, students are able to summary and evaluate the relevance of the predictions before reading and the information given in text they read. According to Clark and Ganschow³⁰, good readers automatically predict and confirm what will or will not happen in the text and merge their knowledge and ideas with the author's. Poor readers do not make predictions or verifications as they read. DRTA helps readers learn to make predictions before they read and verify those predictions as they read.

³⁰ Mary Jo Clark, M. Ed and Leonore Ganschow, Ed.D. 1995. *Six Reading Strategies for Adult Educators*. Ohio; Ohio Dept. of Education. P. 72.

Below are the guidelines for helping students apply DRTA in each of three stages of reading³¹.

Pre-Reading

- Survey the text with the students, looking for clues about the content – clues such as titles, section headings, key words, illustrations.
- Help the students make predictions about the text's content.
- Have students write their predictions down on a prediction Verification Checklist, as the teacher write them on the board.
- Make sure the students understand how to use the checklist to classify their predictions as: proved, disproved, partially right/wrong, requires revision, not mentioned, not enough information.
- Help the students establish a purpose for reading by directing them to read the text to determine whether it proves or disproves their predictions.

During Reading

- Have the students read the text, silently or loud, individually or in groups, to verify their predictions.
- Instruct the students to place a check under the appropriate category on the prediction Verification Checklist as they read the text.

Post – Reading

- Have the students compare their predictions with the actual content of the text.
- Ask the students to analyze their checklist and determine how well they predicted the content of the text.
- Verify that the students have learned the DRTA strategy by having them answer the following questions:
 - ✓ What is the name of the strategy you have learned?
 - ✓ How does the strategy help you understand what you read?

³¹ Takako Kawabata. 2007. *Teaching Second Language Reading Strategies*. The internet TESL Journal, vol. XIII, no. 2, February. <http://iteslj.org/>

- ✓ What should you do before you read? While you read? After you read?

In addition, DRTA not only promotes active comprehension, but also helps students to acquire and activate their own purposes for reading and develop their reading and thinking processes. For instance, during DRTA, readers are encouraged to review what they know about a topic, make predictions about what they will learn, and follow through with an evaluation of what they actually learned and read. It is supported by Tankersley³², who says that DRTA extends learning to high-order thought processes and is useful for processing all types of text. High order thinking processes means know how to make connection between interrelated elements of text, justify thought processes, and infer meaning from the text.

3. Reading Attitude

a. Definition of Reading Attitude

Another important factor which can have a highly significant impact upon students' success in reading is their attitudes toward reading. Good³³ defines "attitude as a predisposition to react specifically towards an object, situation, or value (which is) usually accompanied by feelings and emotion. Because reading is an exigent activity that often involves choice, motivation

³² Tankersley, K. 2005. *Literacy Strategies for Grades 4-12: reinforcing the Threads of Reading*. Alexandria, VA.: Association for Supervision and Curriculum Development.

<http://www.education.tas.gov.au/english/DRTA.htm>.

³³ C.V Good. 1973. *Dictionary of Education*. New York; Mc Graw-Hill. P.49.

is crucial to reading engagement”. Next, Nevin Akkaya³⁴ on her paper mentioned that attitudes are learned self tendencies which guide an individual’s thoughts and feelings and which emerges as being for or against an object or an abstract concept. Attitudes are certain orientations which can not be observed themselves but are assumed to lead to certain observable behaviors. It is known that attitudes are composed of cognitive, emotional and behavioral constituents, and show changes and development in time. From those explanations above, the researcher may conclude that attitudes are ways of feeling, thinking or behaving of someone towards an object or an abstract concept.

Lidsey Seitz³⁵ on her study mentioned that in order for students to develop into effective readers, they must possess both the skill and the will to read. This opinion is supported by Smith³⁶ who mentions that a person’s attitude toward reading is an important dimension of literacy. Reading attitude is a state of mind, accompanied by feelings and emotions that makes reading more or less probable”.

b.Aspect/Dimension of Reading Attitude

³⁴ Nevin Akkaya. 2010. *Relationship Between Attitudes to reading and Time Alloted to Writing in Primary Education*. Science Direct. *Procedia Social and Behavioral Sciences*, 2. P. 4742-4746.

³⁵ Lidsey Seitz. *Students Attitudes toward Reading; Journal of Inquiry & Actions in Education*,3(2). 2010.p. 30

³⁶ Smith, M. C. 1991. *An Investigation of The Construct Validity of The Adult Survey of Reading Attitude*. Paper presented at the annual meeting of the College Reading Association, Alexandria, VA. <http://www.cedu.niu.edu/~smith/papers/asra.htm>

Mc Clure³⁷ on her 2011 journal wrote the review of Joseph K. Torgesen and colleagues who identified six critical factors underlying proficient reading performance among older students. The factors are (1) Fluency of text reading, (2) Vocabulary, or the breadth and depth of knowledge about the meaning of words, (3) Active and flexible use of reading strategies to enhance comprehension, (4) Background, or prior knowledge related to the content of the text being read, (5) Higher level reasoning and thinking skills, (6) Motivation and engagement for understanding and learning from text.

Guthrie and Wigfield ³⁸ add that motivation is what activates behavior. Student attitudes toward reading are a central factor affecting reading performance.

Many researchers hypothesize that positive student attitudes toward reading contribute to higher reading achievement. Student interest will affect their English reading proficiency, as it is reflected in their reading comprehension test scores. As a result, students with positive attitude toward reading will have an increased opportunity to build vocabulary and comprehension.

