

Using Direct Reading Thinking Activity (Drta) Strategy To Improve Students' Reading Comprehension

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Abstract

In the current era, reading is very important to get various learnings information. This research used a Qualitative Approach and Classroom Action Research. The purpose of this research is to improve the students' reading comprehension through direct reading thinking activity at SMP IT Sains Al Qur'an Al Abror Depok, 2022/2023 academic year. This strategy draws on empirical research, which demonstrates the effectiveness of predicting, clarifying, monitoring, and evaluating strategies, and so it has indirect but powerful support for its instructional activities reading. This research covers 3 cycles and each cycle consists of 4 stages; planning, acting, observing, and reflecting. The subject of the research was 22 students, and the data was collected through tests, observation, and interviews. The result of the research shows that using the DRTA strategy enhanced students' reading comprehension. This is evidenced by the average scores result in each cycle that is in cycle 1 = 63, 64; cycle 2 = 75; cycle 3 = 89. The result of observations pointed out the observations sheet reached the target of 90% or more. The students were interested and active in the DRTA strategy. It can be concluded that Direct Reading Thinking Activity can improve students' reading comprehension.

Keywords: Classroom Action Research, DRTA Strategy, and Reading Comprehension

1 INTRODUCTION

Reading is a life skill that allows the child to fulfill professional dreams and function in the world of educated people (Wise & Buffinton, 2003). It can give pleasure and access to the world beyond his reach both in space and in time. Besides, that reading is an activity for understanding meaning. Without understanding the meaning of the text, reading is nonsense because you will lose the important messages that you will get by reading. it is a way to get information about the world.

Reading is the process of understanding written language. it begins with a flutter of pattern on the retina and ends (when successful) with a defined idea about the author and intended message. More reading ideas or ideas that one will get. Through reading, readers can enrich their experience and knowledge about the world. Reading skill is an individual's position on several reading assessments (Preferti, 2001). Part of students doesn't like reading comprehension because they think that reading comprehension is difficult to understand the text because they don't have any vocabulary and they also lack experience of the knowledge with complex sentence.

Reading is a complex thing that involves many things. not only recite the text, but also involve visual activities, thinking, psycholinguistics, and metacognitive (Rahim, 2008), Thus, reading is an activity that requires a thought process, not just sounding letter symbols. Reading also understands every word, even the sentences we make for us to translate into useful information and new knowledge. According to Duke stated that reading comprehension is a process in which readers make meaning by interacting with

the text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text (Abbas&Narjes, 2016). Reading comprehension is a way for the reader to understand the text. Harmer in *How to Teach English* wrote "Reading is useful for language acquisition, provided that students more or less understand what they read, the more they read, the better they get at it (Harmer, 1998). It means that some of the languages stick in their minds as part of the process of language acquisition. Teaching activities do not always facilitate students to successfully comprehend the texts because the process of teaching reading is monotonous. Students read the texts, listen to the English teacher's explanation, and answer questions related to the texts. Those monotonous activities are because of low motivation in reading.

Based on the problems that the researcher found above, teaching reading should be active in the reading process and make the situation of learning process as interesting as possible, so reading comprehension can be taught interestingly and interactively with developed as a framework for teaching reading, which stresses students' abilities to read reflectively and to use prediction. Tessema states that writing courses must focus on the specific writing purposes that are most relevant to students' needs. The importance of writing can be seen in people's daily activities when they need to write short text such as memos, invitation letters, sympathy notes, brochures, articles, business letters, and application letters. It also goes to the genre text like recount text, narrative text, report text, analytical exposition, and many others (Amilia&Sisbiyanto,2016).

The research used the Direct Reading Thinking Activity (DRTA) Strategy to improve the students' reading comprehension. Among those kinds of genres of text, the narrative text will be the material for this research using Direct Reading Thinking Activity (DRTA). Narrative texts are used to teach moral lessons, amuse, and explore social values (Joyce & Feez, Christie& Derewianka, Gibbons, cited in Emilia, 2017). The narrative text also can improve students' reading comprehension and besides that the story is very interesting for students (Herlina, L., Romdanih, R., & Harmayanthi, V. Y. 2019). According to Stauffer the purpose of DRTA is to improve reading comprehension by promoting critical thinking in the reading process (Stuffer, 1969). And Stauffer also describes the concept of the DRTA strategy that is DRTA encourage students to make prpjion while they are reading. It guides students to ask questions based on what they read, make predictions on the storyline, and read further to confirm if their predictions were right.

