# The Implementation Of Direct Reading-Thinking Activity (DR-TA) Strategy in Teaching Reading Comprehension at Eleventh Grade of SMAN 2 Sungai Limau

**Dyfa Annisa[1], Elsi Amiza[2], Absharini Kardena[3], Syahrul[4]**

[1,2,3,4] *Universitas Islam Negeri Sjech M.Djamil Djambek Bukitinggi, Indonesia*
**Corresponding Author**: ✉ dyfaannisa@gmail.com

The aim of this study is to desccribe how the implementation of Direct Reading-Thingking (DR-TA) strategy implemented by the teacher in teaching reading comprehension and what challenges the teacher faced in adminitering this strategy in class. The informant in this research was one of the English teachers in class XI of SMAN 2 Sungai Limau. The data collection methods were observation and interview. Data collection was done through observation checklist and interview with the teacher. Observations were made in class XI MIPA 5 and class XI MIPA 6. Data analysis was done by data collection, data reduction, data presentation, and conclusion, the data was presented in descriptive qualitative format. The finding show that the teacher had implemented this strategy in teaching reading comprehension, but there was one step that was skipped by the teacher. The challenges that teachers face in the classroom when implementing the DR-TA strategy are firstly the limited time they have in class, while the time needed for the implementation of this strategy is long. Second, students who are not active and enthused in the learning process. The third is the limited background knowledge of students so that it is difficult to provide predictions.

## INTRODUCTION

Proficiency in the English language encompasses four key dimensions, with reading skill being one of them. Reading involves actively engaging with written text, either silently or aloud, to comprehend its contents. It serves as a cornerstone for learning and is regarded as a vital life skill. Effective reading entails more than mere word recognition; it entails grasping the meaning and message conveyed by the text (Seventilova, 2022). Additionally, reading is intricately connected to various cognitive processes and communication skills such as listening, speaking, and writing. Essentially, it involves deciphering the author's intended ideas and information from the textual patterns presented on the page.

Reading comprehension is described as the concurrent eradication and maufacture of nuance through active engagement with written language (Butterfuss et al., 2020; El-Koumy, 2014). This process comprises two essential components: vocabulary comprehension and text comprehension. Proficiency in comprehending a text necessitates the ability to grasp some of the vocabulary utilized within it and to comprehend its overall message. Pourhosein (2016) defines reading comprehension as the act of deriving meaning from text, emphasizing the seriousness of understanding the text as a whole rather than dissecting sole words or sentences. Ultimately, the result of successful reading comprehension is the mental formation of the text's meaning, synthesized with the reader's prior knowledge. So in reading comprehension , readers need to activate their background knowledge so that it can make it easier to understand the reading, sometimes there are readers who when reading the title alone with the background knowledge they have can guess the contents of the reading.

In its application, there are still many obstacles to students in the class, so teachers need to apply interactive strategies in teaching reading . As (Rajagopalan, 2019) said that The teaching strategy has a positive effect on student learning. Encouraging pupils to become more adept readers can be crucial to their academic success, particularly in the English language. DR-TA is a strategy that may be used in reading comprehension instruction. In 1969, Russell G. Stauffer devised this tactic for the first time. Stauffer contends in Nerim (2020) that the directed reading thinking activity (DR-TA) was created as an engine for teaching reading that emphasizes students' capacity for reflective and predictive reading. As Opitz & Guccione (2013) said that " The DR-TA is agreat activity to help teach reading for meaning", because in this strategy students have more challenging activities where students must focus on making predictions, and at the same time reading text. Block & Parris (2008) said  that DRTA places a greater emphasis on improving reading abilities. Using this method, the students skimmed the text, noting the title, subtitle, images, and the opening few paragraphs before speculating about the subject matter. Students then read the content and either confirm or refute their guesses.

Abisamra in El-koumi (El-Koumy, 2014) state  DR-TA is an adequate tactics for teaching reading comprehension because it aids pupils set reading scopes by making prognosis, read more actively and enthusiastically, and relive more information from what they have read. This strategy is one of the frameworks for teaching reading where students are emphasized to read reflexively, guess or make predictions, and students are emphasized to call up the background knowledge they have so that in carrying out this strategy students are trained to develop the ability to think (Nerim, 2020). This strategy can train students to activate their background knowledge so that before reading the entire text, students can make predictions about the content of the text.

