

The Use of Directed Reading Thinking Activity (DRTA) Strategy in Teaching Reading Comprehension in The Ninth Grade of SMPN 3 Pulung Ponorogo

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ARTICLE INFO	ABSTRACT
<p>Article History: Received: December 9, 2023 Revised: January 2, 2024 Accepted: April 15, 2024</p> <p>Keywords: reading strategy; teaching reading; reading comprehension</p>	<p>The objective of this research was to examine the use of DRTA Strategy in teaching reading comprehension at the ninth grade of SMPN 3 Pulung Ponorogo in academic year 2023/2024. This research applied a qualitative approach with a descriptive qualitative design. The data were collected by observation, interview, and documentation. The result of the research showed that the use of Directed Reading-Thinking Activity (DR-TA) in teaching reading comprehension narrative texts at SMPN 3 Pulung Ponorogo is follows: In the first step, the teacher introduces the text to the students. The second step, students are asked to make predictions based on the title clues. The third step, students are asked to predict image clues by asking several questions, The fourth step, Students are given 10 minutes to read the entire text. The fifth step, the teacher invites students to jointly assess the accuracy of the story predictions and adjust them according to the story they have read. The last step, the teacher repeats the steps until all lesson parts have been covered.</p>
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INTRODUCTION

Language is one of the essential things in communication. English as a language means to change things from one person to another and able to use English for communication both in writing and orally. Robins and Crystals state that language is a widely used method of communication, either spoken or written, that allows individuals, including social groups and members of a culture, to convey their thoughts and ideas. Language activities involve communicating, expressing identity, play, expressing ideas, and releasing emotions.¹

One of the fundamental English language skills that pupils must acquire is reading. For pupils to learn new material and acquire new knowledge, reading comprehension is essential. Reading is the most important skill in the educational setting, according to Brown, since it can be used to gauge a student's general language proficiency.² Reading comprehension is one aspect of language skills that must be mastered by the students. Students need to be proficient in understanding in order to interpret and assimilate knowledge from reading material. Every subject requires reading comprehension because reading is an integral part of every instruction. Students must therefore possess strong comprehension skills.

The increasingly high demands of the world of education force everyone to have good learning techniques. The key of successful learning outcomes is in reading comprehension skills. For this reason, an effective reading strategy is needed to develop reading comprehension skill. The important of reading comprehension skills in fact make students have high motivation to develop them. As a result, students experience learning difficulties as a result of poor reading comprehension and language skills.

According to the explanation above, an English teacher must adopt an effective technique to ignite pupils' interest in reading. Furthermore, teachers are required to be able to make the teaching and learning experience more pleasurable. The use of proper strategies in reading instruction is critical to making reading classes more effective, interesting, and enjoyable for students. Teachers must make the reading process more pleasurable and understandable for students, and one approach for doing so is to use the Directed Reading-Thinking Activity (DR-TA) strategy.

Stauffer devised the DRTA as a reading instruction framework that emphasizes students' reflective and predictive reading skills. This approach encourages pupil engagement in the prediction process. The instructor can assess the students' prior knowledge by posing reading-related inquiries. The students may obtain some information from the instructor's query that pertains to their prior knowledge. The Directed Reading Thinking Activity (DRTA) strategy comprises three distinct stages: prediction, guided silent reading, and proving.³

To confirm that her research could be carried out in this institution, the researcher undertook a preliminary investigation. The English teacher of ninth-grade pupils was

¹ Robert Henry Robins & David Crystal, *Language* (<https://www.britannica.com/topic/language>). (2023). accessed on June 10th 2023, 2 a.m

² Brown, H. D, (2007), *Teaching by Principles*, New Jersey : Prentice Hall, 185

³ Bos,C. N. and Vaughn, *Strategies for Teaching Students with Learning and Behavior Problems* (Boston; Allyn and Bacon, A division of Simon and Schuster. Inc 1991)

interviewed for the preliminary study to learn more about his lessons, particularly that on reading. The researcher discovered from interview the students participated in various reading-related competitions. Students maintain their enthusiasm and continue to learn how to compete in other contests through their varied experiences in English contests. In addition, the study discovered that reading abilities were distinct from different skills. Its distinctiveness stems from the teacher's approach to teaching reading. The Directed Reading Thinking Activity (DRTA) was selected by the English instructor at SMPN 3 Pulung Ponorogo as the method of teaching reading. This technique is employed because DRTA encourages the application of reading strategies and activates students' prior knowledge of the texts, aiding their comprehension. To keep the pupils from misinterpreting the texts, their comprehension development is also tracked before, during, and after reading.

Based on the previous description, the researcher is interested in investigating the use of the Directed Reading Thinking Activity (DRTA) Strategy in teaching reading comprehension at the ninth-grade level in SMPN 3 Pulung Ponorogo.

RESEARCH METHOD

In this research, the researcher applied a descriptive qualitative research because the researcher focused on procedural investigations and found the advantages of using Directed Reading-Thinking Activity (DR-TA) technique in teaching reading. This research was conducted at SMPN 3 Pulung Ponorogo. The research sample is 30 (thirty) students in ninth grade. Primary data is information obtained directly by the researcher. Interviews and observations are used to collect primary data.⁴

In this research, the primary data is the results of interviews. The informants for this research were the 9 grade English teacher and 9 grade students. Secondary data are data source that does not provide the researcher with information directly. A secondary data source may be the results of additional processing on primary data presented in a different form.⁵ In this research referred to the results of observations and documentation in the form of data about there lesson plan, vision, mission and goals, organizational structure, teacher data, student conditions, grades learning, learning tools and learning conditions which took place at SMPN 3 Pulung Ponorogo. In conducting this research, the researcher did some ways to collect data, such as doing observation, interview, and documentation. After gathering the data, the researcher comes to do the analysis in order to reach the research questions. In this study, the researcher used technique of data analysis based on Matthew B. Miles, A. Michael Huberman and Jhony Saldana which is involving three steps: data reduction, data display, and conclusion drawing/verification⁶. In this research, the researcher used the triangulation technique. Triangulation is a technique of checking data validity containing the different tools outside the data to prove whether the data is acceptable.⁷ In line with Supardi, triangulation is a process of getting fixed data from

⁴ *Ibid.*, 225.

