



## PENERBITAN ARTIKEL ILMIAH MAHASISWA

Universitas Muhammadiyah Ponorogo

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### THE USE OF DIRECTED READING THINKING ACTIVITY (DRTA) TO TEACH READING COMPREHENSION

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#### **Abstract**

*DRTA technique is a strategy that explain about teaching students in good reading habits. This strategy helps strengthen reading and critical thinking skill. The purpose of this research was to know the use of directed reading thinking activity (DRTA) to teach reading comprehension for the eleventh grade students in SMK Negeri 1 Poncol. The subject of this research was the students of the eleventh grade class XI Boga 2 of SMK Negeri 1 Poncol in the academic year 2017/2018, which consisted of 21 students. The research was started on July 26<sup>th</sup>, 2017 until August 1<sup>st</sup>, 2017. This Classroom Action Research was conducted in two cycles and each cycle consisted of two meetings. The researcher used three research instruments. They were: observation checklist, questionnaire, and test. Based on the result of this research, the observation checklist result showed that the students become active during teaching learning process. The result of observation checklist cycle 1 was 66.67%, while, the result improved up to 90.00% in cycle 2. The result of questionnaire in cycle 1 was 72.00%. While, the result of questionnaire in cycle 2 was 84.00%. It showed that the students enjoyed and were interested in reading comprehension. In cycle 1, there were 12 or 60.00% of students got score under KKM, and 8 or 40.00% of students passed in the test. Then, the students who reached the minimum score based of KKM in cycle 2 was 100%. Finally, the researcher concluded that the implementation of Directed Reading Thinking Activity (DRTA) Technique to Teach Reading Comprehension for the Eleventh Grade Students in SMK N 1 Poncol was successful. The researcher hopes that the result of this study will be useful for the next researcher.*

**Key Words:** Reading, Reading Comprehension, DRTA technique

**How to cite:** Yatmini. (2017). *The Use of Directed Reading Thinking Activity (DRTA) to Teach Reading Comprehension for the Eleventh Grade Students in SMK N 1 Poncol*. Penerbitan Artikel Ilmiah Universitas Muhammadiyah Ponorogo, 1(1): 21-29

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ISSN 2614-1434 (Print)  
ISSN 2614-4409 (Online)

## INTRODUCTION

Nowadays, learning English is very important for students. In education, English subject is one of the target languages that has been taught in Indonesian's school curriculum. Generally, English involves some skills. They are identified as receptive skills and productive skills. Receptive skills concern with the ability to encode other's messages; reading and listening. Productive skills deal with the ability to decode messages to others; speaking and writing. One of the most important component in learning English process is reading. It is the way to understand written messages.

According to Grabe (as cited in Kurniawan, 2013, p. 68) "reading is also important to recognize that many people around the world read in more than one language. Reading can be seen as an active process of comprehending where students need to be taught strategies to read more efficiently, for example, guess from context, define expectations, make

inferences about the text, skim ahead to fill in the context, etc. Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style".

In addition, Grabe & Stoller (as cited in Javed et al, 2015, p. 141) "reading is a complex cognitive process in which a reader decodes the symbols or printed messages into sounds". Reading is very important skill that students need to master as early as possible. So, people should master some good reading skills to improve English levels.

The problem also faced by the students at SMK Negeri 1 Poncol. Researcher observed that learners faced some difficulties when they read. In fact, students suffer mainly from understanding vocabulary. When the students have a large vocabulary, they will not face problems comprehension in understanding the whole text, and this comes from habitual reading. The other problems in reading comprehension are working

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memory, absence of extensive reading and type of text.

Considering the problem above teaching method is one of important factors in determining students' achievement in reading. The teacher should apply effective and innovative strategies in teaching reading in order to make students interested to read and to improve the students reading comprehension. There are many methods that can be applied by the teacher in teaching reading comprehension for instance DRTA (Directed Reading Thinking Activity) method.

Directed Reading Thinking Activity (DRTA) method would be applied and related it with students' reading interest to investigate whether students who had high or low interest in reading would affect their reading comprehension. Also helps students recognize predictions, judgments, and evidence verification, student good reading habit, strengthen reading and critical thinking skills. So, DRTA

technique is the best method in reading comprehension and make the students easier to understand the materials.

Moreover, Odwan (2012) stated that Directed Reading Thinking Activity is a strategy that is intended to develop students' ability to read critically and reflectively. The directed reading thinking activity attempts to equip readers with the ability to determine the purposes of reading, the ability to extract, comprehend, and assimilate information, the ability to make predictions to examine reading materials based on the purposes of reading, the ability to pass judgments, and finally the ability to make decisions based upon information gleaned from reading.

Besides it, Rivers and Temperly (as cited in Nunan, 1999, p. 251) "there are seven main purposes for reading: 1) To obtain information for some purpose or because we curious about the topic; 2) To obtain instructions on how to perform some task for our work (e.g., knowing how on appliance works), 3) To

act and a play, play a game, do a puzzle; 4) To keep In touch with friends by correspondence or to understand business letters; 5) To know when or where something will take place or what is available; 6) To know what is happening or has happened (as reported in newspapers, magazines, reports); 7) For enjoyment or excitement.

