

A REVIEW OF DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY IN TEACHING READING COMPREHENSION

Melisa Safitri*
Saiful Marhaban
Nira Erdiana

Universitas Syiah Kuala, Banda Aceh, Indonesia

ABSTRACT

The purpose of this study is to ascertain whether the Directed Reading Thinking Activity (DRTA) technique enhances students' reading comprehension. The data used in this study were gathered using a library research methodology. Some of the literature sources used in this study included books and journals. The steps involved in the data analysis technique are data identification from pertinent literature sources, location identification, data acquisition, data evaluation, and data incorporation into the research presentation. The findings of this study demonstrate that students' reading comprehension abilities increased after receiving treatment with the DRTA technique employing its three fundamental steps (Predicting, Reading, and Proving). The students' test results supported the findings, and the application of the DRTA technique can assist pupils in resolving their reading difficulties. In conclusion, the DRTA approach is regarded as a successful teaching method that helps raise students' reading comprehension abilities.

Keywords: *Directed Reading Thinking Activity (DRTA), reading comprehension, teaching strategy*

* Corresponding author, email: melisasafitri139@gmail.com

INTRODUCTION

Reading is a basic skill required in mastering English. To study English, pupils need to master four fundamental language skills: speaking, writing, reading, and listening. The most crucial ability is reading because it can increase a person's total language proficiency. In English subject, reading is the most common activity that students have to do all the time since reading opens the opportunity to absorb other knowledge. According to Yukselir (2014), for students to acquire new knowledge, having access to many explanations and interpretations, and start putting their critical assessment skills into practice, reading is one of the most helpful, fundamental, and significant skills they should master. Reading is assumed as a difficult skill for many students even though they have learned English for more than three years. In fact, many students still face problems in comprehending an English text and most of them cannot get the idea from the text that they have read. First, students have difficulties in comprehending the text because the students did not master sufficient vocabulary. The second issue is that they frequently translate every word instead of employing reading skills, and the third issue is that the students are less motivated to improve reading comprehension.

To address the issue with students' reading comprehension, it is important to explain the technique that can improve students' reading comprehension abilities. Directed Reading Thinking Activity (DRTA) is a method for improving pupils' reading comprehension abilities. DRTA is a strategies that engage students actively with a text. DRTA strategy increases students' abilities in reading comprehension and encourages students to make predictions based on the text by the keyword given. Therefore, DRTA strategy is very useful for improving students' ability in reading skills.

Based on the past studies that have been discussed above, it is clear that all of the researchers agreed to use the DRTA as a method to increase students' reading comprehension. The only things that varied between the previous studies were the setting, the topic, and the research design. According to the results of the studies mentioned above, the DRTA technique is a good way to increase students' reading comprehension. However, according to some of the earlier studies, it also has a drawback. It might be challenging to implement it in classes with many students.

Since the previous studies were only focused on empirical

research, the researcher wants to analyze how the DRTA strategy improves students' reading comprehension skill for senior high school by analyzing the results of previous studies.

LITERATURE REVIEW

The Definition of Reading

According to Grabe (2009, p. 5), reading is a process where readers take what they learn from what they read and apply it in an academic setting as a component of education. Even when the writer is not there, reading is still regarded as an interactive process or conversation between the writer and the reader. It implies that reading is an interaction between the writer and the reader via the text. Furthermore, reading comprehension is crucial because reading on its own cannot give the reader any knowledge. Reading comprehension according to Wolley (2015, p. 15) is the process of deriving meaning from the text; in other words, reading entails understanding, not just the symbols used in writing but also the meanings of the words.

The elements of reading

According to Snow (2002, p. 13), three components are necessary for reading comprehension. Reader, text, and activity are them.

The processes of reading

There are three kinds of reading processes: bottom-up, top-down, and interactive. The bottom-up approach creates sense from the smallest to the largest language units by decoding the smallest ones, specifically phonemes, graphemes, and words. Top-down processes are also meaning-driven processes. In order to relate to a text and make connections with new information in the text and understand it, readers use their prior knowledge in this process. Readers, in an interactive process, alternate between top-down and bottom-up perspectives. Readers who struggle with bottom-up reading can compensate by using top-down reading.