Furthermore, students who like to read will tend to be more attentive and focused when completing reading assignments. On the other hand, students who dislike reading will probably only read when required or may

³⁷ Carla Thomas Mc Clure. 2011. *Motivation and Reading*.

http://findarticles.com/p/articles/mi_6938/is_2_44/ai_n28494376/

³⁸ J.T Guthrie and A. Wigfield. 2000. *Effects of Integrated Instruction on Motivation and Strategy Use in Reading*. *Journal of Educational Psychology*. 92. P. 331-342.

refuse to read altogether. This negative attitude may significantly affect students' reading development and progress as well as impact students' academic success in general. Students with negative attitudes may be less attentive and demonstrate behavioral difficulties when reading is involved, as suggested by Joann Mullen,³⁹. Since reading attitude might be defined as a disposition to respond in a favorable or unfavorable manner in relation to reading, good readers show a more positive attitude than poor readers toward reading. On his study, Junko Yamashita⁴⁰ examined that the positive feeling towards reading, both in L1 and L2, facilitates learners' performance in reading. Merely thinking that reading is beneficial to oneself does not represent a strong enough motivation. Moreover, the importance of understanding learners' attitudes to reading both in L1 and L2 will encourage L2 learners' involvement in reading.

C. Conceptual Framework

In lines with the explanations above, the researcher tries to draw lines that relate reading methods and reading attitude toward reading comprehension. Guthrie, McGough, Bennett, & Rice⁴¹ stated that students who are motivated to read are engaged in the reading process for a variety of personal reasons. When they are reading, they have their goals that they can share their thoughts and

³⁹ Joann Mullen. 2003. *School Psychology Perspectives; Students Attitudes Greatly Affect Reading*. <http://www.psychology.about.com/od/psychology101/a/perspective.htm>.

⁴⁰ Junko Yamashita *op. cit.*

⁴¹ John T. Guthrie, Allan Wigfield, Kathleen E. Cox. 1999. *Motivational and Cognitive predictors of text comprehension and Reading Amount*. *Scientific Studies of Reading*. 3(3), p. 231-256.

feelings related to their interpretations of the text. If students have no interest in reading because they think that they cannot relate their thoughts and feelings, they tend to avoid reading. Comprehension needs an ability to understand the ideas in one text. Effective reading strategies help students to improve their reading comprehension. Direct Reading Thinking Activity (DRTA) encourages students to be more active and thoughtful readers. Students can activate their prior knowledge to relate between the topic that they are going to read and their knowledge on that topic. DRTA also helps students to strengthen their reading and their critical thinking skill. Renn⁴² stated that” DRTA strategy is an approach that builds around the direct explicit reading comprehension instruction. DRTA develop students’ ability to read critically and effectively”. Since the main goal of reading instruction is how to read the text comprehensively, teachers have duties to instruct students how to build comprehension through comprehension strategies. Research has shown that effective reading comprehension instructions involve both the teacher and the students in an active way. Unfortunately, conventional method does not provide direct instruction in skills and strategies that help students comprehend text. Conventional method according to El-Koumy⁴³” is a method in which the teacher reads the text aloud and explains the difficult words while reading. After reading, teacher asks students to respond to questions that can be directly and explicitly answered from the text”. Furthermore, reading as a cognitive

⁴² Renn, Connie Eilar. 1999. *The Effects of DRTA on Second Grade Reading Comprehension*. Master Thesis. Grand Valley State University. scholarworks.gvsu.edu/cgi/viewcontent.cgi?

⁴³ El-Koumy. op. cit

process is not only about mastering new words and spelling, but also about constructing creative thinking. Readers can create creative thinking by combining their prior knowledge, previous experiences and situation with the information and idea of the text they read.

Talking about attitude toward reading, Reeves⁴⁴ mentions three components: cognitive (personal, evaluative beliefs), affective (feelings and emotions), and conative (action readiness and behavioral intentions). Cognitive component talks about actions or behaviors to promote reading or to hinder reading. For example, when a teacher assigns students to go to the library and read English books, students find that not all libraries have collection of English books. This will make students frustrated. Affective component, on the other hands, talks about how feelings affect attitude toward reading. Students are reluctant to read when they do not have good mood to read. This idea is also supported by Matthewson⁴⁵. His model of reading showed how attitude influences reading. Students who have good reading attitude will have an intention to read. If they have intentions to read, it will affect their reading behavior. Logan & Johnston⁴⁶ said that "reading attitude is an important factor that affects students' reading achievement and determines whether they will become independent readers or not". It means that students' achievement can be predicted toward their attitude on reading. If students have positive attitude

⁴⁴ Reeves, C. 2002. *Literacy Attitudes: Theoretical Perspectives*. Paper Presented at the 19th World Congress on Reading. Edinburgh. Scotland.

⁴⁵ Mathewson, G. C. 1994. *Model of Attitude Influence upon Reading and Learning to Read*. In R. B. Ruddell, M.R. Ruddell, & H. Singer (Eds.) *Theoretical Models and Process of Reading* (4th ed.) pp. 1121-1161. Newark, DE. International Reading Association.

⁴⁶ S.Logan&R.johnston.2009.*Gender Differences in Reading Ability and Attitude;Examining Where These Differences Lie*.Journal of Research in Reading.32(2).p.199-214.

toward reading, they will have prerequisite for being good readers. If they read more, the more improving prior knowledge and experiences they get. It is clear that reading attitude and reading comprehension share a structural relationship to academic achievement.

When students struggle with comprehension, they tend to lose their desire to read. Students get frustrated when they do not understand what they are reading. Effective model and implemented reading strategy is the best way to overcome the failure of comprehension. Reading strategies help students to become aware of reading. Teachers can promote students' confidence in reading ability by implementing guided reading strategies. Based on this fact, the researcher intends to do some further study to see the effect of reading strategy and attitude toward reading to reading comprehension.

D. Hypotheses

The researcher statistically formulates the hypothesis between Direct Reading Thinking Activity (DRTA) and Reading Attitude toward reading on students' reading comprehension.

1. H_0 : There is no significant different effect of direct reading thinking activity (DRTA) and conventional method on students' reading comprehension.

H_1 : There is a significant different effect of direct reading thinking activity (DRTA) and conventional strategy on students' reading comprehension.

