



DRTA Strategy: An Effective Strategy for Teaching Reading

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Abstract: The study's goal was to use the Directed Reading Thinking Activity (DRTA) technique to improve students' reading comprehension. This study aims to see if Directed Reading Thinking Activity (DRTA) enhances students' reading comprehension and if the average score of students' reading comprehension taught through DRTA is higher than that taught through solo reading. This study was carried out utilizing Classroom Action Research as a method. Kemmis and Taggart proposed a research paradigm that comprised two cycles: planning, action, observation, and reflection. Before beginning the cycle, the writer conducted a pre-cycle to assess students' reading comprehension. The writer and the English teacher collected student data for the study. The data was collected through field notes, observation sheets, and tests. The research was focused on increasing students learning activities and students reading comprehension. The average score in the pre-cycle result showed that pupils' reading comprehension had improved, with a score of 59,35. Only thirteen students, or 48.14% of the class, received a score higher than the Minimum Mastery Criterion. The outcome of Cycle 1 was 59,16, with eleven students or 59.25% scoring over the Minimum Mastery Threshold and ten students or 40.74% scoring below the criterion. The mean score for cycle 2 was 72.87, with twenty-three students or 85.18% participating. Four students, 14.81%, received a score above the Minimum Mastery Threshold, while the remaining four, 14.81%, received a score below the criterion. Classroom Action Research could be concluded after evaluating data and completing semantic mapping. Students learning activities and reading comprehension improved due to the reading method.

Keywords: action research, DRTA strategy, reading comprehension

INTRODUCTION

Reading activities require understanding, interpretation, and assessment of information and responses to reading, resulting in the thinking process. The development of students thinking skills can be achieved through reading activities. During reading, students gain practical knowledge for increasing their thinking capacity. Learning reading is one step to learning a second language because if the students have an excellent acquisition of

reading, they will not get difficulty comprehending the significance of words or sentences. Students, in this case, should improve their reading comprehension in order to be able to speak, and they need to have the ability to understand the meaning of reading which is used during communication (McGeown, 2016).

Reading is the process of interpreting the meaning of a set of written symbols. Our eyes acquire textual characters (letters, punctuation marks, and spaces) as we read, which we subsequently translate into words, sentences, and paragraphs that interact with us. It is possible to read aloud or silently (in our brains) (so that other people can hear). Reading is a receptive skill that allows us to obtain information. Reading entails comprehending the meaning of printed words, also known as written symbols (Patel & Jain, 2008). Reading is an ongoing process that requires the ability to recognize and understand words. Reading can also be interpreted as an activity in reciting, spelling, sounding symbols, and the alphabet to become words to sentences that have meaning (Faisal & Lova, 2018).

Reading ability is crucial for academic performance (Patel & Jain, 2008). Reading is vital in contributing to the golden generations that bring progress. We agree that reading will increase intelligence because reading will provide us with information and increase our knowledge. Comprehending is eliciting and producing meaning through interaction and involvement with written language. Moreover, learning is a process in which readers generate sense by interacting with text using a combination of prior knowledge and previous experience, information in the text, and readers' opinions about the text (Hastomo, 2016). Based on the preceding sentence, the writer concludes that reading comprehension is an activity that involves developing a grasp of the meaning of a text that may subsequently be translated into your language. Furthermore, this knowledge can be beneficial to others.

Students' enthusiasm for studying English can provide students with the tools they need to be able the teacher successfully should be able to speak English and create an excellent technique to learn English (Andriani, 2017). The teacher should start from the easy ones to the inappropriate materials and applies to interest techniques to make students love studying English and to make English teaching flow smoothly. The teacher can use many techniques, such as the Directed Reading Thinking Activity. DRTA is a method teachers use to improve students' capacity to learn English.

The Directed Reading Thinking Activity (DRTA) is a comprehension approach that assists students in asking questions about a text, generating predictions, and then reading to validate or contradict their predictions (Umayah, 2016). The DRTA process activates students' past knowledge and encourages them to be active and thoughtful readers while monitoring their

understanding, improving comprehension, and strengthening critical-thinking skills. Moreover, Anderson (2018) states that DRTA is a strategy to guide language learners to improve their reading comprehension. Language Teaching DRTA is used in each of the three stages of reading, i.e., pre-reading, during, and post-reading (Robeck & Wallace, 2017). As a result of the above explanation, DRTA is a way for students to guess the topic of a book based on a picture or title before reading the text. Students will benefit from DRTA's assistance in generating forecasts. It stimulates active reading by forcing students to focus on the reader.

Based on preliminary research at SMK Taman Siswa Teluk Betung Bandar Lampung. The writer believes that students' reading comprehension needs to be enhanced. Because they do not read enough or do not comprehend what they read, students find writing and speaking English fluently challenging. It makes the students get difficult in master reading and use both written forms. It means that the student's reading comprehension should be improved. The teacher has never used the Directed Reading Thinking Activity (DRTA) strategy in teaching and learning reading. Therefore, the researchers decided to implement DRTA Strategy to improve students' reading comprehension.

