



Implementing Directed Reading Thinking Activity In Learning Reading Comprehension

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Abstract

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This research was trying to discover the implementation of strategy Directed Reading Thinking Activity in learning reading comprehension. The research questions of this study were how does the process of learning reading comprehension through Directed Reading Thinking Activity? Then what are the students' responses in learning reading comprehension through Directed Reading Thinking Activity? To answer these research questions, the researcher conducted a qualitative research. The respondents were six students of class X in Vocational School Tri Jaya Sakti Karawang, Observation, interview, and documentations were used in this research. The process of learning reading comprehension through Directed Reading Thinking Activity showed in this research, from the first step until the last step of using Directed Reading Thinking Activity. The result showed that the students had a positive response toward Directed Reading Thinking Activity. The students' responses in cognitive aspect were Directed Reading Thinking Activity strategy assisted the students to comprehend various texts, improved their ability to answer and generate questions, developed to predict what the author writes, assisted the students to think rationally, defined unfamiliar words, and concluded the next plot. Meanwhile, the students' responses in affective aspect were Directed Reading Thinking Activity strategy supported students to overcome difficulties during reading text, it was practical, interactive, easy to do, and made the students discuss actively.

Keywords: *Directed Reading Thinking Activity, Reading Comprehension, Teaching Reading*

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INTRODUCTION

Reading is one important skill that gives many advantages for us; we can find knowledge by reading books, magazines, newspapers, articles, and others. Reading also can help students to get information from written text. According to Pang, et al. (2003, p. 6), reading is an activity to grasp written texts. There are two related processes of reading. According to (Muhammad, Muslem, & Fauzia Sari, 2017) two related processes of reading are word recognition and comprehension. They also state that word recognition is when the readers try on recognizing written language. Meanwhile, "comprehension is a process in which readers connecting words and sentences from the text with their background knowledge to gain a deep understanding of the text and surely it is such as essential skill to be mastered".

The problems that found by the researcher in Vocational High School that located in Karawang, most of students still have lack vocabulary so that they have difficulty with the language processing and the fear of pronouncing the wrong words is bigger than their desire to develop their oral skills. They also feel uninterested in learning reading the reasons are being afraid of wrong words and

they also said that they are easy to bore during learning activity in the class especially reading activity because they should to comprehend the text while they still lack of vocabulary. It's make they confuse in comprehend the full of text.

There are many techniques in teaching reading comprehension, so the teachers should choose a suitable method or technique in teaching reading comprehension. The role of teachers is very important to develop students' reading comprehension skills. Interesting learning will make students feel more comfortable when learning. Especially in learning to read comprehension, the student who has lack ability in learning reading they will be more quickly feel bored. Therefore, teachers should use a good technique or strategy in teaching reading comprehension.

Those problems show the need for a suitable teaching strategy in learning reading comprehension. From those problems above of the limitation of implementing Directed Reading Thinking Activity in learning reading comprehension, in 1969, Stauffer he created the strategy of Directed Reading Thinking Activity and adapted by Tierney 1995 both recommended the use of that strategy for enhancing reading skills of the students. The DRTA is a reading comprehension/critical thinking activity for the building knowledge part of a reading lesson with either narrative or informational text. This strategy focuses primarily to practicing thinking processes, checking information obtained from reading, guessing the word meaning, connecting background knowledge and new knowledge that obtained from the experience of reading the text. In this method, before starting to read the text, the readers are guessing overall reading content. Then, readers are enabling to read by using their own decision and exercise thinking skill before, during, and after reading (Chaemsai & Rattanavich, 2016).