⁵ *Ibid.*, 226.

⁶ Matthew B. Miles, A. Michael Huberman and Jhony Saldana, *Qualitative Data Analysis, A Methods Sourcebook*, Edition 3. USA: Sage Publications. p. 12-14.

⁷ Pusat Penjamin Mutu Pendidikan, *Buku Pedoman Penulisan Skripsi*, (Ponorogo: P2MP STAIN Ponorog,

various points of view. In this study, the researcher used two techniques to check the validity of the findings and the data that has been discovered.⁸ The researcher interviewed the teacher in-depth and observed the teaching reading process in the class. Then, to check the trustworthiness of the data, the researcher compared each result of the interviews between the teacher and the observation that the researcher had done.

RESULT AND DISCUSSION

The researcher observed students and teachers in the classroom to determine how to implement the Directed Reading Thinking Activity (DRTA) Strategy for reading comprehension instruction. Observation is the final phase. The researcher then analyzed the observation sheet's findings to determine their relevance to the lesson plans and the results obtained from interviews with students and instructors. Two meetings were devoted to the implementation of the Directed Reading Thinking Activity (DRTA) Strategy.

After that the researcher conducted the use of Directed Reading Thinking Activity Strategy is follow:

- The teacher introduces the text to the students and make prediction about the title clue
- The teacher invites students to predicting information related to the image according to their previous knowledge.
- After getting the prediction, the students are given the text related to the image and reads the entire text.
- After reading entire text, students and teacher match their predictions to the text and look for which predictions should be revised.
- Then the teacher gives assignment to the students and match them.
- The last step the teacher asked students related to e text to draw a conclusion from the lesson.
- When teachers at SMPN 3 Pulung Ponorogo use the right Directed Reading-Thinking Activity (DR-TA) method to help students understand narrative texts, it can help their writing skills. As the students say, DRTA strategies have a lot of benefits for writing narrative texts. For example, they make the material easier to understand and more fun, and they help students understand what the story is about better. Then, each student must be responsible for finishing their work using this method of learning. It can also give students the confidence to say what they think when the topic is being talked about. Students not only learn to read with this method, but they also learn how to understand what they read.
- Furthermore, the teacher stated that employing this method allows her to encourage numerous English skills, including reading, listening, writing, and speaking. The ability to say here is utilized for correction and discussion. This is a simple strategy, but when applied to junior high school, it has a positive impact.

2010), 42.

⁸ Suharsimi, Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2006), 100.

Students can express themselves and have fun together. Students learn how to communicate socially, solve problems, and work together to attain common goals through conversation.

Based on information from students and teachers, the Directed Reading Thinking Activity (DRTA) strategy significantly benefits the learning process. The main things are increasing student learning outcomes, developing fun and not boring strategies, and providing new experiences in learning reading comprehension for students. Apart from having many advantages, the Directed Reading Thinking Activity (DRTA) strategy also has weaknesses.

In this implementation, learning to understand reading narrative texts still has several obstacles. If students feel unfamiliar with the vocabulary or sentences from the content of the story, the teacher needs time to help interpret the words or sentences.

CONCLUSION

This study investigated the use of directed reading thinking activity in teaching reading comprehension skill in the ninth-grade students at Smpn 3 Pulung. The use of Directed Reading-Thinking Activity (DR-TA) in teaching reading comprehension narrative texts at SMPN 3 Pulung Ponorogo is as follows:

In the first step, the teacher introduces the text to the students. Then, students are asked to make predictions based on the title clues. Second step, students are asked to predict image clues by asking several questions, "What do you think will happen next?" and "Why do you say that?". Third step, Students are given 10 minutes to read the entire text. Fourth step, the teacher invites students to jointly assess the accuracy of the story predictions and adjust them according to the story they have read. The last step, the teacher repeats the steps until all lesson parts have been covered. When students understand the content of the story, students are asked to answer the questions on the worksheet given by the teacher.

There are several advantages and disadvantages of applying Directed Reading-Thinking Activity (DR-TA) strategy in teaching reading comprehension narrative texts at SMPN 3 Pulung Ponorogo. The following are some of the advantages of applying Directed Reading-Thinking Activity (DR-TA) strategy in teaching reading comprehension narrative texts; reading comprehension narrative text material is easier to understand and fun. By using Directed Reading-Thinking Activity (DR-TA) strategy in this lesson, each student must be responsible for completing their respective tasks. In addition, it can teach students the courage to express their answers. In practice, reading, comprehension narrative texts still has several disadvantages, including; requiring a long time in practice, requires textbooks and can be challenging for schools and students. Direct reading comprehension does not provide quick access to information, unlike oral presentations by teachers.

The researcher concluded that the use of Directed Reading-Thinking Activity (DR-TA) at SMPN 3 Pulung Ponorogo is working well in teaching reading comprehension. The researcher got the results they were looking for by using the Directed Reading-Thinking Activity (DR-TA) to help students at SMPN 3 Pulung Ponorogo understand what they were reading in narrative texts.

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