



The Implementation Of Directed Reading Thinking Activity (DRTA) Strategy In Teaching Reading Comprehension Using Procedural Text At Vocational High School Students: A Case Study

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Abstract

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This study aims to find out the implementation of Directed Reading Thinking Activity (DRTA) strategy in teaching reading comprehension with the type of text being used is Procedure Text with the students' reaction and response as well. This study used descriptive case study, which is a qualitative research. The participants of this study were 35 vocational high school students in 10th grade with culinary art major. Data collection techniques that researchers will use are observation checklist & interviews. This study will use thematic analysis from Braun & Clarke (2006) to analyze the data. The results of this study were Directed Reading Thinking Activity (DRTA) strategy has been well-implemented in teaching reading comprehension with Procedure Text and the student responses at the time of implementation varied.

Keywords: DRTA strategy, Procedure Text, Reading Activity

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INTRODUCTION

The world has established English as an international language. Therefore, as humans born from countries where English is not the main language, we are advised to master this language so that it makes it easier for us to interact with foreigners. Even if we cannot master communication skills such as listening and speaking, at least non-native speakers must be able to master a skill that is quite important in linguistics, namely reading skills. Reading is a skill that must be mastered by people because the purpose of reading itself is to get the some information. The primary goal of reading, according to Aprilia, Herlina, and Mortini (2023), is comprehension, which is defined as the capacity to comprehend specific information.

The goal of reading comprehension is to recall key details that will influence one's capacity for thought and give them a sense of accomplishment when they can comprehend the information being read. The motivation of many children to read is low, which is detrimental to their learning. They believed that learning to read was a challenging subject. They lacked knowledge of the common reading techniques. The majority of them even believed that they required acquiring a large number of English vocabularies in order to comprehend an English text, which was challenging for them. Even opening the dictionaries seemed challenging. They believe it takes a long time. As a result, the majority of them preferred to utilize Google Translate to decipher the content. Therefore, English teachers must be able to develop their students' reading skills in English

even though they are not born as native speakers. In the context of process reading, there are three main groups of models, namely bottom-up, top-down, and interactive models (Zhang, 2016).

1. Top-down approach is a model of reading where the readers consider their prior knowledge when they are encountering a new text. According to Goodman (in Zhang, 2016), reading is a 'psycholinguistic guessing game', in which most of the meaning lies with the reader, whose job is to interpret the text to derive it.
2. The bottom-up model views reading as a process in which readers must explore the text in a more linear or sequential manner, starting from the smallest unit in the text. This model is usually tied to the form of the text so that readers do not have the opportunity to actively interpret the meaning of the text.
3. Meanwhile, the interactive model is a reading model that combines top-down and bottom-up models. Stanovich (in Zhang, 2016) argues that, although top-down process is necessary, the bottom-up process also plays an important role in reading, especially for novice readers. Thus, both of them are very important processes in teaching reading.

If based on the model above, readers who use strategies when reading texts to search for meaning or understanding of the contents of the text will tend to use top-down and interactive models. This happens because readers will use their basic knowledge or prior knowledge. One strategy that can help students understand reading is called the DRTA (Directed Reading Thinking Activity) strategy. DRTA is a learning framework that views reading as a problem-solving process that is best achieved in a social context (Stauffer in Scott, 2008). DRTA has several goals, namely to encourage students to become active and thoughtful readers, to activate students' prior knowledge, to teach students to monitor their understanding of the text as they read, and to help strengthen reading and critical thinking skills (Mulyani & San Rizqiya, 2022). This strategy focuses on student involvement in the text because students predict the content or information from the text they read.

When teaching reading comprehension utilizing the DRTA method, the three basic steps of predicting, reading, and proving are used (Safitri, Marhaban, & Erdiana 2022). When predicting, the author encourages readers to make their assumptions on both what they already know and what they could conclude from the text they read. During the stage of anticipating, the teacher gives the students a number of exercises that highlight the purpose of the reading segment. During the reading phase, students start reading, keep reading until they finish, pause, and then react to a few questions the teacher has provided. The final part of this activity is asking students to guess what will come next, evaluate any personal connections, and share their feelings about the text.