From the preliminary research handled at SMAN 2 Sungai Limau on 17th Mei through interview, researcher found that teachers have implemented the Direct Reading-Thinking Activity (DR-TA) to teach reading comprehension in the classroom. But, in its applying it the teacher Teachers find it difficult to manage time when implementing this strategy. That is, because the steps of implementing this DR-TA strategy require a long time, teachers have difficulty managing time in class so that all the processes of implementing this strategy can run effectively, while the time in class is short so that the success is reduced.

The next problem is the teacher has difficulty overcoming students who were unable to give oral predictions. According to (Richardson et al., 2013) if the teacher is worried when students are unable to give predictions orally, the teacher can ask students to write the predictions into a table called the prediction direction table. But in practice the teacher did not use the table, so not all students are involved in the implementation of this strategy. Grounded from the interviews, it can be conclude that problems in implementing DR-TA is the teachers have difficulty in managing time effectively in implementing the DR-TA strategy, then teachers have difficulty in dealing with students who are unable to give oral predictions. According to the problem, the researcher would like to conduct this research.

## RESEARCH METHOD

The researcher utilized a qualitative approach in this study. According to Gay et,al (2012), qualitative research involves gathering, analyzing, and interpreting detailed narrative and visual (i.e., nonnumerical) data in order to gain insight into a specific phenomenon of interest, such as behavior, perception, motivation, action, and holistic aspects that are described in a natural context using a variety of natural methods. The research was conducted at SMAN 2 Sungai Limau, the participant in this research was one of the English teachers who taught class XI at SMAN 2 Sungai Limau. The instruments used in this research were observation and interviews. The type of observation used was observation checklist to find out how teachers implement Direct Reading-Thinking Activity (DR-TA) strategy in teaching reading comprehension, observations were carried out twice, namely in class XI MIPA 5 and class XI MIPA 6. The type of interview used is an open-ended question, to find out what challenges teachers face in implementing the DR-TA strategy. Observations and interviews were analyzed using descriptive qualitative analysis.

## RESULT AND DISCUSSION

**Result**

Based on data attained from observations and interviews. It was found that teachers have implemented the DR-TA strategy in teaching reading comprehension and some challenges faced by teachers in its implementation. The results are described based on the research questions, namely how teachers implement DR-TA strategy in teaching reading comprehension and what challenges teachers face in implementing the DR-TA strategy in teaching reading comprehension.

**The process of Implementing Direct Reading-Thinking Activity (DR-TA) strategy in the classroom**

In order to gather information on the process of putting the Direct Reading-Thinking Activity (DR-TA) approach into practice in the teaching of reading comprehension at XI MIPA 5, the researcher used the classroom observation technique. The first observation result is shown as follow :(1)The teacher chooses the text according to the material to be learned and gives the text to the students before reading, the material studied is Narrative text, and the title of the text is The Legend of Malin Kundang. (2) The teacher activates the students' background knowledge by showing the title of the text to the students. (3) The teacher displays and titles and then asks students to foresee the matter of the text from the pictures and titles that have been given. (4) The teacher asks the reason why the students give the prediction or opinion. (5) The teacher asks pupils to read the text starting from the first paragraph, as well as the second and third paragraphs, the teacher demands pupils to give predictions about the matter of the paragraphs first from clues such as structure or teacher directions, then students read the text. (6) The teacher asks pupils to read independently and one student reads aloud.  Furthermore, when students read, the teacher demands students to prove their own predictions whether they are right or wrong. (7) Before the students and teacher discuss the content of the text and prove the students' predictions, the teacher locks the students' predictions by writing the students' predictions on the board. (8) The teacher and students discuss the content of the text and prove students' predictions together, the teacher reads back the content of the text and translates it and then proves students' predictions together. (9) When proving predictions, the teacher demands students to read out the part of the text that shows the prediction is correct. (10) The last step, the teacher gives students a written exercise, which students are given 10 minutes to do.

