

THE EFFECT OF DRTA AND KWL STRATEGIES ON STUDENTS' READING COMPREHENSION SKILLS IN TERMS OF THEIR READING INTEREST

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Abstract

This study is aimed at obtaining a comprehensive picture of the effect of DRTA and KWL strategies on reading comprehension ability in terms of students' reading interest. The background of this research is the low interest and ability of students in understanding the content of reading materials. The sample in this study are fourth grade students at Kananga Elementary School, Jatiningor District, Sumedang Regency. The method used is Factorial Design Two Factor Experiment. The instruments used are reading comprehension test and reading interest questionnaire. The results of the study can be explained as follows: 1) The use of DRTA and KWL strategies are categorized as quite effective in improving reading comprehension skills, which can be seen from the N-Gain test scores of 64.02% and 64.97%. 2) Based on the Test of Between Subject Effect output, the sig value is $0.424 > 0.05$, which can be concluded that there is no significant difference between reading comprehension skills in terms of students' reading interest. It means that students' reading interest does not significantly affect on reading comprehension ability. Students who have low reading interest do not necessarily have low reading skills, and vice versa. 3) The calculation of the two-way ANOVA regarding the interaction effect between reading strategies and reading interest on reading comprehension ability, obtained a sig value of $0.026 < 0.05$, which can be concluded that there is an interaction effect between learning strategies and reading interest on improving students' reading comprehension skills.

Keywords: Reading Comprehension, DRTA, KWL, Students' Reading Interest

INTRODUCTION

Reading is a very important language skill to be mastered by elementary school students. Based on the results of both national and international surveys, Indonesian people are included in the category that has low reading literacy. According to a world-class survey, Indonesian people do not like to read books (Damarjati, 2019). Socio-cultural statistics data from the Central Bureau of Statistics in 2012 shows that the Indonesian people have not made reading their main source of information; as many as 91.68% of the population aged 10 years and over prefer watching television and only about 17.66% who like reading letters, newspapers, books, or magazines (Suryaningsih, 2020).

This low interest in reading is reinforced by the results of a research conducted by the United Nations Educational Scientific and Cultural Organization in 2011 which stated that the index of reading interest of Indonesian people was only 0.001. This means that in 1,000 people only 1 person has a high reading interest (Suryaningsih, 2020). Data on literacy are often repeated to show the low interest in reading in Indonesian society. First, based on the results of the Program for International Student Assessment (PISA) research which was announced by the Organization for Economic Co-operation and Development in 2018, reading ability of

Indonesian students was ranked 72 out of 78 countries with the average score of 371 while the OECD average score is 478 (OECD, 2018). So, Indonesians' literacy rate is still very low compared to other countries in the world (Kemdikbud, 2019). This reluctance to read may be the result of an unpleasant introduction to reading at school or at home. Adults forcing a child to be able to read in a short time can have a negative impact on their interest in reading (USAID, 2014).

Based on the facts in the field, not all students can read correctly. Many students are able to read a text but have not been able to understand the contents, as reflected in the fact that after reading students are not able to take the main ideas and cannot answer questions related to the text. This shows that one of the objectives of learning to read, i.e. obtaining a sufficient level of understanding of the contents of the reading, has not been achieved. Many students cannot distinguish between main ideas and supporting ideas in a text and cannot distinguish facts and opinions in a discourse. As a result, they fail to obtain information effectively. It can be concluded students can read but do not really understand the explicit or implied meaning of a text in depth. Most students have not been able to process, understand information, analyze, respond, and appreciate in reading.

This phenomenon is very worrying. Basically, reading skill is a skill that must be mastered by elementary school students because it is directly related to the instructional activities in elementary schools. The ability to read must be nurtured from an early age. Without having adequate reading skill from an early age, children will have difficulty learning in the future.

In reading comprehension instructions, clear guidelines and strategies are needed. To be able to evaluate and improve learning outcomes, an effective and relevant strategy is needed so that reading comprehension instruction becomes focused and can be improved from time to time. Based on the result of interviewed, teachers had difficulties in using strategy to improve students' reading comprehension skills even though there are many strategies to improve reading comprehension skill including DRTA and KWL. Based on these problems it is very important to conduct research related to the effect of DRTA and KWL strategies toward reading comprehension skills in terms of students' reading interest that can be used as alternative strategies by the teachers in learning reading comprehension.