There is an enormous amount of research done on this DRTA strategy. Even there are some studies that have been implemented DRTA strategy as their research topic in the context of vocational school. One of them is research conducted by Arista, Subari, & Marcella (2022). Their research aims to improve students' learning activities and reading skills using DRTA. The results of this study are that the application of DRTA was successfully used in increasing

learning activities and students' reading skills. Another study was also conducted by Aprilia, Herlina, & Mortini (2023) who focus on the use of DRTA strategy in improving students' reading skills at Vocational High School. This study result that students who are given DRTA Strategy can help students in reducing errors in reading significantly. Also, there is a significant difference of reading score between students who be taught using DRTA and from those who be taught using conventional technique.

Although there have been many studies on DRTA, most of their research has only examined students' reading improvement and compared the DRTA strategy with other strategies. In addition, most of them implement this strategy in paragraph texts such as narrative text, descriptions, reports, and so on. Therefore, this study focuses on qualitative research that tries to implement the DRTA strategy when teaching reading English Procedure Text. This study was inspired by previous study, which was carried out by Mulyani & San Rizqiya (2022). They tried to implement the DRTA strategy using the discovery learning method for junior high school students in teaching reading descriptive text. The results of this study explain that the implementation of the DRTA strategy with discovery learning is good and successfully implemented.

Therefore, the method that researcher will use at the time of implementation is discovery learning. The difference between their study with the current study is from the level of student education, the type of text used, and the number of meetings that researcher will hold. Based on the statement of problems mentioned above, the aim of this research is to find out how DRTA strategy be implemented in teaching reading procedure text towards vocational high school students and what are the vocational students' responses towards this implementation.

METHODS

This study uses a case study as a research design, which is the researcher wants to dig deeper into the application of the DRTA strategy when teaching reading procedure text in vocational high schools, and wants to know what their reaction is to this application. In the book *Qualitative Research in Linguistics*, case studies are divided into several types of case studies based on their research objectives, namely exploratory, descriptive, and explanatory (Yin, 2003). Among these types, there is one type of case study that is suitable for this research, namely a descriptive case study, in which the type of case study is not bound by anything that can restrain it in conducting research. So, the researcher is free to choose her research topic based solely on the researcher's curiosity or interest in a phenomenon.

The participants of this study were vocational high school students in 10th grade with culinary art major. The location of this study conducted in Indonesia, West Java, Karawang city. Data collection techniques that researchers will use are observation checklist & interviews. Observation is used to observe the student learning process and observe student reactions, while interviews are used to explore students' responses and opinions on the learning they have just experienced. There are five students who will be interviewed who voluntarily become participants. This study will use thematic analysis from Braun & Clarke

(2006) to analyze the data. Thematic analysis is a data analysis method in which subjectivity is the main heart. This method is suitable for qualitative research where this method can develop, analyze, and explain patterns from qualitative data sets.

RESULTS & DISCUSSION

Results

A. The Implementation of DRTA in Reading Procedure Text

The implementation of DRTA when teaching reading comprehension in procedural text type was carried out by vocational high school students majoring in Culinary Art. The topic of the procedure text used is 'How to Make Korean Corndog'. Since this research was inspired by previous research from Mulyani & San Rizqiya (2022), which is they were using Discovery Learning method to combine with DRTA strategy, then the implementation steps in this research were almost the same as previous research. The implementation of DRTA in teaching reading procedural text was conducted as follows.

Before explaining DRTA activities to students, the researcher first taught the procedural text to the students so that they would recall the elements contained in the procedural text. After that the researcher stimulated them by instructing them to form groups of 4 students and giving them several sheets of paper containing the procedural text used, as well as prediction sheets for students to use in seeking comprehension of the procedure text they read. After everything was done, the researcher immediately carried out DRTA activities. The following are the main explanations for implementing DRTA on reading comprehension in procedural text.