Teaching Reading

When teaching reading, the instructor guides and encourages students in learning, provides opportunities for students to learn, and establishes the framework for learning. Nunan (2003, p. 68) asserted

that there are at least two components to teaching reading. Additionally, when teaching reading, the teacher should take into account the three stages of reading activities—pre-reading, while-reading, and post-reading. Simple questions that require the reader to use the text to obtain the answer are used in pre-reading exercises. Pre-reading exercises are designed to get students put their mind on the text, to give them any language practice they might need to understand the section, and to encourage them to read it. Pre-reading activities include brainstorming exercises like content or semantic mapping, title prediction, illustration sequencing, storytelling, sharing of prior information, etc. Activities designed to aid students in comprehending the precise material and recognizing the rhetorical structure of the text are referred to as while-reading activities. Modeled reading, skimming and scanning the material, rereading for details, summarizing the text, and other activities are possible at this level. Traditionally, the term "post-reading activity" refers to tasks that include questions that come after a text and provide the opportunity to assess students' comprehension of the content. Close tests, jumbled sentences, true/false questions, and text-based questions are a few activities that might be used in this stage.

The Introduction of Directed Reading Thinking Activity (DRTA)

The approach known as "directed reading thinking," which Stauffer first created and further modified, encourages students to generate predictions as they read. After reading sections of a text, students pause to validate or modify their initial predictions about what they will read next. The teacher can teach reading comprehension using the Directed Reading Thinking Activity (DRTA), which is a cutting-edge method. Three basic stages are applied when using the DRTA technique to teach reading comprehension: predicting, reading, and proving. When predicting, author urges readers to make assumptions about the subject matter of the text based on both what they already know and what they may infer from a summary.

The teacher gives the students several exercises that illustrate the goal of the reading segment during the stage of anticipating. The reading phase involves students beginning to read, continuing to read until they have finished, stopping, and then responding to some questions the teacher has provided. The final part of the activity invites students to make predictions about the following paragraph, assess any personal connections, and express how they felt about the narrative.

Additionally, Tankersley (2005, p. 12) said that the DRTA extends reading to higher-order thought processes and gives teachers a wealth of information regarding each student's ideas, cognitive processes, prior knowledge, and thinking abilities. Additionally, Hasanah (2016) noted that generally speaking, the stages of DRTA are intended to increase students' capacity for questioning, in hope that they would develop into critical readers, before encouraging them to be thoughtful in predicting the text's meaning, including both its literal and implied meanings.

Directed Reading Thinking Activities (DRTAs) are intended to assist students in setting a purpose for reading, making justifications for and verifiable confirmation of predictions, and drawing conclusions. Schumm (2006, p. 241) claims that DRTA is a much more effective model for developing independent readers and learners. Students will analyze the content they will be reading, form predictions, and then defend those predictions. Furthermore, according to Odwan (2012), the original intent of DRTA is to encourage students' critical and reflective reading skills. The purpose of the Directed Reading Thinking Activity is to equip readers with the knowledge and abilities needed to recognize the motivations behind reading, predict how to evaluate reading materials in light of those motivations, and form opinions based on what they have learned through reading.

Given the justification above, it can be inferred that the technique of teaching reading comprehension through directed reading thinking activities is successful. Additionally, the DRTA strategy can encourage students to read actively. This strategy is intended to assist children in determining their reading goals.

Friska (2015) cited Bainbridge and Pantaleo (1999) and Stauffer (1976) mentioned that the DRTA approach involves several steps:

- Select a text to read before you begin. This method is effective for both fictional and non-fictional texts.
- Encourage the use of students' past knowledge. Give the students the text's title to read or inform them of its subject. Ask students to make a list of concepts that spring to mind when they consider the text's subject. Add those concepts on the board.
- On the board, the forecasts are noted. Make predictions with your students about what they will learn from the material.
- After that, assign a text passage for the students to read. Students revisit their predictions after reading a particular amount of text to determine which have come true, which are unlikely to be realized, and which may still be possible.

- Ask students to affirm, modify, and/or make new predictions in response to their previous ones.
- Students are urged to back up their claims with further predictions based on their reading and real-world experience. After students have finished reading, pose inquiries that encourage reflection and dialogue.

Challenges in teaching English using DRTA strategy are:

- Students can only benefit from this method if they have read or heard the text being used.
- A management issue could arise in the classroom.
- The effectiveness of this method also depends on the classroom environment.

RESEARCH METHODOLOGY

The method used in this study is library research. The data collected for this study are the statements or theories suggested by the experts. Harahap (2014) in his book, defined library research as a study in which the data used to complete an analysis comes from collections made up of books, papers, articles, journals, and previous research. The data of library research is not limited by time and space. From the statement, the researcher can reach the data easily without any limited space and time. The researcher is required to take information from relevant data.