In implementing this method, the students are in the center of learning, teacher role as a facilitator and contributing students in connected background knowledge and new information, encouraging comprehending of reading text and students' learning until they can do so on their own Stauffer, 1969, pp. 19-20 in Chaemsai and Rattanavich 2016. Therefore, the students' comprehension during the discussion will be monitored with that three-phase of the reading process. There are many kinds of previous research of this study, it is found (Erliana, 2011) that Directed Reading Thinking Activity strategy was effective and appropriate to improve reading comprehension in period of providing the students chance to use reading strategies, to increase students' self-confidence, to generate independent learners. And it is strengthen by (Anisa, 2018) that the implementation of Directed Reading Thinking Activity strategy in teaching comprehension to eight grade students it can help the students to comprehend the material easily, because predicting and while reading, and after reading implicating interaction students and teacher of the text as an entire.

Many researchers have shown that using the strategy of Directed Reading Thinking Activity can help the students in learning reading comprehension. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension. According to (Arisetyawati, 2017) "DRTA is developed to promote active reading comprehension and engage students to think critically to understand a text". He also states that "In Directed Reading Thinking Activity (DRTA), students are guided through the process of making predictions, silent

reading, and confirming or refuting their predictions. Through those processes, students are expected to be active, critical, and thoughtful readers.”

Based on mentioned previous research, it is obviously understood that Directed Reading Activity brings students in exploring more in reading comprehension. Therefore, this study is implementing Directed Reading Thinking Activity in learning reading comprehension.

METHODS

In order to find the result and answer research questions, the researcher uses narrative inquiry. Narrative inquiry is a set human story. According to (Webster & Mertova, 2017) states that “It provides researchers with a rich framework through which they can investigate the ways humans experience the world depicted through their stories”. The aim of this study is to identify how does students engage in reading by using Directed Reading Thinking Activity and to know students’ responses toward Directed Reading Thinking Activity strategies in reading comprehension. In this study, narrative inquiry will be applied to gather the data from the process of applying strategy Directed Reading Thinking Activity in the classroom and interviewing the students experience on the strategy Directed Reading Thinking Activity in reading comprehension. Students will be easier in comprehending the text. Teachers also will be easier to teach reading comprehension. It is also have advantage to teachers they will get a new knowledge about the teaching method to improve the teaching learning process and make the study more attractive.

This study will be conducted English teacher in Vocational High School 1 of Karawang. The subjects of this research were six students of second grade in Vocational High School. The data of this research consist of qualitative data. The researcher divided into three parts to collective the data. There are observation, interview and documentation. This research data analysis technique uses the Miles and Huberman model. First, the data reduction step involves selecting, focusing, and transforming the data that appears in the field notes or transcriptions. This step results in further episodes in data reduction such as summarizing, coding, identifying themes, creating data groups, partitioning, and writing notes. Second, the data display step involves categorizing data based on Russell Stauffer's strategy, namely Directed Reading Thinking Activity (DRTA) in teaching reading. DRTA is used at three stages of reading: pre-reading, during reading, and post-reading. Third, the steps of drawing conclusions and verification involve explaining and interpreting the data displayed. After the data were explained and interpreted, the researcher concluded and verified the results of implementing the DRTA strategy, especially in teaching reading comprehension which was implemented in all classes and the students' responses to it.

RESULTS & DISCUSSION

Results

The research aimed to address a formulated problem through data obtained via observation of an English teacher's reading instruction, interviews with students and the teacher, and documentation. The observation spanned five days and involved six students at Vocational High School 1 in Karawang. The study focused

on implementing the Directed Reading Thinking Activity (DRTA) for enhancing reading comprehension. Before implementing DRTA, the students' English reading skills were assessed. To introduce the DRTA strategy effectively, the teacher first ensured the students had a foundational understanding of narrative text by explaining its definition, function, structure, characteristics, and types. The students were then given a narrative text to read and translate, followed by small group discussions to further explore the text.

Observation findings addressed the research question about implementing DRTA. Assessing students' prior knowledge proved crucial. The teacher's explanations laid a solid foundation, and subsequent activities, such as reading, translating, and discussing, facilitated effective comprehension and understanding of the narrative text's structure. The DRTA strategy comprises three stages: predicting, while reading, and after reading. In the predicting stage, students were guided to make predictions based on their background knowledge, overcoming vocabulary challenges by first making predictions in Indonesian and then translating to English. While reading, students supported their predictions with text information and noted uncertainties. The most critical step was predicting what they would learn from the text, allowing hypotheses confirmation, refinement, or rejection based on actual content.