There are several previous studies that have implemented reading comprehension instructional strategies, including 1) research conducted by Odwan (2012) which combined the directed reading thinking activity (henceforth DRTA) strategy with cooperative learning on the

reading comprehension ability of high school students in Jordan. The results of this study indicated that there was a significant improvement in reading comprehension skills using the DRTA strategy through cooperative learning; 2) research conducted by Yazdani & Mohammadi (2015) which compared the use of DRTA to guided reading strategy on reading comprehension ability of 63 first grade students of secondary schools in Iran. The results of the research showed that DRTA had more significant effect than the guided reading strategy; 3) Dieu (2015) conducted a study by implementing the KWL strategy to passive students in Vietnam. Based on the results of the study, the KWL strategy helped passive students in improving their English reading comprehension skills. Children who were classified as passive succeeded in expressing the main ideas contained in the text so that communication could run smoothly and optimally; and 4) Hamdan (2014) conducted a research by implementing KWL (Know-Want to Know-Learned) strategy in reading comprehension learning to tenth grade male students in Jordan. The results showed that the KWL strategy could improve reading comprehension skills and could be integrated into the curriculum in Jordanian schools. 5) Apriliana and Berlianti (2018) conducted a research by implementing DRTA to improve reading comprehension in grade five elementary school students. The result show that students' reading comprehension skill increase after applying the DRTA strategy.

Those researchers have inspired the researcher to apply reading comprehension strategies in Indonesian language instruction that are in accordance with the characteristics and situations of students in Indonesia, but previous researches only examining the effectiveness of each strategy between DRTA and KWL separately not in terms of students' reading interest. So it is important to conduct a research to measure the effectiveness of DRTA and KWL in improving reading comprehension in terms students' reading interest.

Reading Comprehension

Reading is a complex skill which occurs with the combination of attention, emotion, perceptual processes, and comprehension processes. And it is the mostly beneficial skill obtain knowledge and raise information.” Therefore, the process of learning to read needs to be directed to be able to develop students' higher-order thinking skills. Learning to read should be able to foster students' critical and creative thinking so they can have comprehensive understanding.

Reading instruction is not only conducted so that students are able to read. According to Abidin (2014) reading instruction should be directed so that students enjoy reading activities, are able to read silently with a flexible speed, and gain a sufficient level of understanding of

the content. Thus, the students will get information or knowledge from the materials that they read, both what they already know and things that are new. The point of reading is understanding, which means that reading activities will not get any results if it is not accompanied by understanding.

The element that must exist in every reading activity is understanding, because reading activities without understanding are not reading activities. Reading comprehension activities are not as easy as one might think. Reading comprehension or reading for understanding is a form of reading activity with the main objective of understanding the message contained in the reading. Reading comprehension emphasizes more on mastery of reading content, not on read aloud or speed reading.

Reading comprehension is an activity to understand the contents of the reading materials. Tarigan (Abidin, 2012) states that reading comprehension is a type of reading to understand literary standards or norms, critical reviews, written plays, and fictional patterns in an effort to gain understanding of the text. In reading comprehension, there are several indicators of understanding that need to be considered in order to determine the achievement of learning objectives.

Based on the definitions from the experts above, it can be concluded that reading is a complex activity that involves many things, not just reciting written texts, but also involving visual, thinking, psycholinguistic, and metacognitive activities. As a thought process, reading includes word recognition, literal comprehension, interpretation, critical reading, and creative comprehension activities.

The ability to read is related to metacognition, which was initiated by Flavell (1979). It was found that some students who did not succeed in implementing the strategies taught by the teacher were unable to realize other aspects of learning, i.e. not only relying on the ability to use mnemonic strategies (memorization) but were also capable of using strategies to monitor and regulate their memory processes while they were using strategies. This is reinforced by the findings of Leutwyer (2009) which explain that to use of a person's learning strategies very consciously, requires the ability to reflect on abstract processes. To help hone the ability to reflect on abstract processes in learning to read, appropriate strategies must be used, including the DRTA and KWL strategies.