The second observation was done at XI MIPA 6, the teacher taught the same material and used the same text as the first observation in the previous class. The result is shown as follow: (1) The teacher selects the text that the students will read before the students start reading the text. The text that the teacher chooses is in accordance with the material that the students will learn. (2) the teacher displays the title of the text to be

read by the students, the title is accompanied by a picture. From the title, the teacher asks the students some questions to activate the students' background knowledge. (3) The teacher displays a picture about the text to the students. From the picture the teacher asks students to look at the picture, so that students can scrutinize and remember if they have background knowledge about the picture, furthermore for the second paragraph, the teacher asks students about what the problem will be in the second paragraph. For the third paragraph, the teacher also directs students to make predictions and give opinions about the third paragraph. (4) In the reading process, the teacher first appoints one or two students to read the first paragraph aloud, and the other students read while listening to other students read. (5) The teacher instructs students that when reading students prove the predictions that have been conveyed. When students read aloud and other students listen while listening to the text that other students read. (6) The teache recording the predictions on the blackboard so that the students' predictions are clearly visible. (7) After students prove their predictions independently, the teacher and students confer and review the predictions that students have made. Students read the text aloud again starting with the first paragraph. (8) The teacher asks the student to read out the part of the text that states the student's prediction. (9) After the teacher and students finish discussing and reviewing the students' predictions, the teacher provides exercises to the students. Due to limited time, the teacher asked students to work on the exercise for 10 minutes.

2. Challenges faced by teachers in implementing the DR-TA strategy.

Researchers conducted interviews with teachers to obtain data to answer the second research question, namely what challenges teachers face in implementing the Direct Reading Thinking Activity (DR-TA) strategy. The interview results obtained are as described below: (1) The first is in terms of limited time in implementing this strategy, in addition to teaching the teacher also needs to prepare all the needs for teaching, and that makes time used. (2) Students who are not active and enthusiastic are caused by a lack of vocabulary, confidence, and enthusiasm for learning so that teachers must be able to encourage students to be active. (3) The limited background of the students, it makes it difficult for students to give predictions and answer teacher questions.

**Dicussion**

In the process of implementing DR-TA in two different classes with the same material, overall the teacher has implemented the steps of the DR-TA strategy. However, there is 1 step that is not implemented by the teacher in class. The similarities obtained from the two observations in different classes are that both teachers apply DR-TA strategy in teaching reading comprehension. The difference obtained is that in the first observation the teacher skipped 1 steps, while in the second observation the teacher skipped 2 steps. Before the teacher assesses the students or gives exercises to the

students, according to (Umayyah, 2016) the teacher can ask the students to say which information from the text is the best prediction. However, in both classes, the teacher did not apply this step, meaning that after all the paragraphs were read, the teacher continued by giving students exercises. To assess students, the teacher gives written exercises to students by filling in the answers on the sheets provided by the teacher. However, because time was limited or the lesson was about to end, the teacher only gave approximately 10 minutes for students to answer so not all students completed the exercise.

Based on interviews conducted on January 16, 2024 with an 11th grade English teacher named Nurul Ikhlas. There are several challenges that teachers face in implementing Direct Reading Thinking Activity (DR-TA). The first is the limited time the teacher has during learning. this means that the teacher has limited time to implement this strategy in learning, because to implement this strategy from start to finish in accordance with existing theory takes a long time. The second challenge is in terms of student activeness and enthusiasm in participating in learning. The lack of student activeness and enthusiasm is a challenge for teachers, because students need to be active in answering all questions given by the teacher and giving predictions. From this challenge, the teachers difficult to dealing it. The third challenge that teachers face is the limited background knowledge or insight that students have. In implementing this strategy in class, teachers need to activate students' background knowledge so that pupils exhibit the skill to respond predictions related to the textirect and instruct students to increase their vocabulary and be more confident in speaking.

**CONCLUSION**

The researcher conducted qualitative research to describe the implementation of DR-TA strategy in teaching reading comprehension by the teacher, and to find out what challenges the teacher encountered in implementing DR-TA strategy in class 11 students of SMAN 2 Sungai Limau. In conclusion Based on the first research question which is about the implementation of DR-TA strategy in teaching reading comprehension, the researcher can adjudge that DR-TA strategy has been implemented by teachers in class 11, namely class XI MIPA 5 and XI MIPA 6 at SMAN 2 Sungai Limau, but there are still steps that are left behind or missed by the teacher because the time to implement this strategy is limited by the learning time. Data were obtained from observations made in two different classes and the same material. The step that the teacher skips because the limited time is that the teacher does not ask students for information or parts of the text that are the best predictions for students. The differences found during observations in two classes, namely class XI MIPA 5 and class XI MIPA 6, namely

in class XI MIPA 5 the teacher applies the fourth step, namely asking students how students give predictions after seeing the picture and text title, while in class XI MIPA 6 the step is not applied. For the second research question, which is about the challenges faced by teachers in implementing the Direct Reading-Thinking Activity (DR-TA) strategy, the researcher concluded that there are threre callenges faced by teachers when implementing DR-TA strategy in teaching reading comprehension. Those are limited time in class, students who are not active and enthusiastic when learning, and the limited background knowledge of students.

