The Effect of Directed Reading and Thinking Activity (DRTA) Learning Model assisted by *Padlet* on Learning Motivation and English Reading Comprehension Ability of Grade IX Students at SMP Negeri 5 Kubu

I Gede Okta Santikacahya [1]
I Wayan Santyasa [2]
I Kadek Suartama [3]
[1,2,3] Ganesha University of Education

[1] frankdedew33@gmail.com
[2] santyasa@undiksha.ac.id
[3] ik-suartama@undiksha.ac.id

Abstract

This study aims to analyze the differences in reading comprehension ability and learning motivation between students who follow the Directed Reading and Thinking Activity (DRTA) model assisted by Padlet and students who follow the direct learning model. This research is a quasi experiment with Non-Equivalent Pretest-Posttest Control Group Design. The population in this study were ninth grade students of SMP Negeri 5 Kubu in the 2022/2023 academic year consisting of three classes. The sample selection was carried out using Classroom Random Sampling technique and two classes were selected as samples, one class as the experimental group and the other class as the control group. Data collection was carried out using a reading comprehension ability test and a learning motivation questionnaire. The data obtained were analyzed by MANCOVA with initial reading comprehension ability and initial learning motivation as covariates. The results showed that: First, there is a significant difference in reading comprehension ability and learning motivation together between students who follow the DRTA model assisted by Padlet and students who follow the direct learning model. Second, there is a significant difference in reading comprehension ability between students who follow the DRTA model assisted by Padlet and students who follow the direct learning model. Third, there is a significant difference in learning motivation between students who follow the DRTA model assisted by Padlet and students who follow the direct learning model. The implication of this research shows that to improve learning motivation and reading comprehension ability we can use DRTA model learning assisted by Padlet.

Keywords: *reading comprehension, learning motivation, DRTA*

Introduction

English as an international language has a very important role in this modern era. English can help us to absorb information, exchange information, be it in the field of science, technology, or even about fashion. Currently, English teaching in the classroom is mostly emphasized on the reading aspect because most of the assessments are done using reading tests. By reading a person can increase and expand their knowledge, insight and abilities in various fields (Putri, 2019). Reading is not just seeing and saying sentences but how students can get an understanding of what they read. Reading comprehension ability is the ability to understand reading well and get information from reading in involving knowledge and experience (Anjani, 2019). Reading comprehension

is a process to recognize or identify the text, then recall the content of the text. Reading comprehension is an activity of making a sequence about the description or organizing the text, being able to evaluate as well as being able to respond to what is expressed or implied in the text (Erni, 2018).

With good reading comprehension skills, it is expected that it can also affect students' learning motivation. Strong motivation is also one of the reasons and important things needed in learning English. Students are expected to learn English because they do have learning motivation within themselves (Suryasa, 2017). Motivation to learn is a psychic activator that is inside and or outside the student in causing learning activities, so that it is guaranteed in the smooth running of his learning activities, and directs his learning activities to the goals to be achieved (Taufiqurrochman, 2018). Students really need motivation in learning, because learning outcomes are optimized with high learning motivation.

In fact, based on observations made by the author, ninth grade students at SMP Negeri 5 Kubu tend not to be motivated to read an English text. They think that English is difficult to read and so they do not have high motivation to learn. The low motivation to learn and the value of students' English reading comprehension skills are caused by many factors such as, some students tend to be passive in learning, students' basic ability to English is still low, the material taught is less related to students' daily situations, learning media developed by teachers is very limited, and the learning process tends to be monotonous or less varied learning.

Based on the results of interviews with teachers, it is stated that students' initial abilities are less explored in the learning process, causing students to tend to be passive in the learning process. They seem unprepared to receive the material to be taught because of the students' lack of knowledge of the material being taught. As we know, the initial ability of learners is the main capital of a student for effective learning and knowledge development (Misa & Neno, 2023). In correlation with the results of the interview above, from the students' point of view, the lack of prior knowledge results in students thinking that English is difficult to read and they become unmotivated to read the text. This also affects students' confidence in answering the questions given.

