
Teaching Reading Comprehension of Explanatory Text by Using Directed Reading and Thinking Activity (DRTA)

Nadya Wulandari ¹, Nurhaedah Gailea ², Yusti Fargianti ³

² Professor Student in English Department, Postgraduate Program, ³ Master Student in English Department, Postgraduate Program,

^{1,2,3} State University of Sultan Ageng Tirtayasa (Untirta), Indonesia.

Korespondensi Penulis : nadyaclouds47@gmail.com

Abstract : *This research aims to improve the reading skills of fifth grade students of SDN Warnasari using Directed Reading and Thinking Activities as a learning method in English subjects. This reserach used classroom action research and conducted in three cycles. Methods used to collect data include documentation, observation, and test. The increase in students' reading comprehension can be seen from classical completeness which shows that from one cycle to the next, classical completeness scores increased from 58% in cycle I to 84% in cycle II and increased to 100% in cycle III. The average student score in cycles I and II also increased, from 76.4 in cycle I to 82.10 in cycle II and 86.31 in cycle III. The conclusion is the application of the Directed Reading and Thinking Activity method can improve students' reading skills in English subjects in class V at SDN Warnasari for the 2023/2024 academic year.*

Keywords: *Action research, DRTA, reading comprehension*

1. INTRODUCTION

Reading is an important skill since it affects every part of life. Reading is an activity for most students in English class because it offers the opportunity to learn new knowledge (Erliana, 2011). For example, people will know how to pay attention to traffic signs, restaurant menus, can labels, print advertisements, newspapers, magazines, insurance documents, etc.

Reading comprehension is the process of comprehending a text either loudly or silently. Most English-language learners read frequently because it gives them the chance to learn new things. Reading comprehension is a challenging process that calls for correct word and sentence reading as well as a full mastery of vocabulary and general knowledge to make sense of the text, as was already mentioned. The text uses a variety of words that may not all fit into one phrase (Linda Septiyana, 2021).

The DRTA is a reading comprehension or critical thinking activity for the knowledge-building portion of a reading lesson using either narrative or informational literature Hasan (2018). The DRTA technique is seen to be appropriate for improving students' reading comprehension and encouraging students to make predictions based on text containing specific keywords and picture clues since primary school students enjoy reading books or texts that have pictures in them. The steps of sampling text, forming predictions based on existing knowledge and textual information, resampling text, and confirming or revising predictions in light of new information are demonstrated to the student (Connie Eilar Renn, 2013; Lubis & Ritonga, 2023).

Students automatically ask their questions as part of the process of studying a text while using the predictions in the Directed Reading Thinking Activity (DRTA) technique. To comprehend the reading content, students will read carefully and critically. In light of this context, the researcher wants to examine how much the Direct Reading Thinking Activity technique affects students' reading skills and academic outcomes (Ritonga et al., 2022).

From the previous studies above, an investigation into the superiority of DRTA in this research was carried out using explanatory text material. How successful DRTA through the use of explanatory text media is in improving students' reading comprehension is one area that has not been studied thoroughly. As a result, it is still unclear whether children who receive instruction using this particular technique will be able to improve their reading skills and develop better reading comprehension. This research aims to explore new areas by doing this.

Drawing on the contextual problems and gaps of the study, the current study aims to analyze students' grade 5th reading skills at the elementary school level using the DRTA strategy and this research uses classroom action research entitled "Teaching Reading Comprehension of Explanatory Text by Using Directed Reading and Thinking Activity at the Fifth Grade of SDN Warnasari Cilegon."

2. LITERATURE REVIEW

Reading Comprehension

One of the four linguistic skills that must be learned is reading. The process of decoding and interpreting content for a specific reader is known as reading. Direct translation to meaning and text-to-speech conversion are used to improve reading comprehension. Reading is one of the English language abilities that has a significant impact on learners (Januarty & Nima, 2018). All reading education ultimately aims to improve a reader's comprehension of literature (Melsandi, 2018). Reading comprehension and word recognition are two processes that are connected. Word recognition is the process of recognizing how written symbols connect to spoken words. The process of understanding involves making sense of individual words, phrases, and connected texts. It is appropriate with McNamara (2007:28) who states that comprehension of a text requires interpreting information, applying previous knowledge to that interpretation, and ultimately creating a coherent picture of the subject matter of the text. If a reader cannot deduce the meaning from the text, even if they are capable of reading words, they are of little use. On the other hand, the aim of reading is to be able to understandably deduce meaning from written material.