After reading, students engaged in discussions where they confirmed, rejected, or adjusted their predictions by finding text evidence and sharing it with the teacher. Writing down specific statements with quotes, facts, and page numbers further promoted comprehension. The iterative nature of these procedures enabled continual understanding refinement and progress monitoring as they progressed through the text.

The student interviews regarding the implementation of Directed Reading Thinking Activity (DRTA) for reading comprehension have yielded positive outcomes. Students expressed strong appreciation for DRTA's efficacy in engaging them actively in reading, enhancing comprehension skills, and fostering motivation. DRTA's pre-reading elements like predictions and questions made reading more enjoyable and provided direction. This approach heightened engagement and curiosity.

Moreover, students found DRTA significantly improved text comprehension. Connecting with prior knowledge aided understanding, while adjusting predictions and questions during reading boosted comprehension. Critical thinking flourished as students analyzed text, evaluated predictions, and made connections. Overcoming challenges in generating predictions and questions showcased students' growing confidence and competence through practice.

Student optimism extended to future benefits, believing DRTA equipped them for complex texts, critical thinking, and future reading tasks. These interviews emphasized DRTA's positive impact on reading comprehension by actively involving students, deepening understanding, and imparting valuable strategies. This feedback aligns with research by Moh Hanafi and Ayu Rizki Septiana (2022) and Uswatun Hasanah et al (2017), endorsing DRTA as effective for enhancing reading comprehension. The interviews underscore DRTA's engagement, comprehension, and critical thinking benefits, cultivating a profound appreciation for reading.

During interviews, students expressed diverse responses to the Directed Reading Thinking Activity (DRTA) implemented for learning reading comprehension. Their feedback offered valuable insights into engagement, personal growth, and experiences throughout the learning process. Firstly, students found increased engagement with DRTA due to its interactive and enjoyable nature. Making predictions and asking questions before reading heightened their involvement, motivating them and creating a more immersive learning experience. Secondly, improved comprehension was a common outcome, attributed to connections with prior knowledge and the use of predictions and questions as reading guides. Adjusting these elements during reading led to better understanding, content retention, and a deeper grasp of the text. Thirdly, students acknowledged the development of critical thinking skills, as they analyzed the text, evaluated predictions, and engaged in meaningful reflection. These skills extended beyond the activity and applied to other aspects of their academic and personal lives. Overcoming challenges was also noted, with persistence and practice enabling them to generate accurate predictions and questions, showcasing adaptability and growth. Lastly, a positive attitude toward reading emerged as a prevailing theme. DRTA's dynamic and interactive approach fostered newfound enjoyment, encouraging students to approach reading with enthusiasm and a desire to apply DRTA for improved comprehension. Overall, students' feedback highlighted DRTA's effectiveness in cultivating engagement, comprehension, critical thinking, skill development, and a positive attitude toward reading.

Implementing the Directed Reading Thinking Activity (DRTA) in learning reading comprehension offers students several advantages. Firstly, it leads to improved comprehension as students actively predict, question, and connect prior knowledge, allowing them to engage deeply with the content. Secondly, DRTA fosters critical thinking skills by teaching students to analyze text, evaluate predictions, and adjust interpretations based on evidence. Thirdly, it boosts engagement through active participation, sustaining interest, and making the reading experience more enjoyable. Fourthly, DRTA cultivates metacognitive awareness, enabling students to monitor their understanding, identify confusion, and refine reading strategies, promoting independence. Lastly, DRTA equips students with valuable reading strategies like prediction, questioning, and connecting, which can be applied to diverse texts and enhance overall reading proficiency. In essence, DRTA enhances comprehension, critical thinking, engagement, metacognition, and reading strategies, contributing to students' holistic growth as accomplished readers.