In order to get a complete picture of the research problem, the data collection process in this study uses documentation methods that involve reading, reviewing, and thorough research. First, the researcher gathered information from books, journals, and other studies that related to the theories employed in this study, which focused on the application of the DRTA technique to enhance students' reading comprehension. The researcher then records all observations, analyzes them, and categorizes them using a few sources. The results of the chosen data were then summarized and discussed using descriptions, explanations, and discussions. Additionally, the researcher employed several criteria when gathering the data in order to prevent choosing inappropriate data. First, the data that the researcher was looking for had to be relevant to the implementation of the DRTA plan and in compliance with the research purpose. Second, the data collected by the researcher is up-to-date, including information from publications and

earlier studies that were conducted from 2011 to 2019. The researcher then gathered information that can be accounted for and is reliable and credible. In addition to that, the researcher also gathered accurate and full data.

Content analysis is the methodical and impartial identification of information or data in the context of written works, such as newspapers, books, articles, journals, and documents, that have been written with recorded vocal communication. Scientific data processing techniques used in content analysis include those intended to impart knowledge, reveal fresh perspectives, and display facts.

RESULTS AND DISCUSSIONS

Results

Based on the literature search, the previous studies related to the use of DRTA in teaching reading comprehension are provided in the following table.

Table 1. Previous studies related to the use of DRTA in teaching reading comprehension.

<i>Author</i>	<i>Type</i>	<i>Title</i>	<i>Method</i>	<i>Results</i>
Umayah (2016)	Bachelor thesis	The Use of strategy Directed Reading Thinking Activity to Improve Reading Comprehension in a Recount text (A classroom Action Research of the Eight Grade Students of MTSN Mranggen in the Academic year of 2016/2017)"	Classroom Action Research	Students' reading comprehension of recount texts can be improved by using the DRTA approach.
Mastiyah (2019)	Bachelor thesis	The implementation of DRTA strategy to improve students reading comprehension	Experiment	The implementation of DRTA strategy improve students' reading comprehension
Friska (2015)	Doctoral thesis	The Effect of Directed Reading	Experiment	In terms of students'

<i>Author</i>	<i>Type</i>	<i>Title</i>	<i>Method</i>	<i>Results</i>
Risdha (2019)	Bachelor thesis	Thinking Activity and Reading Interest on Students' Reading Comprehension (An Experimental Study in the 8th Grade Students of MTs Jamiyyah Islamiyyah Pondok Aren)	Experiment	reading comprehension, the teaching approach (DRTA) and reading interest interacted.
Afifah (2018)	Bachelor thesis	Improving students' reading comprehension through DRTA strategy at the ninth grade students of MTs Lautang Belawa	Classroom Action Research	the students' reading comprehension is significantly better after teaching by using DRTA strategy
Damayanti (2019)	Bachelor thesis	Improving reading comprehension by using Directed Reading Thinking Activity (DRTA) for ten grade students of SMA Negeri 1 Pulung Ponorogo	Experiment	DRTA strategy is considered successful in teaching reading comprehension
Utami and Sugirin (2019)	Journal article	Improving students' reading comprehension in explanation text through Directed Reading Thinking Activity (DRTA) strategy at the eleventh grade of SMA Negeri 4 Palopo	Experiment	teaching reading comprehension in explanation text by using DRTA strategy is effective.
		Fostering students' reading comprehension ability through Directed Reading Thinking Activity (DRTA) strategy		there were significant effects of using DRTA in reading comprehension teaching for grade eight students with 82%

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<i>Author</i>	<i>Type</i>	<i>Title</i>	<i>Method</i>	<i>Results</i>
Sari (2017)	Bachelor thesis	Improving reading comprehension through Directed Reading Thinking Activity (DRTA) strategy	Classroom Action Research	contribution after implementing the DRTA strategy. there was improvement of the result of students' mean after DRTA strategy was applied
Agustine (2018)	Doctoral thesis	The use of the Directed Reading Thinking Activity (DRTA) in a reading class at senior high school Krida Utama Central Lampung	Experiment	The students' reading comprehension performance before and after using the DRTA technique showed a substantial improvement.
Erliana (2011)	Journal article	Improving reading comprehension through Directed Reading Thinking Activity (DRTA) strategy	Mixed method	there were improvements of the students' mean score before and after the implementation of DRTA strategy.
Odwan (2012)	Journal article	The Effect of the Directed Reading Thinking Activity through Cooperative Learning on English secondary stage students' reading comprehension in Jordan	Experiment	Students' reading comprehension was enhanced by the use of Directed Reading Thinking Activities in cooperative learning.
Arisetyawati (2017)	Journal article	The Effect of Directed Reading Thinking Activity In Cooperative	Experiment	The students' scores were higher when using Directed

<i>Author</i>	<i>Type</i>	<i>Title</i>	<i>Method</i>	<i>Results</i>
		Learning Setting Toward Students' Reading Comprehension Of The Eleventh Grade Students.		Reading Thinking Activities in a Cooperative Learning environment than when using just Directed Reading Thinking Activities.
Tanjung (2018)	Bachelor thesis	The effect of using Directed Reading Thinking Activity strategy on students' reading comprehension at the eighth grade of junior high school 06 Batanghari	Experiment	Experimental group outperformed the control group

Table 1 above shows that 13 previous studies meet the requirement set in the methodology section. These studies are mostly unpublished thesis, either bachelor or doctoral thesis, and some journal/articles.