METHOD

The researcher employed quantitative methods in this study. It means that the author reviewed whether there is an increase in students after using the DRTA technique. The research used Classroom Action Research (CAR). Action research is a systematic approach to resolving educational issues and producing classroom action improvements (Wahyuningsih et al., 2019).

Kemmis and Taggart (1998) proposed a research paradigm comprised of two cycles: planning, action, observation, and reflection. Before beginning the cycle, the writer conducted a pre-cycle to assess students' reading comprehension. The writer and the English teacher collected student data for the study. The data was collected through field notes, observation sheets, and tests. The research was focused on increasing students learning activities and students reading comprehension.

RESULTS AND DISCUSSION

The percentage of students who passed the Minimum Mastery Criterion in reading was calculated using the mean of their scores after receiving the students' reading test scores from the English teacher in the eleventh grade at SMK Taman Siswa Teluk Betung Bandar Lampung. According to the statistics, the average pre-cycle score was 59,35, based on the results of the pre-cycle above. Only thirteen students (or 48.14 percent) received a score over the

Minimum Mastery Criterion, while twenty-seven students received a score below that criterion. According to the findings, practically all eleventh-grade (OTKP 1) students at SMK Taman Siswa Teluk Betung Bandar Lampung had poor reading skills.

Cycle 1

Table 1. The result of Cycle 1

No	KKM	Cycle 1	Description
1	>65	59.26%	Complete
2	<65	40.74%	Incomplete

The reading test of cycle 1 was conducted on Friday, October 4th, 2019. After getting the scores from the reading test of cycle 1, From the pre-cycle through the cycle 1 writing test, the writer determined the average student score and the percentage of students who passed the Minimum. According to cycle 1, the mean score was 59,16, and tenth students (or 59,25% of the students) received a score above the Minimum Mastery Criterion. Meanwhile, the other ten students, or 40,74%, got below the criterion. It can be noticed from the analysis data above that there was an improvement from the pre-cycle result to the cycle 1 result. The students in the eleventh grade (OTKP 1) Taman Siswa Teluk Betung Bandar Lampung in reading were quite active.

Cycle 2

The results from cycle II revealed that 23 students (or 85.19%) received a score over the Minimum Mastery Threshold, while the remaining four (or 14.81 %) scored below that criterion. From the analysis, it was clear that cycle I had improved significantly compared to the result of cycle II. Based on the 85.19% of students who passed the Minimum Mastery Criterion, students in the tenth grade at SMK Taman Siswa Teluk Betung Bandar Lampung met the requirements for success. Below is the result of the reading test in cycle II, which is presented in table 2.

Table 2. The result of Cycle 2

No	KKM	Number Students	Completeness	Description
1	>65	23	85.19%	Complete
2	<65	4	14.81%	Incomplete

The mean score for cycle 2 was 72.87, with twenty-three students (85.18%) scoring over the Minimum Mastery Criterion and four students (14.81%) scoring below the criterion. It can be noticed from the analysis data above that there was an improvement from the cycle 1 result to the cycle 2 result. The students in the eleventh grade (OTKP 1) Taman Siswa Teluk Betung

Bandar Lampung in reading were quite active.

Based on table 2, which uses Directed Reading Thinking Activity (DRTA), students in the eleventh grade at SMK Taman Siswa Teluk Betung Bandar Lampung were able to improve their reading skills. The minimal mastery standards were met by 85.19 percent of students. It signifies that the Directed Reading Thinking Activity implemented (DRTA) can be successful because it got more than 53% of students who have passed the criteria. The writer concluded that adopting Directed Reading Thinking Activity (DRTA) can assist students in improving their reading skills based on the test results in cycle II. Students' motivation was raised, their activity level was increased, and their vocabulary was expanded. Furthermore, the pupils were more engaged and confident in the learning process.

According to the data above, implementing the Directed Reading Thinking Activity (DRTA) strategy increased pupils' reading abilities. Cycle I had a score of 59.26%, whereas cycle II had a score of 53%. The writer opted to end cycle two since it had met the specified criteria, or it could be claimed that using the Directed Reading Thinking Activity (DRTA) approach in the tenth grade of SMK Taman Siswa Teluk Betung Bandar Lampung improved students' reading skills.

CONCLUSIONS

Following completing all steps of this Classroom Action Research, the author offers numerous conclusions as a result of the study. Based on research conducted with the DRTA method (Directed Reading Thinking Activity). Finally, the author highlights how the DRTA technique might assist students in improving their reading comprehension and learning activities—using the following recapitulation data of class XI pupils of SMK Taman Siswa Teluk Betung Bandar Lampung.

Based on the results of the first and second cycles' reading comprehension tests. Using the Directed Reading Thinking Activity (DRTA) technique, the reading test cycle 2 met the KKM target of >65, indicating that more than 73 percent of students can pass the KKM and have good credentials. As a result, the Directed Reading Thinking Activity (DRTA) technique can aid in the development of children's reading abilities.

Furthermore, there were some improvements in the student's learning activities, as evidenced by the average score of the student's learning activities in cycle 1 being 55.42 percent with unsuccessful criteria, compared to 83.96 percent with success criteria in the second cycle. As a result of the use of Directed Reading Thinking Activity, children's learning activities can be improved (DRTA).

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