Discussion

The discussion section of the research addresses the research questions: 1. How does the process of learning reading comprehension through Directed Reading Thinking Activity? 2. What are the students' responses in learning reading comprehension through Directed Reading Thinking Activity?

1. Learning Reading Comprehension through Directed Reading Thinking Activity: The process of implementing the Directed Reading Thinking Activity (DRTA) in learning reading comprehension was based on strategies proposed by Billmeyer and Barton (1998). The research findings revealed that the teacher effectively applied these strategies in the classroom. The steps involved students

reading selection titles, looking at visual aids, and noting their certain knowledge. They then wrote down uncertain thoughts, made predictions about what they would learn, and confirmed, refined, or rejected their hypotheses as they read. This process could be repeated at various points in the text. Classroom observation corroborated the application of these steps, with students engaging in active reading, hypothesis formation, and reflection. This indicated that the DRTA process was effectively employed to enhance reading comprehension.

2. Students' Responses in Learning Reading Comprehension through Directed Reading Thinking Activity: Students' responses to implementing DRTA were predominantly positive. They reported increased engagement, improved comprehension, development of critical thinking skills, and a positive attitude toward reading. The DRTA strategy encouraged active involvement, making reading enjoyable and meaningful. The approach's metacognitive aspect aided students in monitoring their understanding and refining their thinking processes. Despite facing challenges, students demonstrated resilience and growth in their ability to generate meaningful predictions and questions. Overall, DRTA's implementation effectively facilitated active, reflective, and independent learning.

In conclusion, implementing DRTA offers advantages such as improved comprehension, enhanced metacognitive and critical thinking skills, and active student engagement. However, potential disadvantages like time constraints and individual differences should be managed to ensure successful implementation. DRTA emerges as a valuable strategy for learning reading comprehension, offering benefits that empower students in their reading endeavors.

CONCLUSION

Implementing Directed Reading Thinking Activity (DRTA) in learning reading comprehension is a valuable approach that can significantly benefit students. By actively engaging students in the reading process and encouraging metacognitive thinking, DRTA promotes deeper understanding, critical thinking, and active participation. DRTA offers several advantages that contribute to effective reading comprehension. It helps students develop the skills to make predictions, ask questions, and connect prior knowledge, fostering a deeper level of engagement with the text. Through guided discussions and analysis, students can compare their predictions and questions with the actual content, leading to enhanced comprehension and the ability to monitor their understanding.

Moreover, DRTA supports the development of metacognitive skills, empowering students to reflect on their thinking processes, adjust their strategies, and self-regulate their comprehension. By encouraging students to think critically and evaluate their predictions and connections, DRTA promotes higher-order thinking and analytical skills, enabling students to draw informed conclusions and make meaningful connections within the text. Additionally, DRTA promotes active engagement and collaboration among students. Through group discussions and whole-class reflections, students have the opportunity to share their insights, learn from their peers, and gain different perspectives, creating a dynamic and interactive learning environment.

However, it is important to consider some potential challenges associated with implementing DRTA. Time constraints can limit the extent to which DRTA can be utilized in the classroom, especially when there is a need to cover a large amount of content. Additionally, some students may initially find it difficult to generate accurate predictions or questions, requiring guidance and practice to develop these skills effectively. Despite these challenges, the benefits of implementing DRTA in learning reading comprehension outweigh the drawbacks. By providing students with a structured approach to engage with texts, think critically, and monitor their understanding, DRTA empowers students to become active, independent learners who can effectively comprehend and analyze various types of texts.

In conclusion, the implementation of Directed Reading Thinking Activity (DRTA) in learning reading comprehension is a valuable strategy that promotes active engagement, metacognitive thinking, and critical analysis. By incorporating DRTA into instructional practices, educators can facilitate meaningful learning experiences and equip students with the necessary skills to comprehend, analyze, and interpret texts effectively.

CONFLICT OF INTEREST

Concerning the research, authorship, and publication of this paper, the author(s) reported no potential conflicts of interest.

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