This process helps develop them into thoughtful learners, making them active to comprehend more from the text applying the DRTA strategy, the students can share with each other about their difficulties in understanding the text. Having better comprehension and understanding of the text is very important for the students because they can answer the questions correctly and understand what the text tells about. The DRTA extends reading to higher-order thought processes and provides lecturers with a great deal about each student's ideas, thought processes, prior knowledge, and thinking skills students read to confirm and revise predictions they are making through three phases (Erliana, 2011).

2 RESEARCH METHODS

This research uses a Qualitative Approach called Classroom Action Research (CAR). CAR is an observation of activities that are deliberately raised, and occur in the classroom. Applying an action research design, the researcher takes the model of action research proposed by Kurt Lewin's design. It consists of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting. Moreover, in this study, the writer will conduct this classroom action research in two cycles. As stated by Arikunto "Classroom action research should be implemented at least two cycles continuously (Arikunto, 2009). Kemmis in Hammersley defined action research as follows: "Action research is a form of self-the reflective inquiry was undertaken by participants a social (including educational) situations in order to improve the rationality and justice of (a) their own social or

educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out" (Hammersley, 1993).

The source of the data in this research is one class, namely the eighth grade of SMP IT Sains Al-Qur'an Al-Abror which consists of 22 students, all of them are boys, and the teacher of SMP IT Sains Al-Qur'an Al-Abror the researcher collaborator of this Classroom Action Research. The technique of data collection in this research consists of observation, interview, and test. Observation is used to know the activities during the teaching and learning process such as how the teacher carried out the material, what the teacher did to manage the classroom, how the teacher did to give motivation to the students, and how the student's responses during the teaching and learning process in the classroom, and also students' attitude toward the learning process. The Interview is used to get data about students' responses after an accomplishment of The Classroom Action Research to know the teacher's response toward the idea of the Direct Reading Thinking Activity (DRTA) strategy. The researcher will interview the teacher about the students' difficulties in reading, students' condition involved in reading comprehension, and the method or kinds of strategies. The test is done by using the reading comprehension test.

In the analysis of the data from the classroom action research, the researcher used two techniques as follows qualitative technique and quantitative techniques, The qualitative data gained from the data description refers to how the result from the research is organized, summarized, and characterized by interpreting the insight of what happening in the class during treatment of each cycle. The quantitative data gained from the test supports the qualitative data. The results of pre-test and post-test scores are presented in the form of the mean score. The mean of pre-test and post-test scores are used to analyze the teaching-learning process. It is done to compare the students' reading comprehension before and after the implementation of the research.

The next stage is the validity of data. The data collected by the researcher must be valid. Data validity is an essential criterion for evaluating the quality and acceptability of the research. The outcome validity could be seen from the result of the test. When the result of cycle two is better than cycle one, it means that the study is successful. To validate the data the researcher will validate the data through triangulation by comparing all data taken from some sources, which are; the results of the reading comprehension test from cycle 1 to cycle 3, results of the pre-test and post-test, and results of observation.