2. H_0 : There is no significant different effect between high and low reading attitudes on students' reading comprehension.

H_1 : There is a significant different effect between high and low reading attitudes on students' reading comprehension.

3. H_0 : There is no significant interaction between reading strategies and reading attitudes.

H_1 : There is a significant interaction between reading strategies and reading attitudes.

CHAPTER III

METHODOLOGY

A. Setting

1. Location

The study was conducted in Sekolah Tinggi Ilmu Ekonomi (STIE) Kusuma Negara, which is located on Jl. Raya Bogor km 24, Cijantung, East Jakarta. Kusuma Negara is one of private business schools in Jakarta under the reputable foundation of YASMA PB Soedirman. It is established since 1983 and has experiences in economics/business studies. In addition, the researcher chose this location because STIE has a language development program which is called English Development Program (EDP). This program consists of Bahasa Inggris 1, Bahasa Inggris 2, Business English 1, Business English 2, and TOEFL which are set from the first semester to the sixth semester.

2. Time

This experiment was scheduled and conducted within three months, from May to July 2012. The experiment started on May 2012, because English development program is always scheduled on the even semester. The next table scheduled the research activity conducted by the researcher.

Table 3.1
Research Schedule

No	Activity	Month	Note
1	Trying out the instruments	May 2012	15 students from different group of research group were asked to answer Adult Survey of Reading Attitude to seek for validity and reliability.
2	Conducting experiment	May-July 2012	121 students were randomly selected to be divided into experimental group and control group. The experimental group was taught using Direct Reading Thinking Activity (DRTA) but the control group was taught using Regular Method.
3	Collecting Data	July 2012	By the end of the 16 sessions, students were asked to take a Reading Comprehension Test and Adult Survey of Reading Attitudes.
4	Analysing the Data	July-August 2012	Used SPSS to calculate the data
5	Finding and Conclusion	September 2012	

B. Research Design

Quasi-experimental design was used to establish the effect of independent variables on dependent variables in situations where researcher was not able to randomly assign the subjects to groups⁴⁷. The researcher was allowed to evaluate the variables under natural occurring conditions. The institution where the study conducted only permitted the researcher to do the experiment on four Management classes. As an experimental research, this study learned the effects of given those different treatments. *Posttest Control Group Design* was chosen because there were two groups – an experimental

⁴⁷ Javesh Patidar. *Experimental Research Design*. www.drjayeshpatidar.blogspot.com.

group which received the special treatment and a control group which did not. For this study, the experimental group was taught using direct reading thinking activity (DRTA) and the control group was taught using conventional method that usually taught in the class. The decision to which group was decided randomly by the flip of a coin. The design of research was shown as in figure 3.1.

		Reading Attitude	
		High	Low
Method	DRTA		
	Conventional		

Figure 3.1

Research Design

C. Population and Sample

A census sampling is one of the most common ways of obtaining type of sample. The researcher used this sample method due to the small population so it is reasonable to include the entire population to become sample. Besides, the data will be gathered on every member of the population. There were 4 Management English Proficiency classes with a total of 121 students as the population of this study. The sample was made up of 52 males and 69 females. The researcher divided those four classes into two classes: 61 students were in experimental classes and 60 students were in control classes, by flipping of a coin. The researcher used this way because it was the easiest and most efficient

way to determine the experimental and control group. Besides, the researcher was not allowed to select the population and the sample became a new class/group. The institution where the study conducted only permitted the researcher to do the experiment on those four management classes.

D. Data Collection

1. Instrument

There were two instruments used to gather the data. They were:

- a.** Reading Comprehension Test (RCT). Reading Comprehension Test was taken from 40 items of TOEIC (Test of English for International Communication) which were selected from social and educational studies. The texts were selected based on the criteria of appropriateness, interest, content, and relevance to the participants. Therefore, the texts were general enough to be understood by students and did not require a specialist's knowledge of the topic discussed. Each article was followed by a set of multiple-choice questions to test understanding. All the questions were conceptual, focusing on the main ideas, the purpose of the writer, the organization of the text, and the key supporting evidence.

b. Adult Survey for Reading Attitudes (ASRA). The attitude to reading survey, based on the work of Smith⁴⁸, consisted 40 items regarding reading. Subjects or students respond to the statements on a five-point Likert-type scale (where 5= Strongly Agree and 1= Strongly Disagree). The ASRA assesses five dimensions of reading attitude and these are represented by five subscales determined via factor analysis. Reading Activity and Enjoyment (12 items) measures the extent to which the person reads for pleasure. Anxiety and Difficulty (11 items) measures the extent to which the person experiences problems or becomes upset when reading. Social Reinforcement (6 items) assesses the extent to which the person's reading activities are recognized and reinforced by others (e.g., friends, family). Modalities (6 items) measures the extent to which the individual prefers to use sources other than reading when faced with a learning task. One item is strongly correlated with both the Activity and Enjoyment and the Modalities subscales ("There are better ways to learn new things than by reading a book"). Finally, the Tutoring subscale contains two items.

The ASRA was developed because no adequate measure of adults' reading attitude could be found in the existing literature. Forty items were adapted from the original 92-item scale. These items were extensively revised and

⁴⁸ M.C Smith. 1991. *An Investigation of the Construct Validity of the Adult Survey of Reading Attitude*. Paper Presented at The Annual Meeting of The College Reading Association, Alexandria, VA. (online) <http://www.cedu.niu.edu/~smith/papers/asra.htm>

pilot tested to ensure that the items are accurate reflections of adults' reading attitudes, feelings, and behaviors.

2. Try Out of Instruments

The quality of the instruments used in research is very important. Fraenkel⁴⁹ mentions that the researcher used several procedures to make certain that inferences from the data are valid and reliable before he comes to conclusion.

a. Validity

Validity has been defined as referring to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences a researcher makes through the use of instruments. According to Hatch⁵⁰ in his book: Validity refers to the extent to which the results of the procedure serve the uses for which they were intended. Related to this matter, he also mentions that there are three basic types of validity, as follow:

1. Content Validity

It is the extent to which a test measures a representative sample of the subject matter content. The focus of content validity is on the adequacy of the sample and not simply on the appearance of a test.