Three things are required for comprehension: the reader doing comprehension, the text that needs to be understood, and the action that understanding is a part of. Additionally, these three components will interact with one another to improve readers or students' comprehension. Klingner et al (2007:8) explain that reading comprehension is a multifaceted, highly complicated process that involves interactions between readers and the knowledge they bring to the text (previous knowledge, technique use), as well as text-specific aspects (interest in text, understanding of text genres). Similarly, McNamara (2007:111) says that reading comprehension depends on the complex interaction between the text's qualities and what readers bring to the reading situation. Therefore, reading comprehension is a process of understanding meaning that incorporates our senses. As a result, readers interact with the material they read, receiving messages and methods for communicating with others.

Directed Reading and Thinking Activity

The directed reading thinking activity (DRTA) was developed by Stauffer in 1969. The DRTA is a technique that helps students make predictions about a text, and then read to verify or refute those assumptions. The Directed Reading Thinking Activity (DRTA) technique teaches reading by speculating on the writer's thoughts, verifying or modifying hypotheses, and collaborating on viewpoints (Walker, 2012). The DRTA method is a reading learning method that encourages students to focus and think carefully to fully comprehend the reading material, particularly during reading sessions (Khomariah, 2013).

By anticipating, predicting, and then correlating and altering the students' predictions with the text, DRTA gives the teacher the chance to help students think as good readers do. Although DRTA is frequently employed with fiction, it can also be utilized effectively with nonfiction. (Guilford, 2008) believed that DRTA is one of the most effective methods for teachers to actively engage students in the text they are reading. Al Odwan (2012) mentioned another advantage "The directed reading thinking activity is a much stronger model for building independent readers and learners."

Young Learners

Young Learners are children that start formal schooling at age five or six and continue until they are eleven or twelve years old (Philips, 1993). Additionally, kids between the ages of 7 and 12 are much less self-conscious than kids between the ages of 13 and higher. But after this age, the ability to imitate perfectly becomes less (Arif Sari Çoban, 2010). Learning English in school is one of the techniques to improve one's language abilities. Students in Indonesia start learning the English language in elementary school and continue through high school.

This indicates that a lot of individuals have come to appreciate the value of teaching children English at a young age. Young learners are frequently associated with an early age.

Young learners in preschool or the first couple of years of schooling have a holistic technique to language, which means they understand important messages but are not yet able to analyze language, and they have a holistic technique to language. They are also less aware of themselves and the learning process, have limited reading and writing skills even in their first language, and are more self-conscious in general (Pinter, 2017).

3. METHOD

This research was carried out in collaboration classroom action research with quantitative and qualitative design. Researcher and teacher collaborate since the research was carried out in a collaboratively (Lubis, 2024). Collaborative classroom action research has the goal of overcoming learning problems in the classroom and is also an effort to increase the effectiveness of learning (Paizaluddin, 2016). This study applies the Kemmis & McTaggart (1998) Spiral Model in Asrori (2020), where there are four important stages in classroom action research, namely (1) planning, (2) action, (3) observation, and (4) reflection.

This research was conducted in SDN Warnasari, located at the Citangkil District, Cilegon City, Banten. the researcher examines 5th-grade students at SDN Warnasari with a several students consisting of 8 boys and 9 girls. This classroom action research (CAR) was conducted in the second semester of the 2023/2024 school year at SDN Warnasari Cilegon. The methods used to collect data for this study include testing, observation, and documentation. Pre-observation was carried out by the researcher concurrently with pre-research. The researcher went straight to the school to make the first observation. Additionally, observations were made during each cycle's learning process, starting with the post-test meeting for cycles I, II, and III. While researchers operate as practitioners, teachers function as observers. The test was conducted using a pre-test at the pre-cycle and a post-test at each cycle by the researcher. The documentation for this research was compiled into an appendix with images. Nonetheless, the data analysis method used in this study incorporates both qualitative and quantitative design.