1. Predicting

The researcher ordered the students to guess the topic of the procedural text that was being used by looking at the pictures listed in the procedural text that had been provided without adding a title. However, the researcher only uses images of the ingredients used in cooking Korean Corndog. After they have guessed the topic of the procedure text used, the researcher gave them several questions about Korean Corndog in real life to activate their prior knowledge about cooking Corndog. When all the tasks have been carried out, the researcher immediately explained the activities they would do, namely DRTA activities in which students were emphasized to read English texts without the help of translation tools.

2. Reading

During this reading session, the researcher divided her activities into two parts, namely the 'ingredients' and 'instructions' sections. Each of these sections has the same activity pattern. The researcher asked the students to look at the text and started asking questions about the content of the texts. When students have been asked questions related to the content in the text, students begin to discuss with their group mates to determine predictions from the contents of the text. After the students have discussed with their group mates to make predictions, the researcher asked them to record the results of their predictions on the prediction sheet. The researcher also asked the students to write down the proof of their prediction on the prediction sheet.

The difference between the application of DRTA in procedure text and other text types is in terms of the stopping points. Since the procedural text tends to be in the form of points, the researcher adjusted the stopping points to the points in the text as well. In this reading activity, the researcher asked students not to use translation tools. The researcher convince the students that the vocabulary knowledge of each group member, as well as having previous experience in making Corndogs, can help them in carrying out this reading activity. When they have searched for predictions and added evidence of the predictions, the researcher asked students to double-check their answers.

3. Proving

After the reading session, the researcher asked the students to present the results of their discussion, which means their prediction. At the time of the presentation, the researcher only asked students to present only one point or stopping point. It is intended that researcher could discuss the results of their predictions together with the students. In addition, it is also hoped that students' knowledge of English vocabulary will increase even though just a little. After discussing the prediction results with the students, the researcher asked students again about Corndog in a real-life context, and ask them again about what they just did and learned.

B. The Students' Responses to the Implementation of DRTA

In terms of student responses or reactions, the researcher took five students who seemed quite active during class activities to be interviewed. It is intended that the opinions they provide are richer and in line with the expectations of the researcher. The researcher divided the students' responses into two parts. The first one is positive responses and the second one is negative responses. Each of them has four responses.

1. Students' Positive Responses to the Implementation of DRTA in Reading Procedure Text

In the positive response section, the four student respondents said that the learning they experienced was quite exciting because it was their first time learning English with a learning model like this, in which students were required to use their critical thinking in making predictions and determining the prediction evidence when they read English text.

“It's fun. There are new things and new experiences that I get. To be honest, I was surprised because suddenly learning was like this, then in groups too.” (Participant 1)

“Yes, it's fun. Since it's done in groups, it's rather easy to do it. If I do it myself, I get dizzy...” (Participant 2)

“It's fun to do it too. Because it was done in groups, there were people in charge of translating, and there were people in charge of writing.” (Participant 3)

“The impression is exciting, it's still fun too. Then I got to know more about this prediction technique.” (Participant 4)

Apart from being a new experience, three out of five student respondents said that the learning was fun because they carried out the task in groups, so they could discuss together to make predictions and evidence of the predictions. Not only that, they also said that their knowledge of English

vocabulary increased and indirectly trained their English as well because the activities they carried out did not use translation tools at all. The students really focus on discussing with their friends in determining the right predictions at each point in the procedural text used.

“I learn some new vocabulary. Also, because we don't use a translation tool, we come to know the words from the results of our own translation.” (Participant 2)

“This learning can train my English because it doesn't see the translation. The effort when working on it can also be used for practice because I want to be able to use English language.” (Participant 3)

Since the students are required not to use translation tools at all but their knowledge of vocabulary and previous experience, this indirectly increases their knowledge of English vocabulary and indirectly practicing their English skills. Also, since the learning is held in groups, vocabulary knowledge and prior knowledge from each of their group mates can be put together to form complete sentences. So from this implementation, the students used their critical thinking to determine predictions and evidence of the predictions. In addition, two out of five student respondents said that this learning indirectly made them know about the experiences of their friends who were different from them. Students know the experiences of other students regarding the differences in procedures for making corndogs during the presentation and question and answer session. This is a new knowledge for them that making a recipe can be done with different ingredients. In addition to knowing the different ingredients, the students also indirectly know the result of the dish when using different ingredients.