⁴⁹ Jack R. Fraenkel and Norman E. Wallen. 2007. *How to Design and Evaluate Research in Education*. 6th Ed. New York. Mc Graw Hill. p.150.

⁵⁰ Evelyn Hatch. & Hossein Farhady. 1982. *Research Design and Statistics for Applied Linguistics*. Massachusetts. Newbury House Publisher Inc. p.250

2. Criterion-Related Validity

Concerned with test scores are to be used to predict future performance or to estimate current performance on some valued measure other than the test itself. It is also defined as the extent to which test performance is related to some other valued measure of performance.

3. Construct Validity

While content and criterion-related validity concerned with some specific practical use of test results, construct validity is concerned how to interpret test performance in terms of psychological traits. In short, construct validity is concerned with whether or not the test performance can be described psychologically by determining experimentally what psychological factors are related to test performance (e.g., self-concept, anxiety).

Based on the explanation above, the researcher believes that there are many factors influence the validity of test results. Since this study uses selected test, there are some factors ought to be carefully considered⁵¹. They are (1) unclear directions on the test, (2) vocabulary or syntax may be too long, (3) inappropriate level of difficulty of test items, (4) poorly constructed test items, (5) ambiguity, (6) test items inappropriate for the purpose of the test, (7) test does not have enough items for objectives being tested, (8) improper arrangement of items, and (9) identifiable pattern of answers.

There were probably many more factors within a test which impact validity of results. As a result, the researcher did a short checklist to consult before using any test for research. In this study, the *Pearson's r*

⁵¹ Evelyn Hatch. *Op.cit.* p. 253.

Correlation was used to measure the validity of each items of the questioner. The items said to be valid if the correlation counted value was higher than *r* table on the level of 0.44 (refer to *r* table $df=13$, $r=0.441$). The result of the test could be seen in item total statistics table.

b. Reliability

Reliability refers to the consistency of the scores obtained for each individual from one administration of an instrument to another and from one set of items to another. The reliability of a set of test scores depends on many factors⁵². They are (1) length of test. The longer the test, the more reliable it will be, (2) homogeneity of items. Items which discriminate well among students will increase the reliability, (3) discriminatory power of items. Items which discriminate well will increase the reliability, (4) variability of group ability. If the students have a wide range of ability, test reliability will increase, and (5) sufficient test-taking time.

In brief, it is important for researcher to use valid instruments and the consistency of scores or answers provided by an instrument. In this study, the questioner was piloted at other students who also have the same subject at accounting department. *Cronbach alpha* was used to measure the internal reliability. The rule of thumb for an acceptable reliability level on the use of questioner is 0.7.

⁵² Jack R. Fraenkel. *Op cit.*, p. 157.

E. Data Analysis

This study used a two-way analysis of variance (two-way ANOVA) because it involves two independent variables, method (DRTA and Conventional) and reading attitude (high and low), and the dependent variable is Reading comprehension. According Ghozali (2006) analysis of variance (ANOVA) is a method to examine the relationship between a dependent variable (metric scale) with one or more independent variables (or categorical nonmetrik scale with more than two categories). ANOVA was used to determine the influence of the primary or main effects and interaction effects or interaction effects of categorical independent variable on the dependent variable. The primary effect or main effect is the direct effect of the independent variable on the dependent variable. While the influence of the interaction or interaction effect is the effect of collective or joint effect of two or more independent variables on the dependent variable. The two-way ANOVA model, we have :

$$Y_{i,j,k} = \mu + \alpha_i + \beta_j + (\alpha\beta)_{i,j} + e_{i,j,k}.$$

where;

μ is the overall (grand) mean

α_i is the main effect of method

β_j is the main effect of Reading attitude

$(\alpha\beta)_{i,j}$ is the interaction effect between method and Reading attitude .

$Y_{i,j,k}$ is reading comprehension

According Ghozali (2006), to be able to use ANOVA statistical test some assumptions have to be met as follows:

1. Homogeneity of variance of the dependent variable must have the same variant in each category of the independent variable. If there is more than one independent variable, there must be homogeneity of variance in the cell formed by categorical independent variables. SPSS provides this test with the name of Levene's test of homogeneity of variance. If the value of Levene's test was significant (probability <0.05), the null hypothesis is rejected that the group has a different variance and it violates the assumptions. If it is not able to reject the null hypothesis or the Levene test results were not significant (probability > 0.05), ANOVA can still be used for robust ANOVA for small and moderate deviations of the homogeneity of variance
2. Random sampling for the purpose of testing the significance of the subjects in each group must be taken at random.

In analyzing data, measurement plays an important role. In this study, the researcher uses two values for each independent variable; Method (X1) consisting of DRTA =1 and Conventional Method =2. Meanwhile Reading attitude (X2) is divided into High =1 and Low=2, high attitude has above 140 ASRA score and Low Attitude has below 120 ASRA score. To analyze this, the researcher uses statistic program SPSS 17.0 for Windows

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Data Description

1. Participants data description

The data were gathered during the first and the second week of the last semester. However, there were some students who did not provide their response to the questioners. There were also a few missing answer found in the reading test. Therefore, the number of the cases used for this study 95 students; 48 for control group and 47 for experiment group. Since the reading attitude was grouped into high and low attitude, the participants reduced into 51 participants.

Table 4.1

Between-Subjects Factors			
		Value Label	N
Method	1	DRTA	30
	2	Conventional Method	21
reading Attitude	1	High	29
	2	Low	22

Source: Data processing

Table 4.1 showed that there were 51 students participated in this research consisting of 30 students from experiment group (DRTA) and 21 from

control group (conventional method). Whereas 29 students had high attitude and 22 participants had low attitude toward reading.