Many learning models have often been used to increase students' learning motivation and English reading comprehension skills. According to research conducted by Mawarni et al. (2022), the use of the Directed Reading Thinking Activity (DRTA) learning model with audiovisual support has a positive impact on students' learning motivation and their capacity to understand reading. This is also in line with research conducted by Kara & Doi (2021) which states that the DRTA learning model is more effective than conventional learning strategies, and there is an effect of motivation on students' reading ability in English language learning.

Based on the explanation above, one of the learning models that has the potential to be used in overcoming the problems of learning motivation and students' reading ability is Directed Reading Thinking Activity (DRTA). This model focuses on students' engagement with the text, because students predict and prove it when reading. According to Ratminingsih (2019), this learning model consists of four main steps, namely predict-read-confirm-resolution. In predict, students predict ideas that might be discussed in the text. In read, they read from one point to another usually in the form of paragraphs to find the information discussed in the text. In confirmation, students compare their predictions with what is actually presented in the text. This cycle is repeated for the whole text section by section. In resolution, students summarize the ideas of the text.

However, this learning model certainly has a disadvantage that sometimes makes teachers reluctant to apply this learning model in the classroom. The disadvantage is the difficult time management when teachers have to check the results of students' predictions, and summarize ideas from many students. Therefore, to minimize this weakness, researchers combine this DRTA learning model with the use of padlets. According to Ansar (2021), Padlet is an interactive platform that can be used to support collaborative learning. Padlet is a web-based tool that creates an online virtual wall, a pin board where multimedia content can be posted. This may include documents, questions, comments, images, videos and audio, which students can access at any time online. Bonaventure & Hua (2020) also stated that this Padlet can run effectively as a substitute for paper, even this padlet application can provide more options than paper.

With the help of padlet, the learning process using DRTA learning model is expected to be more effective in accommodating English reading learning activities to be more fun. Therefore, this study tested the effect of Directed Reading and Thinking Activity (DRTA) learning model assisted by Padlet on learning motivation and reading comprehension ability of English language students in grade IX junior high school.

Method

This research is a quasi experimental research. The research design used was pretest-posttest non-equivalent control group design. This design is used because it is not possible to control and or manipulate all relevant variables. This research will be conducted at SMP Negeri 5 Kubu in the 2022/2023 academic year. The population of this study was 81 students of class IX SMP Negeri 5 Kubu consisting of 3 classes. The technique for determining the research sample is group random sampling through drawing to determine two classes as research samples from a total of three classes IX. With this technique, the samples for research were students of class IX C as an experimental class and students of class IX A as a control class at SMP Negeri 5 Kubu, each class totaling 27 people. The data collected in this study include: (1) English reading comprehension ability and (2) students' English learning motivation. The data were collected using tests (for reading comprehension ability) and questionnaires (for reading motivation). In this study, the analysis of variance technique used was a one-way multivariate MANCOVA (Multivariate Analysis of Covariance) involving one independent variable (learning model) and two dependent variables (motivation and reading skills). Assumption tests used for the analysis include: normality test, homogeneity test, variance/covariance matrix homogeneity test, linearity test, and collinearity test between dependent variables.

Results

A recapitulation of the results of descriptive analysis of research data can be presented in the table.

Table 1. This is the title of your table

Description	Reading Comprehension Ability				Learning Motivation			
	Padlet-assisted *Directed Reading and Thinking Activity* Model		*Direct Instruction*		Padlet-assisted *Directed Reading and Thinking Activity* Model		*Direct Instruction*	
	Pretest	*Posttest*	*Pretest*	*Posttest*	*Pretest*	*Posttest*	*Pretest*	*Posttest*
Number of Students	27	27	27	27	27	27	27	27
Average	67,69	80,09	67,69	75,00	78,28	84,06	78,07	81,76