The DRTA (Directed Reading Thinking Activity) strategy is a strategy that is used to train students to concentrate and think hard in order to understand the contents of the reading seriously. Stauffer (Abidin, 2012) created DRTA activity which is used for critical thinking

skills. DRTA is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. DRTA process encourages students to become active and wise readers and can improve their understanding. This strategy is developed based on the assumption that children can: think, act consciously, investigate, use experience and knowledge, assess facts and draw conclusions based on facts, and judge or make decisions. In addition, they are emotionally involved, have various interests, are able to learn, can make generalizations, and are able to understand concepts.

DRTA activity emphasizes thinking activities while reading. Children are trained to examine, make hypotheses, find evidence, postpone judgment, and make decisions based on experience and knowledge. This activity is carried out in group and individual teaching. DRTA activities are carried out using problem-solving approach.

Abidin (2012) suggests that DRTA strategy is implemented in several stages of learning as follows: 1) The teacher introduces the reading materials, by conveying some of the content. 2) Students make predictions about what they will read. If students are not able to do this, the teacher must provoke students to make predictions. Efforts are made to produce a lot of predictions so that there will be a group that agrees and a group that disagrees. 3) Students read the text silently to check the predictions they have made. At this stage the teacher must be able to guide students to find the meaning of reading materials, pay attention to students' reading behavior, and help students who find it difficult to understand the meaning of the word by providing an illustration of the word, not directly mentioning the meaning of the word. 4) Testing predictions; at this stage students are required to check the predictions they have made. If the predictions are wrong, students must be able to show the location of the discrepancy and be able to create a new picture of the actual content of the discourse. 5) Fundamental skills training. This stage is conducted by students to activate their thinking skills. Some of the activities carried out by students are re-examining the story, retelling the story, making pictures, diagrams, or reading concept maps, and making a character journey map (a journey that describes the existence of a character in some of the events they experienced).

In addition to DRTA, a strategy that can be implemented in reading comprehension learning is KWL strategy. This strategy was developed by Ogle in 1986 to help teachers bring to life students' background knowledge and interest in a topic. KWL strategy gives students the purpose of reading and provides an active role for students before, during, and after reading. This strategy helps them think about the new information they receive. This strategy can also strengthen students' ability to develop questions on various topics.

Ogle (1986) explains that the KWL strategy involves three basic steps called "three step procedures" because it contains three stages of basic cognitive processes: (1) assessment of "what I *know*" (K); (2) determining "what I *want* to learn" (W); and (3) recalling "what I have *learned*" (L) as a result of reading.

Based on this explanation, it can be concluded that KWL is a reading instructional strategy that is used to guide students during reading activities. Students begin by gathering all the information they know about a topic. This information is recorded in column K of a KWL graph. Students then develop a list of questions about what they want to know about a topic. This list of questions is written in column W of the graph. During or after reading, students answer the questions in column W. This new information they have learned is recorded in column L of the KWL graph.

Reading Interest

Reading interest is a combination of desire, will, and motivation. Motivation to read means an inner strength that is able to attract the attention of individuals to carry out activities, understand the information and meanings contained in written language. In general, what is meant by interest in reading can be associated as an impulse that arises, passion or a great desire in humans that causes someone to pay attention to reading activities. Reading interest as a positive attitude and a sense of attachment in children to reading activities and being interested in reading books. Interest is important factor in reading skills development (Baroody & Diamond, 2016). Aspects of reading interest include the fond of reading, reading frequency and awareness of the benefits of reading. Reading interest as a strong and deep concern accompanied by enjoyment in reading activities that motivates people to read on their own. Meanwhile, according to Kamah (2002), reading interest means the attention or liking (tendency of the heart) for reading. Girls have a more positive enthusiasm and attitude toward reading than males, according to studies on gender differences in students' interest in reading comprehension (Atinuke, 2018). As we know, reading is one of the most important efforts in the learning process. In addition, reading interest is also the result of a socio-cultural process. This means interest in reading will not grow naturally, but requires positive coaching in order to grow. Interest in reading will grow if it is supported by adequate reading materials and is of interest to the readers, because it is from reading materials that a person will encounter various things that have never been known before. Essentially, interest in reading has been owned by every individual due to the instinctive curiosity of each individual. This curiosity drives people to find answers to their questions.

Based on the explanation, it can be concluded that reading interest is an activity that is carried out with diligence and tends to settle in order to build a pattern of communication with oneself so that readers can find the meaning of writing and obtain information as a process of transmitting thoughts to develop intellectuality and lifelong learning, is carried out with full awareness, and brings feelings of pleasure, joy, and joy. In addition, reading interest is a force that encourages individuals to pay attention, feel interested, and enjoy reading activities so that they want to do reading activities on their own accord. In this regard, cultivating interest must be done from an early age so that someone is familiar with books.