2. Mean Score of Reading Comprehension of Conventional Method and DRTA Group

Table 4.2

Descriptive Statistics

Dependent Variable: Reading Comprehension

Method	reading Attitude	Mean	Std. Deviation	N
DRTA	High	75.25	9.456	20
	Low	80.00	5.652	10
	Total	76.83	8.584	30
Conventional Method	High	71.67	8.927	9
	Low	62.50	11.774	12
	Total	66.43	11.390	21
Total	High	74.14	9.289	29
	Low	70.45	12.878	22
	Total	72.55	11.017	51

Source: Data processing

The table showed that the mean of reading score for students in conventional method who had high attitude was 71.67 and the low was 62.50. The total mean score for the conventional method group was 66.43. While the mean score of high attitude students in DRTA group was 75.25 and the low was 80.00. The total mean score of this group was 76.83. The table also showed that the mean score of both groups for those who had high attitude was 74.14 and the low was 70.45.

B. Reliability and Validity Test of Instrument

The questioner was piloted at 15 students who also took the same subject but in different department, Accounting department. The researcher wanted to see that the instrument was good and solid test. Cronbach alpha was used to measure the internal reliability and it was found that the alpha level was 0.975 (refer to table 4.1). The rule of thumb for an acceptable reliability level on the use of a questioner is 0.7. This means that the questioner was reliably used for this study.

Table 4.3

Reliability Statistics	
Cronbach's Alpha	N of Items
.975	40

Source: Data processing

Validity Tests conducted with the aim of knowing the accuracy of the questionnaire. Validity indicates the extent to which a measuring instrument can measure what the researcher wants to measure (Umar, 2005). In this study, the pearson's r correlation was used to measure the validity of each items of the questioner. The items said to be valid if the correlation counted value was higher than r table on the level of 0.44 (refer to r table df=13, r=0.441). The result of the test can be seen item total statistics table. The result show that the range value in corrected item total correlation between 0.491 and 0.860 (see appendix 7). This meant that all items were valid.

B. Results of Data Analysis

1. Homogeneity Test

Homogeneity of variance of the dependent variable must have the same variant in each category of the independent variable. If there is more than one independent variable, there must be homogeneity of variance in the cell formed by categorical independent variables. SPSS provides this test with the name of Levene's test of homogeneity of variance. If the value of Levene's test was significant (probability <0.05), the null hypothesis was rejected that the group had a different variance and it violates the assumptions.

Table 4.4

Levene's Test of Equality of Error Variances^a
Dependent Variable: Reading Comprehension

F	df1	df2	Sig.
1.458	3	47	.238

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Method + Attitude + Method

* Attitude

Source: Data processing

The table above showed that the significance of the calculation of p-values was greater than the significance value of $\alpha = 0.05$ ($0.05 < 0.238$). Thus these data was homogeneous and met the assumptions of parametric statistical tests.

2. The mean score of Experimental Group (DRTA) and Control Group (Conventional) toward Reading Comprehension

Table 4.5

1. Method

Dependent Variable: Reading Comprehension

Method	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
DRTA	77.625	1.819	73.965	81.285
Conventional Method	67.083	2.071	62.916	71.251

Source: Data processing

Table 4.4 indicated that experimental group (DRTA) earned the lowest score of 73.965, the highest score of 81.285, the average value of 77.625 and a standard error 1.819. While the control group (conventional method) earned the lowest score of 62.916, the highest score of 71.251, the mean score of 67.083 with standard error of 2.071. It showed that those who taught by DRTA had better score than conventional method.

3. The mean score of Students' Reading Attitude toward Reading Comprehension

Table 4.6

2. reading Attitude

Dependent Variable: Reading Comprehension

reading Attitude	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
High	76.371	1.473	73.409	79.333
Low	71.411	1.799	67.791	75.030

Source: Data processing

Based on the table, we could see that those who had high attitude toward reading earned the lower score of 73.409, the upper score of 79.333 and the score mean of 76.371 with 1.473 standard error. And those who had low attitude toward reading earned the lower score of 67.791, the upper of 75.030 and the mean of 71.411 with the standard error of 1.799. It indicated that the students with high attitude toward reading had better score than those in low attitude.

4. The mean score of Interaction between Attitude and Method toward Reading Comprehension

In the case of interaction between method and reading attitude toward reading comprehension, the students in experiment group (DRTA) with high attitude got the lower score of 71.024, the upper of 79.476 with the mean of 75.250 and the low attitude earned got the lower score of 74.023, the upper of 85.977 with the mean of 80.00. Whereas the students in control group with high attitude earned the lower of 65.366, the upper of 77.967, while low attitude earned the lower of 57.044., the upper of 67.956 with mean of 62.500.

Table 4.7**3. Method * reading Attitude**

Dependent Variable: Reading Comprehension

Method	reading Attitude	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
DRTA	High	75.250	2.101	71.024	79.476
	Low	80.000	2.971	74.023	85.977
Conventional Method	High	71.667	3.132	65.366	77.967
	Low	62.500	2.712	57.044	67.956

Source: Data processing

5. Research Hypothesis Testing

This research used analysis of variance Two Way Anova (one-tailed) with a significance level of 5%, to verify the hypotheses.

- a. There was some significant difference effect between DRTA and Regular Method on students' reading comprehension.
- b. There was some significant different effect between high and low attitude on students' reading comprehension.
- c. There was some significant interaction effect between methods and reading attitudes on students reading.

If the probability value > 0.05 then Hypothesis was rejected and if the probability value < 0.05 , the hypothesis was accepted.