Discussion

The results of the data collection, as reported in the earlier studies by Risdha (2019), Afifah (2018), Umayah (2016), Mastiyah (2019), Tanjung (2018), Damayanti (2019), Sari (2017), Agustine (2018), and Erliana (2011), reveal that students show a significant improvement in their reading skills after they received instruction with DRTA strategy. Furthermore, most students perceived that DRTA strategy is effective in facilitating them enhancing their reading comprehension skills.

From each of the studies above, the researchers used a different method to solve their problems. For example, the research conducted by Risdha (2019), Tanjung (2018), Damayanti (2019), and Agustine (2018) used quantitative with quasi-experimental research, while Afifah (2018), Sari (2017), and Erliana (2011) used quantitative with CAR design. Other research conducted by Umayah (2016) and Mastiyah (2019) used quantitative and qualitative methods.

The students' reading ability based on the results from ten

previous studies above showed improvement after using DRTA strategy. The results of the pre-test indicated that the students still had lower mean scores. After they used DRTA strategy during the process of teaching reading, the students' mean scores increased. Based on the result, the use of DRTA strategy had a positive effect on the enhancement of students' reading skill. In addition, Odwan (2012) and Arisetyawati (2017) conducted their studies by implementing DRTA strategy through cooperative learning and the findings of their studies showed that the students' final scores taught by using DRTA strategy through cooperative learning were higher compared to the students taught with conventional strategy. Based on their studies, it proved that DRTA strategy is also effective to apply with other strategies.

Pre-reading is the first phase of the DRTA technique, which was used on average in the research mentioned above to teach reading. Students must predict the text in this phase. Then the researchers accepted and noted all hypotheses while posing the questions to prompt participants to justify their answers. While reading is the next step. Students were instructed to read aloud to the researchers. Stop them after the first paragraph and lead the class in a discussion to confirm your predictions. The post-reading phase is the last. The students are asked to produce summaries at this step by the researchers.

From the three stages mentioned above, prediction played an essential role in DRTA approach, according to Agustine (2018), Umayah (2016), Risdha (2019), and Erliana (2011), because in this stage the students were actively using their critical thinking. The researcher provided images and keywords that served as the foundation for the students' schemata during the prediction stage. Based on the aforementioned assertion, it can be inferred that the DRTA methods were successful in helping students develop their critical thinking skills as well as in activating and strengthening their schemata.

Furthermore, according to Friska (2015), DRTA is an approach that encourages students to engage actively in their reading. It is believed that if a teaching technique follows a set of guidelines for conveying material, pupils will easily understand what is being said in the text. Her research revealed that for pupils with a strong interest in reading, DRTA instruction resulted in greater test scores than standard instruction.

In conclusion, the results of 10 prior research show that the DRTA technique is one of the best techniques for teaching reading comprehension and that it has been shown to be successful in raising

students' reading comprehension test scores. More than that, the pupils' reading difficulties have been resolved thanks to the adoption of DRTA as a teaching and learning technique for reading.

CONCLUSION AND SUGGESTION

Considering what was discussed in the preceding chapter, Overall, the study's findings indicated that the DRTA method of teaching reading is quite successful. From junior high school students through senior high school students, the use of the DRTA technique could improve students' reading comprehension. The DRTA technique has favorable benefits for pupils, such as encouraging them to read actively and critically. Students in reading classes that participate in the predicting, reading, and proving processes become active participants who utilize their minds to become more knowledgeable about topics they may not yet be familiar with. Additionally, DRTA instructs students to keep track of their comprehension of the text as they read.

The students gradually comprehend the text's content through a process that started with the activation of past knowledge, progressed to predictions of what they would learn about the subject, and ended with proof. Following those actions, the students will practice correctly understanding the text.

Based on the study's findings and analysis, it is clear that the DRTA technique can increase junior and senior high school students' reading comprehension both theoretically and practically. In order to teach reading comprehension, the researcher advised the teacher to adopt the DRTA technique. The researcher made other recommendations for teachers who desire to implement DRTA in their reading instruction. Knowing the situation of the class is preferable since using DRTA as a tactic in a class with a large number of students is inappropriate; the instructor will then struggle to control the class.

Additionally, the outcomes of this research may serve as a source of information for people who wish to conduct their studies on the teaching of reading using the DRTA approach. For future studies, the author advises using more sources of information about the efficacy of the DRTA technique in teaching reading.

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