If you don't get used to reading books from an early age, it will be difficult to cultivate the habit in adulthood. Even if it could, there will be more obstacles faced. This needs attention considering reading is a basic skill to learn to increase knowledge through books. In addition, to get pleasure by filling spare time by reading quality novels, following the news by reading magazines, newspapers, and so on.

METHOD

This study aims to obtain a comprehensive picture of the effect of DRTA and KWL strategies on students' reading comprehension skills in terms of students' reading interest. The sample in this study were students in grade four at SDN Kananga, Jatinangor District, Sumedang Regency with a total of 74 students. The sample in this study was divided into two groups, i.e. group IV A as experimental class 1 who learned through the DRTA strategy with a total of 37 students and group IV B as experimental class 2 with learning through the KWL strategy with a total of 37 students. Sampling was conducted by convenience sampling, which means that the sample is at the right place and time and without randomization. The grouping is based on reading interest, in which the participants were divided into groups of students who had high reading interest and groups of students who had low reading interest. In accordance with the objectives to be achieved, the method applied in this study is the experimental method with a 2 x 2 factorial design (Factorial Design Two Factor Experiment).

Table 1. *Factorial Design Two Factor Experiment*

		Reading Interest	
		B1 High	B2 Low
Reading Strategy	A	A1B1	A1B2
	B	A2B1	A2B2

(Borg and Gall, 2013)

Description: A1 = DRTA Strategy
 A2 = KWL Strategy
 B1 = High Reading Interest
 B2 = Low Reading Interest

The instruments used in this study were a reading comprehension test and a questionnaire to determine students' reading interest. The test instrument for students' reading comprehension skills refers to the ability to: (1) describe all elements of the story, (2) organize the story in a coherent way, (3) accurately use language in responding to the story, and (4) respond to the story according to the point of view and content of the reading with the following indicators: (a) content accuracy, (b) text organization accuracy, (c) language accuracy, (d) point of view accuracy, and (e) describing all elements of the story.

To measure reading interest, the researcher used a questionnaire. The questionnaire used in this study used a range of 3 answer choices using a Likert scale. Respondents filled out a reading interest questionnaire by marking (√) on the available answer choices. Information regarding the 3 answer choices includes: (1) appropriate, which means it is done every day of the week (2) less appropriate, which means it is done 1-2 times a week (3) not appropriate, which means it is not done at all. Indicators of reading interest can be described as follows: (1) feelings of pleasure when reading, (2) concentration when reading, (3) use of reading time, (4) reading motivation, (5) emotions generated by students in reading, (6) effort in reading.

The validity test of the instrument is carried out through content validity and empirical validity tests. Content validity refers to the validity of experts (expert judgment) and empirical testing refers to trials on small-scale samples in the class who have gotten used to redaton every morning.

The content validity test in this study was carried out using the bivariate person correlation formula with the SPSS version 23 tool. The instrument item in the validity test is

considered valid if the value of $r_{count} > r_{table}$ at a significance value of 5%. On the other hand, the item is said to be invalid if the value of $r_{count} < r_{table}$ at a significance value of 5%. The summary of the validity test result can be seen in the following table.

Based on the results of the validity test, all values of $r_{count} > r_{table}$ at a significance value of 5%. Therefore, it can be concluded that all items in the reading comprehension test and reading interest questionnaire are valid, so they can be used as research instruments. Instrument reliability test is carried out through internal and external analysis.

Internal reliability analysis is carried out by experts, while external reliability analysis is through field trials or parallelism tests. Reliability test is done by using the alpha formula. The significance test was carried out at the level of $\alpha = 0.05$. The instrument is considered reliable if the alpha value is greater than r_{table} (r_{table} with $n = 37 = 0.325$).

Table 2. The Result of Reading Comprehension Instruments Reliability

Cronbach's Alpha	N of Items
.849	5

Based on the results of the reliability test using SPSS version 23, the reliability coefficient value of the reading comprehension ability instrument was 0.849, which was greater than $r_{table} 0.325$ ($N = 37$). Based on the reliability coefficient value, it can be concluded that the reading comprehension test instrument in this study is reliable or consistent so that it can be used as a research instrument.