The result of the data analysis presented in the table below:

Table 4.8**Tests of Between-Subjects Effects**

Dependent Variable: Reading Comprehension

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1919.877 ^a	3	639.959	7.250	.000	.316
Intercept	243180.020	1	243180.020	2754.917	.000	.983
Method	1290.504	1	1290.504	14.620	.000	.237
Attitude	56.633	1	56.633	.642	.427	.013
Method * Attitude	562.278	1	562.278	6.370	.015	.119
Error	4148.750	47	88.271			
Total	274500.000	51				
Corrected Total	6068.627	50				

a. R Squared = .316 (Adjusted R Squared = .273)

Based on the table 4.8, it was explained that there were significant differences effect on students' reading comprehension based on the method of teaching. It happened because the p-value of test for method was 0.000 and $F = 14.620$. It was less than the research assumption of $\alpha = 0.05$ and higher than the F table of 2.803 ($14.620 > 2.803$). It was concluded that H_0 was rejected. It meant that there was some significant different effect between DRTA and conventional Method on students' reading comprehension. In other word, DRTA had significant influenced on students' reading comprehension. The mean of reading comprehension score in table 4.5 showed that that experimental group (DRTA) earned the lowest score of 73.965, the highest score of 81.285, the average value of 77.625 and a standard error 1.819. While the control group (conventional method) earned the lowest score of 62.916, the highest score of 71.251, the mean score of 67.083 with standard error

of 2.071. It showed that those who taught by DRTA had higher score than conventional method. The result supported the first hypothesis that there was significant difference effect between DRTA and conventional Method on students' reading comprehension.

The result of this study also found that there was no significant different effect on students' reading comprehension based on their attitude. It happened because the p-value of attitude variable was higher than $\alpha = 0.05$ ($0.427 > 0.05$) and F statistic 0.642 with $df_1=3$ and $df_2=47$ was less than F table of 2.803 ($0.642 < 2.803$). It received H_0 . It indicated that students with high and low attitude toward reading had equal reading comprehension. It meant that attitude did not have significant affect on students' reading comprehension. The result didn't support the second hypothesis that there was significant difference effect between high and low attitude toward reading on students' reading comprehension.

This study also showed that there were significant difference effect on students' reading comprehension based on the interaction between method and attitude. It could see from F statistic of the test which was higher than the f table ($6.370 > 0.803$) and the p-value of the test was less than 0.05 ($0.015 < 0.05$). It rejected H_0 . These results reinforced by figures showing their lines are not parallel. No intersection the line between the type of method and reading attitude. The figure also showed that students with low attitude performed better in DRTA group while students with high attitude performed better in Conventional group. It meant that the

interaction between method and students' attitude influenced differently to the students' reading comprehension.

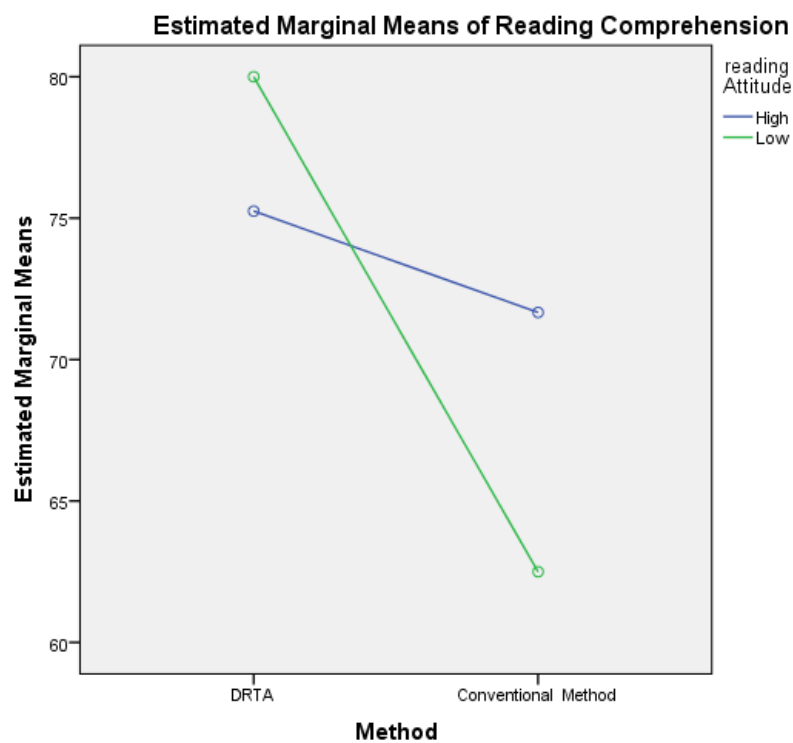


Figure 4.1: Interaction between Method and Attitude

Source: Data processing

Because there was interaction between method and attitude, and we could not read the treatment effect directly, It needed to reanalyze the data using post hoc analysis by making new variable which combine method and attitude. The researcher used four values for the new variable; DRTA-High =1, DRTA-Low = 2; Conventional-High = 3 and Conventional-Low = 4.

From the Result of the two way ANOVA test in table 4.7 showed the multiple R-value to be 0.316. This was the magnitude of R or the estimated slope of regression line. The result indicated that there was a positive, linear relationship among the three variables. The R square value which was 0.316 represented the proportion of variation in the dependent variable that was explained by the independents variables. This meant about 31.6 % of the variance in the dependent variable or reading comprehension was explained by the independent variables method (DRTA and conventional) and reading attitude and 68.4 % was explained by other factors.

6. Tukey Test

Because there was interaction between method and attitude, and the treatment effect could not be read directly, It needed to reanalyze the data using post hoc analysis by making new variable which combine method and attitude. The following were the results of the retest and Tukey test.