4. RESULT AND DISCUSSION

The results of this research consist of three cycles, where in each cycle several aspects are described, namely: learning planning, implementation of learning including preliminary activities, core activities and closing activities, learning outcomes, and reflection.

Cycle I

During Cycle I, the study held two sessions, one after pre-test and one after post-test. The mean score in the post-test was still relatively low, around 62.10. While in the post-test, the mean score improved slightly to around 76.4. The improvement occurred because the researcher applied the DRTA approach in this post-test. However, the improvement was just 14.3 percent. As a result, this cycle's progress was still minimal. This is because students are still studying and trying to comprehend how to apply the DRTA methods. Based on the mean score, the researcher discovered that just 10 students were able to attain the KKM, with a proportion of 58.8%. The KKM score for this research was 75. The results of students passing the KKM score in this cycle can be seen in the table below:

Table 1. Comparison of The KKM Score of Cycle I and Pre-Test

No	Score	Results at Pre-Test (Pre-Cycle)	Results at Post-Test (Cycle I)
1	91-100	-	3
2	81-90	-	5
3	71-80	2	2
4	61-70	7	3
5	<51-60	10	4
Total		19	17

Besides that, the result from the students' observation in this cycle is slightly below expectations. These student learning activities were analyzed based on observation results sheets which aimed to determine the percentage of student learning activities. In this cycle it reached 76.47%.

Cycle II

Having completed in Cycle I, the researcher used the same approach and method as cycle I, namely a scientific approach and DRTA method. The cycle's mean score, which is around 82.10, showed increased outcomes. The reason for the improvement is that students can now receive instruction effectively, are beginning to become used to the DRTA approach, and can collaborate effectively to engage in active learning. In addition, the researcher reviews over the material one more time before classes begin. An improvement reached 5.7%.

Based on the average score, the researcher discovered that 16 students, or 84.21% of the total, were able to attain the KKM. This research's KKM score was 75. The following table displays the outcomes of the students that passed the KKM score for this cycle:

Table 2. Comparison of The KKM Score of Cycle I and Cycle II

No	Score	Results at Post-Test (Cycle I)	Results at Post-Test (Cycle II)
1	91-100	3	5
2	81-90	5	1
3	71-80	2	10
4	61-70	3	-
5	<51-60	4	3
Total		17	19

Additionally, this cycle's observation results from the students improved. Cycle II achieved 89.48%, whereas Cycle I reached 76.47%. It might be argued that compared to cycle I, this cycle shown more progress. Since the researcher had previously made improvements to the teaching methods in this cycle, the researcher also gained knowledge from the reflection found in the cycle one post-test. As a result, the researcher considered better preparation for both the subject matter and the method of instruction. The students may then readily acquire English reading abilities in the classroom with the use of the DRTA approach.

Cycle III

Having completed in Cycle II, the researcher used the same approach and method as cycle II, namely a scientific approach and DRTA method. The cycle's mean score, which is around 86.31, showed improvement. The increase came to 4.21%. Conversely, the reason for the improvement was because the students were familiar with the DRTA method and had studied the English vocabulary from the previous cycle. Because at the final meeting before classes begin, the researcher goes over the material one more time. In addition, the researcher expanded the vocabulary so that students may acquire more words in English. On the other hand, students can increase their vocabulary by going over the topic again.

The researcher discovered that 16 students have achieved the KKM with a 100% completion rate based on the mean score result. This research's KKM score was 75. The following table displays the outcomes of the students that passed the KKM score for this cycle:

Table 3. Comparison of The KKM Score of Cycle II and Cycle III

No	Score	Results at Post-Test (Cycle II)	Results at Post-Test (Cycle III)
1	91-100	5	2
2	81-90	1	5
3	71-80	10	12
4	61-70	-	-
5	<51-60	3	-
Total		19	19

Additionally, this cycle's observation results from the students improved. Cycle III reached 100%, whereas Cycle II reached 89.48%. It might be argued that compared to cycle II, this cycle shown more progress. Since the researcher had previously made improvements to the teaching methods in this cycle, the researcher also gained knowledge from the reflection in the cycle two post-test. As a result, the researcher considered better preparation for both the subject matter and the method of instruction. The students may then readily master English reading comprehension in the classroom with the use of the DRTA method.