Table 3. The Result of Reading Interest Questionnaire Reliability

Cronbach's Alpha	N of Items
.711	41

Based on the results of the reliability test using SPSS version 23, the reliability coefficient value of the reading interest questionnaire instrument was 0.711, which was greater than $r_{table} 0.325$ ($N = 37$). Based on the reliability coefficient value, it can be concluded that the reading interest questionnaire in this study is reliable or consistent so that it can be used as a research instrument.

RESULT AND DISCUSSION

1. Result

a. N-Gain of reading comprehension ability between students who received DRTA and KWL instructions

Based on the N-Gain Score Test of Experimental Class 1 (Learning with DRTA Strategy) and Experimental Class 2 (Learning with KWL Strategy) measured using SPSS, show that there is a difference in the improvement between the average N-Gain score for Experimental class 1 (DRTA) and Experimental class 2 (KWL). The N-Gain score for the first class is 64.02 or 64.02%, which is included in the quite effective category. Meanwhile, the average N-Gain score for the second class is 64.97 or 64.97%, which is categorized as quite effective. So it can be concluded that the use of the DRTA strategy and the KWL strategy is quite effective in improving reading comprehension ability of Class IV students at SDN Kananga, Jatinangor District, Sumedang Regency

b. The interaction effect between reading strategies and reading interest on improving students' reading comprehension skills

The effect of the interaction between reading comprehension strategies and reading interest on improving students' reading comprehension skills can be tested using Two-Way ANOVA. In this study, researchers tested two-way ANOVA with the help of SPSS version 23 as follows:

Table 4. Tests of Between-Subjects Effects
Dependent Variable: Reading Comprehension Ability

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	35.470 ^a	3	11.823	2.156	.101
Intercept	6940.040	1	6940.040	1265.504	.000
Strategi_Membaca	22.782	1	22.782	4.154	.045
Minat_Baca	3.554	1	3.554	.648	.424
Strategi_Membaca * Minat_Baca	28.457	1	28.457	5.189	.026
Error	383.881	70	5.484		
Total	11414.000	74			
Corrected Total	419.351	73			

a. R Squared = .085 (Adjusted R Squared = .045)

Based on the results of the Test of Between Subject Effect output above, the following conclusions are obtained:

- a) The sig value obtained is $0.045 < 0.05$, so it can be concluded that there are differences in the results of students' reading comprehension skills based on reading comprehension strategies.
- b) The sig value is $0.424 > 0.05$, so it can be concluded that there is no significant difference between students' reading comprehension ability and students' reading interest. It means that students' reading interest does not significantly affect on reading comprehension ability. Students who have low reading interest do not necessarily have low reading skills, and vice versa.
- c) The sig value obtained is $0.026 < 0.05$. It can be concluded that there is an interaction effect between reading strategies and reading interest on improving students' reading comprehension skills.

2. Discussion

Based on the test of reading comprehension skills improvement of students who received instructions using the DRTA and KWL strategies, a sig value of $0.045 < 0.05$ was obtained, so it can be concluded that there are differences in the results of students' reading comprehension skills based on reading comprehension strategies. Based on the results of the N-Gain Score test, it shows that there is a difference in the increase between the average N-Gain score for Experimental class 1 (DRTA) and Experimental class 2 (KWL). The average N-Gain score for class that implement DRTA strategy is 64.02 or 64.02%, which is categorized as quite effective. Meanwhile, the average N-Gain score for Experimental class 2 is 64.97 or 64.97%, which is also categorized as quite effective. Based on the average difference, the average N-Gain score of the Experimental class 2 has an average N-Gain that is greater than the average N-gain score of the Experimental class 1, even though the difference is not significant, i.e. 0.95. Thus, it can be concluded that the use of the DRTA strategy and the KWL strategy are quite effective in improving reading comprehension ability of Grade IV students at SDN Kananga, Jatinangor District, Sumedang Regency. This result in line with the opinion of Odwan (2012), Yazdani & Mohammadi (2015), Dieu (2015), Hana & Faridi (2015), Sinambela et al (2015), Usman et al., (2019), Fitri (2019), Febriyanto & Sutarna (2020) that DRTA and KWL strategies have a positive effect and can improve on students' comprehension skills.