Tabel 4.9**Tests of Between-Subjects Effects**

Dependent Variable: Reading Comprehension

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1919.877 ^a	3	639.959	7.250	.000
Intercept	243180.020	1	243180.020	2754.917	.000
interaction	1919.877	3	639.959	7.250	.000
Error	4148.750	47	88.271		
Total	274500.000	51			
Corrected Total	6068.627	50			

a. R Squared = .316 (Adjusted R Squared = .273)

Source: Data processing

Table 4.9 indicated that among the four combinations of the interaction variables value was significant ($F = 7.250$; $p < 0.05$). So that it could then be proceeded to see the multiple comparisons or post hoc. If the analysis of variance above could only see the difference in terms of a combination of method and attitude, then in the post hoc we could see it in detail.

Table 4.10**Multiple Comparisons**

Dependent Variable: Reading Comprehension

Tukey HSD

		Mean Difference (I- J)	Std. Error	Sig.	95% Confidence Interval	
(I) Interaction	(J) Interaction				Lower Bound	Upper Bound
DRTA-high	DRTA-low	-4.75	3.639	.564	-14.44	4.94
	Conventional-high	3.58	3.771	.778	-6.46	13.63
	Conventional-low	12.75*	3.431	.003	3.61	21.89
DRTA-low	DRTA-high	4.75	3.639	.564	-4.94	14.44
	Conventional-high	8.33	4.317	.229	-3.16	19.83
	Conventional-low	17.50*	4.023	.000	6.79	28.21
Conventional-high	DRTA-high	-3.58	3.771	.778	-13.63	6.46
	DRTA-low	-8.33	4.317	.229	-19.83	3.16
	Conventional-low	9.17	4.143	.135	-1.87	20.20
Conventional-low	DRTA-high	-12.75*	3.431	.003	-21.89	-3.61
	DRTA-low	-17.50*	4.023	.000	-28.21	-6.79
	Conventional-high	-9.17	4.143	.135	-20.20	1.87

Based on observed means.

The error term is Mean Square(Error) = 88.271.

*. The mean difference is significant at the 0.05 level.

Source: Data processing

The above results showed that:

1. There was no significant difference between students' reading comprehension of the application of DRTA method in high and low attitude (MD = -4.75; $p > 0.05$).
2. There was no significant difference between students' reading comprehension of the application of DRTA method on high attitude and Conventional method on high attitude (MD = 3.58; $p > 0.05$).

3. There was no significant difference between students' reading comprehension of the application of DRTA in low attitude and DRTA in high attitude ($MD = 4.75$; $p > 0.05$)
4. There was a significant difference between students reading comprehension of the application of DRTA in low attitude and conventional in low attitude. ($MD = 17.50$; $p < 0.05$)

Overall the analysis showed that the success of method depends on the attitude of the students treated. With the interaction, we could not simply conclude that DRTA was more effective than conventional method, but depending on the attitude of the students treated. DRTA method was seen to be effective in students with low attitude, while the high attitude was more prone to conventional method.

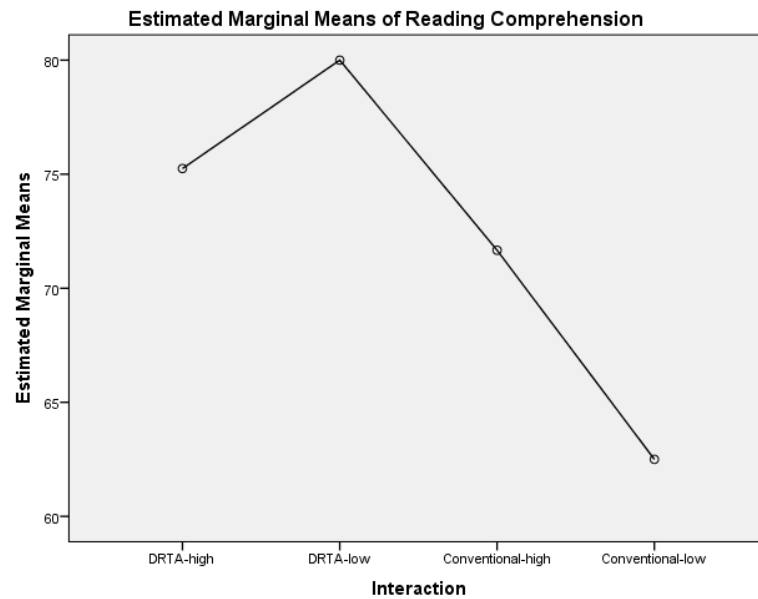


Figure 4.2: Interaction

C. Discussion

Based on the explanations above, the discussions are considered:

This study showed there was some significant difference effect between DRTA and conventional Method on students' reading comprehension. It meant that DRTA as a strategy in reading activity has statistically showed positive effect in improving reading comprehension. The data showed the mean of reading score for experimental group was higher than the mean of control group (experimental group (DRTA) = 77.625, control group (conventional method) = 67.083). The Direct Reading Thinking Activity (DRTA) is a comprehension strategy that helps students be active and thoughtful readers. DRTA encourages active reading in improving understanding. Students are able to focus their attention on the reading text which triggers their curiosity in reading. This supports the findings of

previous researches which also found that there is a significant correlation between strategy use and reading comprehension. As Carrel⁵³ says that learners' lack of efficient reading strategies will impact learners' target language reading ability. It is interesting to note that DRTA not only improving students' ability to understand the text, but also increasing students' reading ability. The result of this study also supports the theory that reading is an active process which involves the reader's knowledge and experiences and the printed material.

In the case of Reading attitude, this study concluded that there was not statistically significant difference effect between high and low attitude on students' reading comprehension. It was contrast with the result of previous researches, Yamashita and Mihandoost, On the study related to students' attitude toward reading, Yamashita⁵⁴ mentioned the importance to understand learners' attitudes toward reading for encouraging learners' involvement in reading. His study showed that learners' positive attitude towards reading will improve their performance in reading. This contradictory result might have happened because the sample in this study involved 121 students but some of them did not provide their response to the questionnaires given. This means that the results of this study cannot be generalized to other students who experience academic failure in reading.