Following the completion of Cycles I, II, and III, it can be said that DRTA methods help students' comprehension of English texts. The mean score computation from cycle I, cycle II, to cycle III shows the improvement. The percentage of students' scores that improved was 14.3% in cycle I, 5.7% in cycle II, and 4.21% in cycle III. As a result, cycle III demonstrated the effectiveness of employing DRTA as a way to enhance young learners' English reading comprehension skills. The data analysis table for this study is as follows:

Table 4. Result Data Analysis

No	Results	Cycle I	Cycle II	Cycle III
1	Mean	76.4	82.10	86.31
2	Students' Observation	76.47%	89.48%	100%
3	Students Minimum Completeness Criteria (KKM)	58%	84%	100%
4	Improvement of Students' Score	14.3%	5.7%	4.21%

To make the findings of this research simpler to grasp, the test results and the observations made by the students in each cycle are displayed in the chart. The following illustrates the outcome:

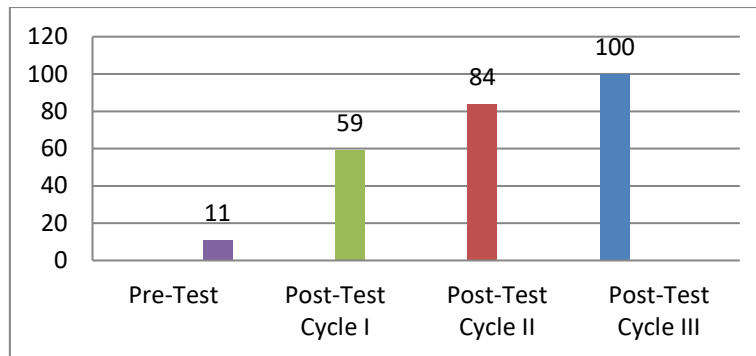


Figure 1. Chart of Increasing Students Minimum Completeness Criteria (KKM)

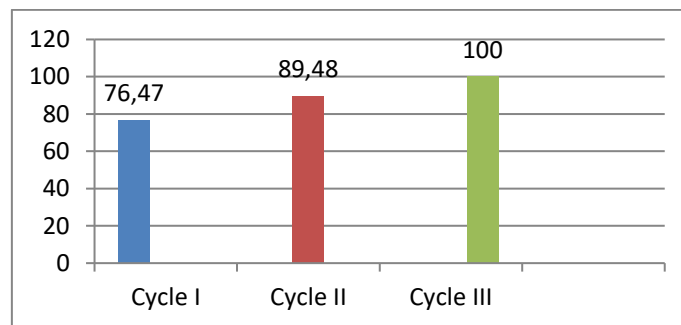


Figure 2. Chart of Increasing Students Observation

5. CONCLUSION

The advantage of this DRTA method is that students' learning results grow from cycle I to cycle III, indicating that the cycle's learning outcomes may be considered effective. Seven students, or 42% of the total, were unable to meet the minimal completion requirement score in cycle I. In cycle II, 84% of students are able to meet the minimal score required for completion. In cycle III, every student, or 100% of the student body, is able to meet the minimal score for completion requirements. The rise in learning outcomes is correlated with both an increase in the DRTA method's application of learning and the improvement of students as they learn.

Obtaining these learning outcomes has an impact on increasing student activity in the learning process. Students can solve problems and find their answers to the problems given. Students begin to be confident in expressing their opinions and student cooperation during the learning process with their chairmates is very good, and students are used to using the DRTA method for learning English. Apart from that, the researcher and teacher have carried out the teaching process and analyzed each learning process, so that the researcher and teacher are able to know how to analyze questions and material that are appropriate for the next cycle so that the test can be understood and worked on by students well while still using the Directed Reading and Thinking Activity methods.

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