Based on the calculation of reading comprehension ability in terms of students' reading interest, a sig value of $0.424 > 0.05$ was obtained. Thus, it can be concluded that there is no significant difference between students' reading comprehension ability in terms of students'

reading interest. It means that students' reading interest does not significantly affect on reading comprehension ability. Students who have low reading interest do not necessarily have low reading comprehension skills, and vice versa. This result in line with the opinion of Putri et al, (2019) that the proportion of the magnitude of the relationship between reading interest and reading comprehension ability is only 39% and the remaining 61% by other factors such as students' metacognitive factors. This is in accordance with (Rahayu, 2018) that there is no significant relationship between reading interest and reading comprehension ability because the significance value is 0.416 and this value is greater than the significance value of 0.05. So, it can be stated that the variable of reading interest and reading comprehension have low relationship.

Based on the calculation of the interaction effect between reading strategies and reading interest on increasing students' reading comprehension skills, obtained a sig value of $0.026 < 0.05$, which can be concluded that there is an interaction effect between reading strategies and reading interest on improving students' reading comprehension skills. Based on the results obtained, it can be concluded that learning with DRTA and KWL strategies is quite effective to be implemented to students who have different reading interests in improving reading comprehension ability of students at Kananga Elementary School, Jatinangor District, Sumedang Regency. Based on the explanation above, it can be concluded that the DRTA strategy is quite effective in improving reading comprehension skills. This is in accordance with Stauffer's (Abidin, 2012) theory that, DRTA is a technique that guide pupils in asking question about reading, making prediction, and explain or refute their predictions. This process urges pupils to make active and increasing their understanding. This statement is in line with the opinion of Odwan (2012), Hasan (2017) that DRTA is an understanding activity that predicts text so that it helps students get an overall of the material they have read, this can be attract students' interest, and also through DRTA shown students that learning is not just learning but to prepare for the next life. Based on the statement above, it can be concluded that DRTA strategy is an understanding strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. DRTA process encourages students to become active and thoughtful readers and can improve their understanding.

This statement is in line with the opinion of Haggard (1988) which states that DRTA strategy can improve critical thinking skills and requires students to be active during learning activities. This is because the DRTA strategy involves students in intensive reading. Before

reading, students make predictions from the title clues and pictures, after that they match the predictions with the text. Only after that, students read the full text, then work on some tests related to the text.

In line with the DRTA strategy, the KWL strategy is quite effective in teaching reading comprehension because it can guide students in understanding a text. This is reinforced by the theory mentioned by Ogle (1986) that, KWL is teaching strategy that is useful for making students understand the reading. This process emphasizes the importance of the reader's background knowledge demands and active role from students because in this strategy students are invited to play an active role before reading, while reading, and after reading. This is in accordance with Hamdan (2014), Dieu (2015) that students who are classified as passive, succeed in expressing the main ideas contained in the text. It can be concluded that the DRTA and KWL strategies are reading instructional strategies that are used to guide students during pre-reading, reading, and post-reading activities. Students begin by gathering all the information they know about a topic. Thus, using DRTA and KWL strategies, students' reading comprehension skills are improved.

CONCLUSION

Based on the findings of the study, the following conclusions are drawn:

1. DRTA and KWL strategy is quite effective in improving reading comprehension ability of fourth grade students at SDN Kananga, Jatinangor District, Sumedang Regency. Through DRTA and KWL strategies students are capable to mention the whole content material of the text, pick out and discover the important idea, inform all the text of the textual content in line with a sequential plot, give an explanation for the content of the story absolutely, and write down information and opinions within the textual effectively. Students' reading comprehension skill increase not only at the literal level but also in the level of inferential, reorganization, appreciation, and evaluation levels. So it can be concluded that there are differences in the results of students' reading comprehension skills improvement based on reading comprehension strategies.
2. There is no significant difference between students' reading comprehension skills in terms of students' reading interest using DRTA and KWL strategies. It means that students' reading interest does not significantly affect on reading comprehension ability. Students who have low reading interest do not necessarily have low reading skills, and vice versa.
3. DRTA and KWL strategies are quite effective to implement with students who have different reading interests in improving reading comprehension ability of fourth grade

students at SDN Kananga, Jatinangor District, Sumedang Regency. It can be concluded that there is an interaction effect between reading strategies and reading interest in improving students' reading comprehension skills.

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