“I've also come to know of some people who don't use yeast to cook their Corndogs.” (Participant 1)

“I've also tried using yeast before, but I prefer the one without yeast.” (Participant 3)

During the presentation session of their discussions with their group mates regarding the predictions they made, they indirectly knew the previous experiences of other students. This is happened because during the presentation sessions, the researcher always invited them to discuss together and ask questions about their experiences in making corndogs. This can provoke students who have different experiences with the procedural text provided, interested in explaining what their differences are with the text provided.

2. *Students' Negative Responses to the Implementation of DRTA in Reading Procedure Text*

In the negative response section, the five student respondents said that the learning they were going through was quite difficult because they had to predict all of the points in the procedural text without the help of a translation tool.

“The difficulty is that there are so many foreign words. I'm not very good at English either, so it's hard... but luckily I made Corndog once.” (Participant 1)

“When we translated it, there were many words that we didn't know. Little by little we guess the part that we don't know.” (Participant 3)

Although they said that the benefits of this learning were indirectly being able to practice their English without the help of a translation tool, they also said that this was one of the difficulties they faced during learning. They think this is a pretty tough challenge for them. When there is a lot of vocabulary that they don't know, they really rely on their experience in cooking Corndogs. Besides their limited English skills and the difficulty in making predictions, the two of them also said that they had difficulties in compiling their native language sentences or the results of their predictions to make them easier to read and grammatically neater.

“I have a hard time turning my own words into good sentences in Indonesian grammar.” (Participant 1)

“I'm bored because I can't arrange the words and the meaning. It's like it's hard to connect each words.” (Participant 4)

Arranging Indonesian sentences to make them look more grammatically neat when writing predictions on the prediction sheet was quite difficult for them. Since they wrote their predictions on the prediction sheet, the students were fixated on Indonesian grammar which had to be good and neat so it was easy to read. Apart from having problems with their English skills and having difficulty writing their predictions well, one of them said that they felt afraid or embarrassed when they wanted to present the results of their discussion to their friends during the presentation session.

“Fear of being different from others, fear of being wrong. You asked us to give a presentation, right? We are afraid to be different, afraid to be wrong. So we tend to listen to the results of other groups first.” (Participant 2)

The reason students feel afraid is because they feel embarrassed if the answers they give are different from other friends. They are afraid that their predictions or discussion results will be wrong. With that reason, students find it difficult to present the results of their discussions, and tend to only observe friends who are presenting. So that's why the students who want to present the results of their predictions tend to always be the same students, not varied enough. Besides having problem with English skills, having difficulty writing prediction, and fears of presentation, they feel that the learning they experience is rather boring.

“So overall there is only one thing lacking, namely there are no games in this learning.” (Participant 1)

According to the Participant 1, this happened because during learning there were no games at all. And besides there is no game, Participant 4 said that this lesson spends too much time in the reading session or the session of looking for predictions and evidence of predictions. This makes students become bored because the pattern of work tends to be the same, namely making predictions and presenting the results of predictions.

“The earning is a bit boring because it takes too long to do it. Then the text that must be predicted is also a lot. So it takes a really long time and it gets boring.” (Participant 4)

Discussion

A. The Implementation of DRTA in Reading Procedure Text

Stauffer 1969 (as cited in Stahl, 2003) said before reading, the teacher groups the text into meaningful sections with stopping points for

discussion with students. Since the Procedure Text has two structures, namely the ingredients and the instructions, the researcher divided the stopping points according to the general structure of the Procedure Text during the DRTA activity. However, because this research was inspired by previous research using the DRTA strategy with the discovery learning method, the researcher used a Procedure Text where each part of the ingredients and the instruction has a small group. This aims to make it easier for researcher to determine or divide the stopping points. To see the procedural text that the researcher uses, you can check Appendix 1.