Standard Deviation	6,16	4,52	6,20	5,00	2,86	2,34	2,93	2,27
Median	67,5	80	67,5	75	78,14	83,72	78,14	81,86
Maximum Value	77,5	87,5	77,5	82,5	82,79	87,44	82,79	85,58
Minimum Value	57,5	72,5	57,5	67,5	73,49	80,00	73,49	78,14
Rent	20	15	20	15	9,30	7,44	9.30	7,44

Based on the table above, descriptively it can be seen that the average value of reading comprehension ability of students who study with Directed Reading and Thinking Activity (DRTA) model assisted by Padlet is 80.09 with a standard deviation value of 4.52. The average value of students' reading comprehension ability with Directed Reading and Thinking Activity (DRTA) model assisted by Padlet is greater than the average value of students' reading comprehension ability who study with direct instructions model (75.00) with a standard deviation of 5.00. The data above shows that it seems that the Directed Reading and Thinking Activity (DRTA) model assisted by Padlet has a positive effect on students' reading comprehension ability in the experimental group. Judging from the students' average score on students' learning motivation, the group of students who learned with the Directed Reading and Thinking Activity (DRTA) model assisted by Padlet obtained a higher score (84.06) with a standard deviation of 2.34 compared to the group of students who learned with the direct learning model which obtained an average score of 81.76 with a standard deviation of 2.27. This also seems to indicate that the Directed Reading and Thinking Activity (DRTA) model assisted by Padlet has a fairly positive effect on student learning motivation.

To test the hypothesis with the MANCOVA technique, several assumptions must first be met, namely the subjects used as research samples must be taken randomly (random), normally distributed data, the variance of each group is homogeneous, linearity, and collinearity. For hypothesis 1 test, the null hypothesis (H0) which reads that there is no significant difference in English reading ability and learning motivation between students who learn by using the Directed Reading and Thinking Activity (DRTA) model assisted by Padlet and students who learn with the direct instruction teaching model. The results showed a significant level, so H0 "rejected" and H1 "accepted". So, there is a significant difference in English reading comprehension ability and learning motivation between students who learn by using Directed Reading and Thinking Activity (DRTA) model assisted by Padlet and students who learn by direct instruction teaching model.

Statistical analysis for hypothesis II and III testing used the results of the "Tests of Between-Subjects Effects" analysis. Related to the reading comprehension ability variable, the results of the above analysis show that the significant value for the covariate of reading comprehension pre-test to reading comprehension post-test is 0.001, indicating that students' initial reading comprehension ability significantly affects students' final reading comprehension ability. The significant value for the covariate of reading comprehension pre-test to student learning motivation post-test is 0.342, indicating that students' initial reading comprehension ability does not significantly affect students' final learning motivation.

The learning model on reading comprehension ability (post-test reading) has a significant value of 0.001. The significance value is smaller than the significance level set so that H0 which states that there is no significant difference in reading comprehension ability between students who learn by using the Directed Reading and Thinking Activity (DRTA) model assisted by Padlet and students who learn with direct instruction teaching model is rejected. As a consequence, H1 is accepted, that is, there is a significant

difference in reading comprehension ability between the experimental group and the control group.

In the student learning motivation variable, the results of the analysis above show that the significant value for the covariate of student learning motivation prates on student learning motivation postes has a value of 0.001, this indicates that students' initial learning motivation has a significant effect on students' final learning motivation. Learning motivation has a significant value of 0.001. The significance value is smaller than the significance level set, so H0 which states that there is no significant difference in learning motivation between students who learn by using the Directed Reading and Thinking Activity (DRTA) learning model assisted by Padlet and students who learn with the Direct Instruction teaching model is rejected. As a consequence, H1 is accepted, that is, there is a significant difference in learning motivation between the experimental and control groups.