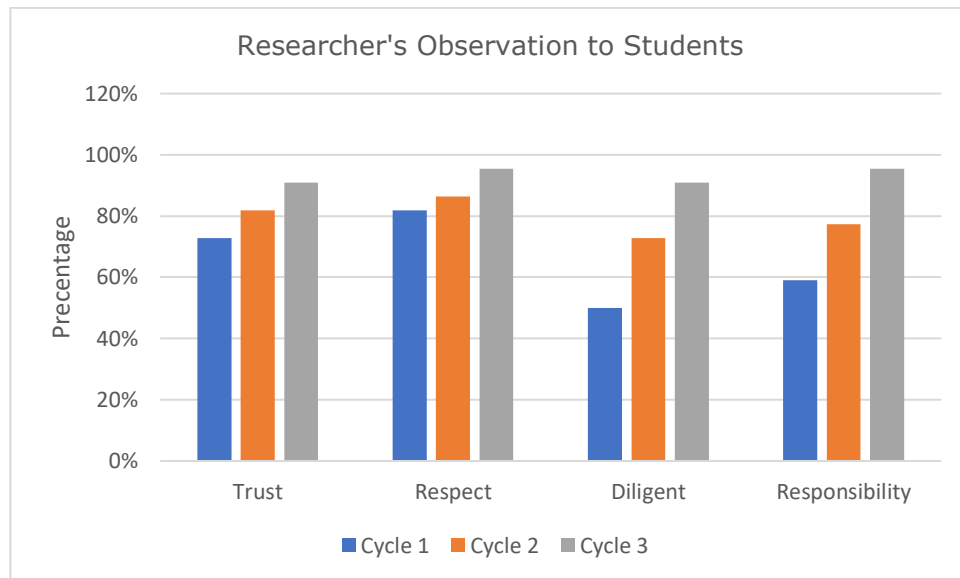
3 RESULT AND DISCUSSION

The problems are solved by attempting to apply the Direct Reading Thinking Activity (DRTA) Strategy. After the researcher and collaborator observations of students to assess behavior during the study in the class using a small group. The students were motivated and performed positive behavior in the class using the DRTA strategy. Direct Reading Thinking Activity (DRTA) strategy is an instruction in learning to read with predict what the author thinks, confirm or revise prediction, and collaborate on opinion. Then, the researcher used the strategy in the reading learning process, the students didn't feel bored because they more easily understood the meaning of the text and enjoyed the learning process.

Data showed the students' scores of reading comprehension from cycle 1 to cycle 3. The data showed the students met the students' minimal criteria of passing grades. As a result, students' reading comprehension was good.

3.1 The Observation Result

The researcher and collaborator do observations of the student's activities during the teaching and learning process in the classroom. The observation result is obtained from the collaborator's observation sheet for the researcher, the collaborator's observation sheet for the students, and the researcher's observation for the students.



Picture 1 : The diagram points out the result of the researcher's observation of the student.

3.1.1 Cycle One

In cycle one, the number of students who participated such as those who trusted in learning when the researcher asked 73%, the number of students who paid respect when the explanation was 82%, the number of students who were diligent when the researcher started the lesson in the time is 50%, and the number of students who responded when the researcher asked the test on time is 59%. The result of observation in cycle one couldn't reach the target of 90 or more percent. It means the next cycle is needed.

3.1.2 Cycles Two and Threes

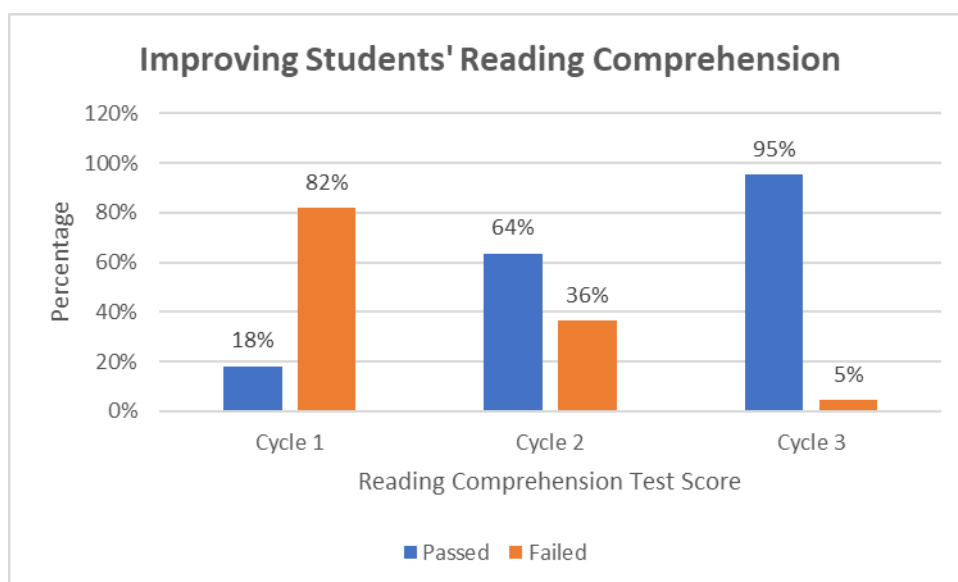
In cycle two, the number of students who participated such as those who trusted in learning when the researcher asked 82%, the number of students who paid respect when the explanation is 86%, the number of students who were diligent when the researcher started the lesson in the time is 73%, and the number of students who responded when the researcher asked the test on time is 77%. The result of observation in cycle two couldn't reach the target of 90 or more percent. It means the next cycle is needed.

In cycle three, the number of students who participated such as those who trusted in learning when the researcher asked 90,91%, the number of students who paid respect when the explanation is 95%, the number of students who were diligent when the researcher started the lesson in the time is 91%, and the number of students who responded when the researcher asked the test on time is 95%. The result of observation in cycle three could reach the target of 90 or more percent.