In the Procedure Text that the researcher used, the researcher only provided one picture in the form of ingredients from the Korean Corndogs recipe. The researcher did not add pictures of the steps for making corndogs because the researcher wanted to rely on the experience or prior knowledge of vocational students majoring in culinary arts. So the predictions they made at the step-by-step stage fully utilized their experience in the world of cooking and their knowledge of the English language. The researcher added a picture of the ingredients for making Korean Corndogs so students could predict what recipe they were reading.

When DRTA is applied, the researcher focuses reading activities on the ingredients section first. The researcher asked the students to predict what ingredients were contained in the procedure text provided. After they predicted the part, the researcher discussed their predictions together. While in the instructions section, the researcher asked students to present the results of their discussion. However, the researcher asked the students not to present all the steps in order to make it easier for the researcher to discuss certain vocabulary that was rarely heard by them so that their vocabulary knowledge increased.

B. The Students' Responses to the Implementation of DRTA

Based on the findings that the researcher found in seeking students' responses to the implementation of DRTA when reading a procedure text, their responses were divided into two major themes, namely positive responses and negative responses. If added up, each of the positive and negative responses totaled four responses. The positive responses included (1) the learning is quite fun, (2) indirectly practicing their English, (3) feeling their vocabulary knowledge increase, and (4) getting to know the experiences of students who different from them. Meanwhile, the negative responses included (1) feeling difficult without the help of translation tools, (2) difficulty in constructing sentences in their native language, (3) having fear during the presentation session, and (4) feeling rather bored.

Seeing the responses of the respondents who said that this learning made the students practice their English skill and felt that their vocabulary knowledge had increased, their responses were in line with the results of previous studies which said that DRTA was able to improve students' reading skills. One of them is the research conducted by Habibullahi & Behroozizad (2018) which examines DRTA as a model of teaching comprehension which is expected to improve students' reading comprehension ability in graded readings. The results of the study said that DRTA had a significant effect on students' reading comprehension in graded reading. Another study conducted by Yazdani &

Mohammadi (2015) also obtained similar results from their research, namely DRTA had a more significant positive effect than Guided Reading in the context of testing the impact between DRTA and Guided Reading on reading comprehension.

When compared to most previous studies which tended to use text types with paragraph patterns, whether it be narrative, descriptive, or report texts, students who used the DRTA strategy when reading procedure texts tended to have difficulty in predicting because they focused on texts that had point patterns, not paragraph patterns which can represent the entire text because there is a main idea in each paragraph and a lot of words that student can predict. When the DRTA strategy is applied to the Procedure Text, students really must have good English skills or previous experience that is appropriate to the topic of the text used. In addition, since the researcher did not add any pictures to the instruction section, this seems to be one of the factors why students find it difficult to predict the contents of the procedure text.

CONCLUSION

Based on the findings, it can be concluded that the implementation of DRTA when reading the Procedure Text is adjusted based on the pattern of the text itself. Because Procedure Text has a text pattern that is not a paragraph, the stopping point is determined based on the points in the procedure text to make it easier for the teacher to hold a discussion session discussing predictions. In addition, because this DRTA uses the discovery learning method like previous research, researchers tend to give students a long time to determine the predictions of each point in the procedure text provided before the discussion session is held.

However, it is better if the teachers need to determine or re-check the stopping points based on the right time to open the discussion session. If the teacher wants to try to implement this learning model, then the teacher must know when the right time to discuss student prediction results is. Because if you give students too much time to work on or make their predictions as they please (as I did in my research), then students will get bored because they spend too much time reading. So my advice, give at least 10 minutes for students to predict two or three points in the text before the discussion session is held and so on until all the points of the text have been discussed.

CONFLICT OF INTEREST

This research still has many shortcomings. Among them are not testing students' understanding of the text they read, research is conducted in a short time, and its implementation is still monotonous. Therefore, for future research, try to test the increase in students' reading comprehension when they want to implement DRTA with discovery learning because quantitative research on the DRTA strategy with the discovery learning method is still not available. And also for teacher, who wants to try this learning model, make this learning interesting by adding games that are appropriate to learning so students don't feel bored.

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