Discussion

The analysis of hypothesis 1 test, states that there is a significant difference in learning motivation and reading comprehension ability in English between students who learn with Directed Reading and Thinking Activity (DRTA) model assisted by Padlet and students who learn with direct teaching model. The mean scores in the experimental group were greater than those in the control group. The data of the four mean scores are significantly different so it can be concluded that the learning model has a significant effect on motivation and English reading comprehension skills together. Students who learn by using Directed Reading and Thinking Activity (DRTA) model assisted by Padlet in addition to increasing learning motivation can also improve English reading comprehension skills.

The increase in learning motivation and students' English reading comprehension ability is caused by the DRTA learning model that successfully attracts students' interest in learning who feel challenged to predict the content of the reading they will read. In addition, this learning model also encourages students to use the knowledge and experience they have to be able to predict the storyline they read. This model also invites students to think critically in understanding and analyzing the content of the reading. This activity is of course very fun for students, so they feel comfortable and motivated to learn. This is also confirmed by research from Anggi Citra Apriliana (2022) which states that the use of DRTA and KWL models is categorized as quite effective in improving reading comprehension skills. According to research conducted by Mawarni et al. (2022), the use of the Directed Reading Thinking Activity (DRTA) learning model with audiovisual support has a positive impact on students' learning motivation and their capacity to understand reading. This is also in line with research conducted by Kara & Doi (2021) which states that the DRTA learning model is more effective than conventional learning strategies, and there is an effect of motivation on students' reading ability in English language learning.

The results of hypothesis 2 test found that there is a significant difference in learning motivation between students who learn to follow the Directed Reading and Thinking Activity (DRTA) model assisted by Padlet and students who learn to follow the direct learning model. Student motivation has a very strong relationship with the success and teaching methods used. This is indicated by the results of student learning motivation in the experimental class as much as 40.7% with very high qualifications compared to direct learning which is only 7.4%. This is in line with what Uno (2008) said, stating that

learning motivation arises because of intrinsic and extrinsic factors. Learning motivation refers to the drive that makes learners motivated to learn. DRTA requires students to make predictions that will be different because students think according to their own way of thinking, and the teacher must accept the predictions put forward by students. This can trigger increased student motivation to want to think in learning (Fatih, 2019).

The findings in this study prove that the Directed Reading and Thinking Activity (DRTA) model assisted by Padlet has an effect on students' English reading comprehension skills. The increase in students' reading comprehension ability is due to the DRTA learning model which indirectly trains students to be able to think critically to analyze and evaluate a story to predict the continuation of the story. Thus, students will be trained to understand the content of the reading which of course will also facilitate them in answering questions related to the text. The addition of vocabulary during learning activities can also be one of the factors in improving students' English reading comprehension skills. This is because when predicting, students can also see the results of predictions from other groups so that they will also learn new vocabulary that may be used by other groups.

Although both experimental and control classes experienced an increase, students who learned with the Directed Reading and Thinking Activity (DRTA) model assisted by Padlet were more effective than students who learned with the direct learning model. In this study, Padlet was also used to support learning activities. With the help of padlet allows students to share ideas, ask questions, participate in discussions, send messages, video files, audio and so on in a short time Jaganathan (2016). The results of this study are also supported by research conducted by Fitrah Auliya Ansar, et al. (2021) which states that shows the results that there are 69 respondents from three Sociolinguistics course classes claiming that they are ready to attend classes that use Padlet as a learning medium. this is also supported and in line with research conducted by Bonaventure & Hua (2020) which states that the use of Padlet can run very effectively as a substitute for the paper we used to use before. Even this Padlet application can provide more options than paper.

Conclusion

The conclusions that can be drawn from the results and discussion above are (1) There is a significant difference in reading comprehension ability and learning motivation together between students who follow the DRTA model assisted by Padlet and students who follow the direct learning model. (2) There is a significant difference in reading comprehension ability between students who follow the DRTA model assisted by Padlet and students who follow the direct learning model. Where the students who follow the DRTA model assisted by Padlet get the average score of reading comprehension ability higher (80.09) than the students who follow the direct learning model (75.00). (3) There is a significant difference in learning motivation between students who follow the DRTA model assisted by Padlet and students who follow the direct learning model. Where students who follow the DRTA model assisted by Padlet get a higher average value of learning motivation (84.06) compared to students who follow the direct learning model (81.76). The implication of this research shows that to increase learning motivation and reading comprehension ability we can use DRTA model learning assisted by Padlet.