Besides, Odwan (2012) said that reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary words encountered in the texts, and learning how to abstract meaning from text. It represents how well readers understand literal comprehension which concentrates on explicit meaning and inferential comprehension which concentrates on implicit meaning in the reading text.

Strategies are an important part of comprehension. There are only a few strategies readers use in various combinations over and over again, with

slight variation from one reading situation to another. "These include: 1) Making predictions; 2) Monitoring and questioning what is happening Adjusting predictions as you go; 3) Creating images in the mind; 4) Removing blockages to meaning; 5) Reflecting on the essence or the significance or the importance of what has been read "(Duffy, 2009, p. 19).

## **RESEARCH METHODOLOGY**

In this research, the researcher used Classroom Action Research design. Classroom Action Research is an effective method in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English classrooms. The method is expected to solve the problem of reading in class and could further improve the process of learning to read, especially in classroom. According to some opinions, the purposes of classroom action research are to increasing the quality, balancing in learning, and improving the ability of students.

Furthermore, Mulyasa (2012) stated that action research is seen as a way to mark a form of activity designed to improve the quality of education and be a program to reflect on the implementation of the development goals undertaken. This perspective is intended to identify criteria and requirements including methods and technique in conducting a research activity and self-reflection program.

Based on Kemmis and McTaggart (as cited in Kunandar, 2008, p. 71-75) “there are four aspects in the Classroom Action Research, they are as follows: 1) Planning (Planning is making a plan critically to improve what was happened during the teaching learning process). 2) Acting (Acting is as the implementation of action that is made in the planning stage, the researcher performs with the intention to improve the situation). 3) Observing (Observing has function to find out the influence of action). 4) Reflecting (Reflecting is a phase to analyze the action that has been done)”.

The study would be conducted at SMK Negeri 1 Poncol and the subject of this research was the eleventh grade students in academic year 2017/2018 that consists of 21 students. To build this research, the researcher used some procedures they were; 1) Planning (Preparing lesson plan, test, questionnaire, and observation checklist), 2) Acting (Applying the lesson plan in classroom), 3) Observing (Observing the activities and then noted it on the observation checklist, 4) Reflecting (Reflecting the activity based on the data collected by researcher from observation and test).

The researcher prepares observation checklist sheet. In this observation checklist there were 2 indicators. The first indicator point was about students’ activeness. The second indicator point was about students’ interest. There were categories and scores in observation checklist. The categories were always (A), often (O), ever (E), sometimes (S), rarely (R). Then, the scores

were 5, 4, 3, 2, 1. Score 5 was always (A), score 4 was often (O), score 3 was ever (E), score 2 was sometimes (S), score 1 was rarely (R).

In the questionnaire there were six points. The aspect of point 1, students were interested in learning English. Point 2, the students liked to read the task. In point 3, they knew and understood about the task. Point 4 the students liked to learn reading in English by using DRTA technique and point 5 the students were easy to understand in reading by using DRTA technique. The last point, DRTA technique can improve the students reading skill.

The form of the test was reading test. The researcher can know about students' progress before and after applying the technique.

From the acting and observing stage, the researcher took reflection. The reflection detail were as follows: 1) The result of observation score was 66, 67%. It showed that the students were less active and still difficult to understand the material. 2) The result of questionnaire

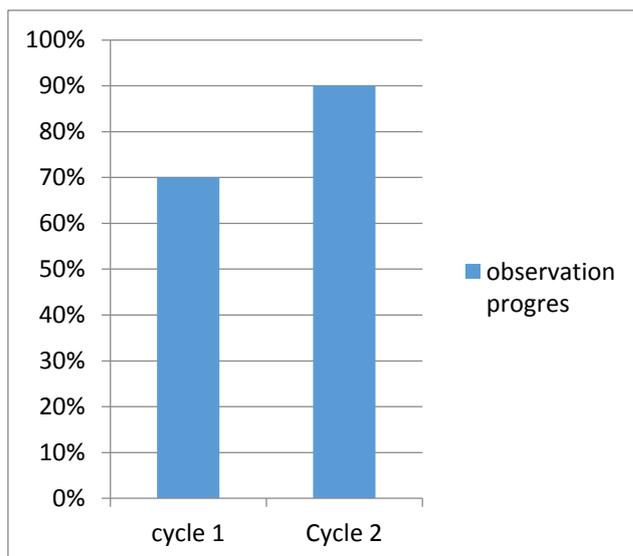
score was 72.00%. It showed that the students less enjoyed in teaching and learning process. 3) From the result of test cycle 1, there were 12 students got score under KKM or 60.00% and 8 students passed in the test or 40.00%. Based on the reflection above, the study had not been successful yet. Then, the researcher decided to revise cycle 1 and then established and improved actions to be implemented in the cycle 2. The researcher continued to the next cycle.