⁵³ P.L.Carrel. 1998. *Can Reading Strategies be Successfully Taught?* The Language Teacher. (Online) <http://langue.hyper.chubu.ac.jp/pub/tlt/98/mar/carrel.html>

⁵⁴ Junko Yamashita.. *Reading Attitudes in L1 and L2, and Their Influence on L2 extensive Reading. Reading in A Foreign Language*. Vol.16. No 1. April 2004. <http://nflrc.hawaii.edu/rfl>.

Related to some theories supported the idea that reading strategy and attitude toward reading will influence the performance in reading, the result of the study showed a positive effect to reading comprehension. It meant that the interaction between method and students' attitude influenced differently to the students' reading comprehension. This research showed that students with low attitude performed better in DRTA, meanwhile students with high attitude performed better in conventional method. Hagan⁵⁵, 2013, stated that "there is a significant difference in student reading attitude based on the approach to literacy instruction implemented in a classroom". DRTA is a comprehensive strategy which guides and helps students to be active and thoughtful readers. DRTA strengthens and enhances students' reading comprehension. Low attitude students were guided and helped in improving their reading activities after using DRTA. On the other hand, students with high attitude performed better in Conventional method. This was happened because according to Boumova⁵⁶, Conventional method puts responsibility for teaching and learning mainly on the teacher. Students just listen to teacher's explanations and examples. Students are expected to memorize the grammatical rules, to practice them while translating and analyzing English texts. These results supported the third hypothesis that there was some significant interaction effect between methods and reading attitudes on students reading comprehension. Both DRTA and reading attitude give

⁵⁵ Elizabeth Hagan. *Student Reading Attitude in Relation to the instructional Approach*. Educational Leadership Faculty. Northwest Missouri State University.

⁵⁶ Bc. Viera Boumova. *Traditional vs Modern Teaching Methods: Advantages and Disadvantages of Each*. Masaryk Univ. p.41.

positive effect on students' reading comprehension. Here the researcher wants to say that students will be motivated to read based on various personal reasons. If they do not have any intentions in reading, they refuse to read. To understand students' attitudes towards reading means to understand their feelings and thought which lead them to enjoy reading.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of the data analysis and discussions, the following conclusions were drawn:

1. The Direct Reading Thinking Activity (DRTA) is a comprehension strategy that helps students be active and thoughtful readers. DRTA encourages active reading in improving understanding. Students are able to focus their attention on the reading text which triggers their curiosity in reading. The statement supported the result of the study that DRTA as a strategy in reading activity has statistically (see Table 4.5) showed positive effect in improving reading comprehension (the highest score was 81.285 and the lowest score was 73.965)
2. Reading Attitudes towards reading affects the perception of reading. Affective factors such as feelings and emotion may be influential in motivating students to read. Since reading is a psycholinguistic process which involves the interaction of language and thought, a reader has to be able to have skill and will in reading. It means that a reader's mind, feelings, and emotion make the reading more or less enjoyable. However this theory was not in line with the result of the study because the study indicated that there was not statistically significant difference effect

between high and low attitude on students' reading comprehension. The significant of attitude was .427 (see Table 4.8) less than the research assumption of $\alpha = 0.05$. It meant that attitude statistically did not affect the students' reading comprehension.

3. Both DRTA and reading attitude had strong effect on students' reading comprehension. A reader tends to avoid reading when he/she cannot relate their thoughts and feelings to the text. A reader will not have any intentions to read whenever he/she does not have good mood in reading. If a reader finds reading interesting, it will affect his/her reading behavior. Some difficulties in comprehending reading will give negative impact in the attractiveness of reading. Students who were taught by DRTA got the average value of 77.625 higher than Conventional method (see Table 4.5).
4. The Result of the two way ANOVA test showed the multiple R-value to be 0.316. This was the magnitude of R or the estimated slope of regression line. The result indicated that there was a positive, linear relationship among the three variables. The R square value which was 0.316 represented the proportion of variation in the dependent variable that was explained by the independents variables. This meant about 31.6 % of the variance in the dependent variable or reading comprehension was explained by the independent variables method (DRTA and conventional) and reading attitude and 68.4 % was explained by other factors.

B. Suggestions

In lines with the conclusions, the following suggestions are addressed:

1. Reading comprehension is essential to academic learning in all subject areas. It is an especially vital skill for students in university since a great proportion of books or research papers are written in English. Direct Reading Thinking Activity (DRTA) in this study has significantly contributed to improve students' reading comprehension. DRTA helps students to become critical readers by giving a freedom to the readers to examine their own thinking to raise questions and seeks for answer. Along with the research findings, it is suggested that students have to be introduced to appropriate and applicable reading strategies which help them to understand the text well and develop their reading comprehension.
2. Eventhough the findings of this study showed no significant different effect between high and low reading attitude and reading comprehension, it is suggested to have further research on reading attitude and reading comprehension. Positive attitude to reading is believed as a foundation for reading comprehension and of course other language skills to gain academic achievement. Teachers are suggested to try to understand students' reading attitudes and their performance in reading. Teachers need to be aware of students' beliefs and attitudes in order to be able to deal with them appropriately. Providing strategies and activities within meaningful contexts will help students to incorporate attitudes towards reading.

3. The findings on this study underscore the importance of helping students to develop awareness of reading strategies which impact students' affections in reading. Furthermore, the interaction of reading strategy and attitude towards reading lead to a vital role in achieving reading comprehension. However, there is an implication of a need for future research to verify the results and discussions reported in this paper. Despite the conclusions that have been drawn from this study, it is necessary to emphasize that this study needs to be repeated with larger samples. There is also a need to carry out a further study so that a greater understanding and more detailed information concerning the effect of DRTA and Reading Attitude toward reading on Students' Reading Comprehension can be gathered. It is also interesting to add other factors that may possibly contribute to reading comprehension. Then, it is recommended that a questionnaire with the possibility of covering more attitude toward reading be developed as a more valid and reliable tool to assess reading comprehension.

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