The enhancement in the percentage that happened in each cycle shows that the students were increasingly active in the learning process. Brunner mentions five benefits of applying the DRTA technique as follows: (a) Easy implementation, (b) Required active participation from the reader, (c) Good activity for a substitute teacher, (d) Encourages silent reading, (e) Can be used across all grades and learning abilities (burner, 2011).

3.2 The Test Result

From the results of the classroom action research that has been carried out, it is known that there is an increase in the reading comprehension of VIII students of SMP IT Sains Al Qur'an Al Abror Class 8- Al Biruni through The Direct Reading Thinking Activity (DRTA) Strategy. The increase occurred in each cycle, starting from cycle 1, cycle 2, to cycle 3. In each cycle, students' reading comprehension always increased. This can be seen in the diagram below.



Picture 2: Diagram of Improving Student Understanding Each Cycle

From the diagram above, it can be seen that there was an increase in students' reading comprehension. In the first cycle, the reading comprehension score of VIII students of SMP IT Sains Al Qur'an Al Abror Class 8- Al Biruni is quite low where students who get grades with passed predicates are only 18% while students who get failed predicates are more than students who get the predicate passed which is 82%. This made the second cycle finally implemented and showed the results of the reading comprehension scores of VIII students of SMP IT Sains Al Qur'an Al Abror Class 8 Al Biruni which were higher when compared to the scores in cycle 1.

In cycle 2, it shows that students who get the predicate passed can reach 64% and students who get the predicate failed only 36%. The third cycle is carried out because the value produced in the second cycle has not reached the target, namely 85% of students who can achieve the passed predicate. In the third cycle, the results showed very good results, namely an increase in students' reading comprehension which was quite significant when compared to cycle 2. In the third cycle, the students' comprehension scores received a predicate of 95%, which means that only one student got reading comprehension scores below the KMM.

From this explanation, it can be seen that The Direct Reading Thinking Activity (DRTA) strategy can significantly improve the reading comprehension of VIII students of SMP IT Sains Al Qur'an Al Abror Grade 8- Al Biruni. This shows that The Direct Reading Thinking Activity (DRTA) strategy can be applied to classes that have low student reading comprehension scores.

3.3 The Interview Result

The researcher interviewed some of the students at the end of the research. The interview was conducted with the students who gained low, middle, and high scores. Based on the result of the interview, the students showed that they like to learn reading through Direct Reading Thinking Activity (DRTA) strategy.

Direct Reading Thinking Activity (DRTA) Strategy encourages the reader or students to be actively involved in the construction of meaning (Bainbridge, 1999). It means that students' predictions in the text make them active in reading. the students said that their reading score was improving after reading through the DRTA strategy.

The researcher can conclude that reading comprehension through the direct Reading Thinking Activity (DRTA) strategy can be improving students' reading comprehension at

SMP IT Sains Al Qur'an Al Abror Depok. Direct Reading Thinking Activity strategy can be a solution to solve the problems mentioned in the background of the research.

4 CONCLUSION

The researcher would like to make a conclusion about using the Direct Reading Thinking Activity (DRTA) strategy to improve students' reading comprehension in the eleventh grade of SMP IT Sains Al Qur'an Al Abror Depok. In the first cycle, the reading comprehension scores of VIII students of SMP IT Sains Al Qur'an Al Abror Grade 8- Al Biruni were quite low, where students who scored only 18% passed with the predicate while students who got the predicate failed more than students who get the predicate passed which is 82%. This makes the second cycle finally implemented and shows the results of the reading comprehension scores of VIII students of SMP IT Sains Al Qur'an Al Abror Class 8- Al Biruni which are higher when compared to the scores in cycle 1. In cycle 2 it shows that students who got the predicate passed can reach 64% and only 36% of students who got the predicate failed. The third cycle is carried out because the value produced in the second cycle has not reached the target, namely 85% of students who can achieve the passed predicate. In the third cycle, the results showed very good results, namely an increase in students' reading comprehension which was quite significant when compared to cycle 2. In the third cycle, the students' comprehension scores received a predicate of 95% passing the KKM in cycle 3, which means that only one student got reading comprehension scores below the KMM.

The student's response about the implementation of using DRTA Strategy in teaching the reading comprehension process was good. They said learning reading through the DRTA strategy is interesting. They also said that through DRTA strategy helps them in reading learning because they can understand the text.

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