From the acting and observing stage, the researcher took reflection. The reflection detail were as follows: 1) The result of observation score was 90.00%. It showed that the students were more active than previous meeting. 2) The result of questionnaire score was 84.00%. It showed that the students were enjoyed and they were interested in reading comprehension. 3) The result of test cycle 2 showed that 100% of students got score  $\geq 75$ . It means that the students' achievement was satisfying and they had already passed the KKM (Minimum Basic Criteria) namely

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75. Based on the reflection above, the researcher concluded that the implementing of DRTA technique to improve the students reading comprehension was successful.

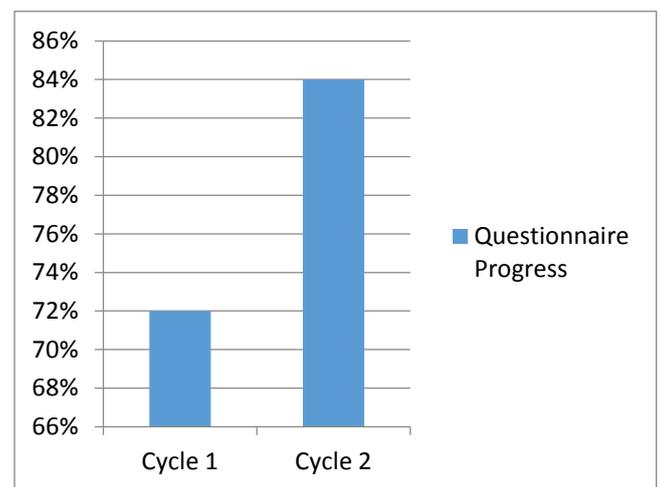
The result of observation checklist in cycle 1, the students were less active in teaching learning process. Some students were shy to ask about the material that they did not understand. The students were not able to read English text. Sometimes, the students were crowded when teaching and learning process. In the cycle 2, the students were better in Classroom Action Research process that cycle 1. It showed that the students were very active in teaching learning process. In this cycle, the students did not feel shy again to ask about the material. The result of cycle 1 and



cycle 2 could be seen on the chart bellows:

The Chart of Development Observation Result in Cycle 1 and Cycle 2

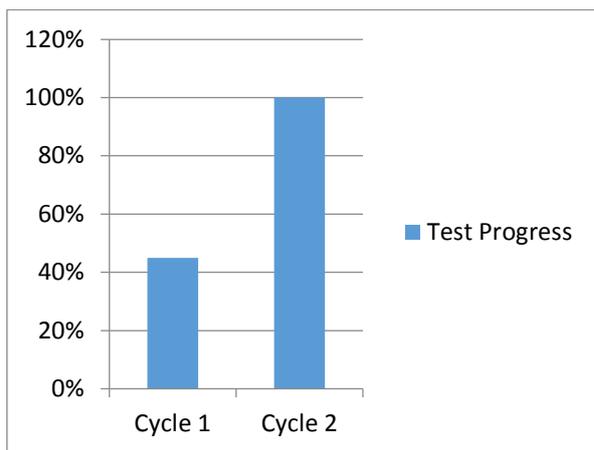
In the questionnaire, it showed that teaching reading using DRTA technique was accepted by the students. This method could improve their reading comprehension. The students were more interested and understood to use this method in reading. The students enjoyed and gave positive response toward the implementation of DRTA technique. The result of the questionnaire in cycle 1 and cycle 2 could be seen in chart bellows:



The Chart of Development Questionnaire Result in Cycle 1 and Cycle 2

The result of test in cycle 1 was not satisfying enough. It did not reach the

minimum score (75). In the cycle 1, there were 12 students failed and 8 students passed in the test. Furthermore, in cycle 2, 21 or 100% of students passed in the test. The improvement of students' score could be seen in the chart bellows:



The Chart of Development Test Result in Cycle 1 and Cycle 2

The researcher concluded that from the three instruments above DRTA (Directed Reading Thinking Activity) technique could be made the students interested and easy to understand in studying English especially in reading comprehension. Finally, the use of directed reading thinking activity (DRTA) technique to teach reading comprehension for the eleventh grade students in SMK N 1 Poncol was successful.

## CONCLUSION

Finally, the researcher concluded that the students of eleventh grade of SMK N 1 Poncol were able to read the text well. The result from three instruments showed that DRTA technique improved of students reading comprehension. There was improvement from cycle 1 to cycle 2. It meant that the use of directed reading activity (DRTA) technique to teach reading comprehension for the eleventh grade students in SMK N 1 Poncol was successful.

Based on the result of the research, the use of directed reading activity (DRTA) technique to teach reading comprehension for the eleventh grade students in SMK N 1 Poncol was successful. So, the researcher gave suggestion for English teacher, students, and next researcher: The English teacher should be better to make joyful learning in the classroom by using variety strategy or method. The students also should practice using directed reading thinking activity technique outside the class to improve

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reading comprehension. The researcher hopes that the result of this study will be useful for the next researcher who will conduct research about the same case in different field. Then, the next researcher should prepare the material well, lesson plan, how to teach students, and how to use the technique. The researcher realizes that so many weaknesses in this thesis. So, the researcher hopes that the next researcher can fix them and make it better.

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