**REFERENCES**

Alodwan, T. (2013). The Effect of the Directed Reading Thinking Activity Through Cooperative Learning on English Secondary Stage Students' Reading Comprehension and Critical Thinking Skills. *International Journal of Humanities and Social Science*, 2(August 2013), 141. https://eric.ed.gov/?id=EJ1173477

Ann, B., & Friedman, T. . (2011). *Reading and Writing Strategies : Directed Reading Thinking Activity (DRTA)*. Adlit: All About Adolescent Literacy. https://www.adlit.org/in-the-classroom/strategies/directed-reading-thinking-activity-drta

Blachowicz, C., & Ogle, D. (2013). *Reading Comprehension: Strategies For Independent Learners* (2nd ed.). The Guilford Press. https://books.google.co.id/books?id=jUdGajuJ0fMC&printsec=frontcover&hl=id #v=onepage&q&f=false

Block, C. C., & Parris, S. R. (2008). *Comprehension Instruction: Rsearch-Based Best Practice* (2nd ed.). Guilford Publications. https://www.google.co.id/books/edition/Comprehension_Instruction_Second_ Edition/ao1civeCm5gC?hl=id&gbpv=1

Butterfuss, R., Kim, J., & Kendeou, P. (2020). Reading Comprehension. In *Oxford Reasearch Encyclopedia,Education* (p. 2).

Duke. (2016). *Teaching Reading Comprehension to ESL/EFL Learners*. Sage Publications2.

El-Koumy, A. S. (2014). The Effects of the Direct Reading-Thinking Activity on EFL Students Referential and Inferential Comprehension. *SSRN Electronic Journal*. https://doi.org/10.2139

Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational Research* (10th ed.). Pearson Education.

Kendeou, P., McMaster, K. L., & Christ, T. J. (2016). Reading Comprehension: Core Components and Process. *Journal Policy Insight from the Behavioral and Brain Science*, *3*(1), 63.

Larasaty, G., & Ayu, S. (2014). Improving Students Reading Comprehension Using Learning CELL Technique. *Journal of English Language Learning (JELL)*, *8*, 4.

Nerim. (2020). Scrutunizing Direct Reading Thinking Activity (DR-TA) Strategy on Students Reading Comprehension. *Journal of Language and Language Teaching (JOLLT)*, *8*(2), 129.

Opitz, M. F., & Guccione, L. M. (2013). *Comprehension and English Language Learners*. Library of Congress Cataloging-in-Publication Data.

Pang, E. S., Muaka, A., Bernbardt, E. B., & Kamil, M. L. (2013). *Teaching Reading*. University of Illinois.

Patel, F. . D., & Jain, P. M. (2013). *ENGLISH LANGUAGE TEACHING (Methods, Tools, And Technique)*. Sunrise Publisher & Distributors.

Pourhosein, A. G. (2016). How Can Students Improve Their Rading Comprehension Skill. *Journal of Studies in Education*, *6*(2), 230.

Rajagopalan, I. (2019). Concept of Teaching. *International Journal of Education*, *7*(2), 6.

Richardson, J. S., Morgan, R. F., & Fleener, C. (2013). *Reading To Learn In The Content Areas* (7th ed.). Wadsworth,Cengage Learning.

Safura, S., & Helmanda, C. M. (2020). The Analysis of English Departement Students Ability in Mastering Reading Text of Muhammadiyah Aceh University. *Journal GEEJ*, *7*(1), 121.

Sentilova, I. G. N. O. (2022). Mastering Reading Skill Faster. *Ganec Swara*, *16*, 1674.

Stauffer, R. G. (1969). *Directing Reading Maturity As A Cognitive Process*. Harper & Row Publishers.

Umayyah. (2016). *The Use of Directed Reading-Thinking Activity (DR-TA) TO Improve Reading Comprehension in Reacount Teaxt*.