The DRTA learning model assisted by Padlet is an innovative learning that can be used to increase student activities in the classroom to develop students' reading

comprehension skills and student learning motivation. The results of this study can be used as a reference to develop a student-centered learning process and utilize ICT in creating more interesting learning activities in the classroom.

References

Anjani, S., Dantes, & N., Artawan, G. (2019). The effect of school literacy movement implementation on reading interest and reading comprehension skills of fifth grade elementary school students in Gugus II North Kuta. PENDASI: Indonesian Journal of Basic Education, 3(2). 74-83.

Ansar, F.A., Puspita, N., Irwan, D., Hasyim, U.A., Soepriyadi, D.N., Astri, Zul. (2021). How the implementation of digital media in english using padlet: Qualitative exploration interactively. Ilkogretim Online. Elementary Education Online, 20(4), 60-76. https://doi.org/10.17051/ilkonline.2021.04.09

Apriliana, A.C. (2022). The effect of DRTA and KWL strategies on students' reading comprehension skills in terms of their reading interest. PrimaryEdu: Journal of Elementary Education, 6(1). https://doi.org/10.22460/pej.v6i1.2964

Bonaventure, J., Tan, Kim Hua. (2021). Using padlet as a technological tool for assessment od students' writing skills in online classroom settings. International Journal of Education and Practice, 9(2), 411-423. https://doi.org/10.18488/journal.61.2021.92.411.423

Erni, Iwayantari. (2018). The implementation of the school literacy movement in improving reading comprehension skills and its impact on efforts to foster character values at SMPN 2 Bojongsoang, Bandung Regency". http://repository.unpas.ac.id/37097/

Fatih, Mohamad. (2019). Improving reading comprehension through the Direct Reading Thingking Activities (DRTA) strategy for Grade VA Students of SDN Bendogerit 1 Blitar City. JOURNAL OF EDUCATION: Research and Conceptual. 3(1).

Jaganathan, S. (2016). Edmodo and Padlet as a collaborative online tool in enriching writing skills in language learning and teaching. Global English-Oriented Research Journal (G E O R J), 1(4).

Kara, Yuliana M. D. K., Doi, Maksimilianus. (2021). The effect of Directed Reading Activity (DRTA) innovative learning strategy and learning motivation on students' English reading ability. Journal of Technology Research and Educational innovation (JARTIKA). 4(1).

Marwani, Munirah, Sulfasyah. (2022). The effect of DRTA (Directed Reading Thinking Activity) learning strategy assisted by audio visual on learning motivation and reading comprehension ability of grade V students. Basicedu Journal. 6(6). https://doi.org/10.31004/basicedu.v6i6.4105

Misa, M., & Neno, H. (2023). Brainstorming workshop: Activating students' prior knowledge before entering the discussion topic. Journal of Prosperous Indonesia Community Service. 2(2), 120-133. https://doi.org/10.59059/jpmis.v2i2.297

Putri, D., & Syahrul, R. (2019). Correlation of reading comprehension skills and writing skills of observation report text of seventh grade students of SMP Negeri 4 Pariaman. Journal of Indonesian Language and Literature Education, 8(1).

Ratminingsih, Ni Made. (2019). English learning methods and strategies. Depok: Rajawali Press.

Suryasa, I Wayan. (2017). An analysis of student's motivation toward English Learning Among students in PEACE. International Journal of Social Sciences and Humanities.

Taufiqurrochman, Ilham. (2018). Factors that influence motivation to learn English. Thesis. Surakarta: University of Muhammadiyah Surakarta.

Uno, Hamzah. 2008. Motivation theory and its measurement. Jakarta: Bumi Aksara.