The Teaching Reading Comprehension Through Direct Reading Thinking Activity (DRTA) Strategy At The First Grade Of SMP Plus Bustanul Ulum Puger-Jember

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Abstract

This research examines the use of the DRTA strategy for teaching English reading comprehension. Students need to have the opportunity to develop their knowledge in learning English. Therefore, English teachers utilize the DRTA strategy to increase students' reading comprehension. The formulation of the research question: How is the implementation of teaching reading comprehension through the DRTA strategy? This research used a qualitative method and was conducted at SMP Plus Bustanul Ulum Puger-Jember; the subjects were English teachers and students of class VIIA. Triangulation of sources and techniques were used. As for data collection techniques, the researcher used observation, interviews, and document review, and to analyze the data, the researcher used Miles Huberman and Saldana's theory. The research results are: 1) The purpose of teaching reading comprehension includes: a.) Make students more focused on the text, b.) Make students more critical to understanding the story's contents; c.) Train students to be more confident in arguing and expressing their opinions; 2) The material for teaching reading comprehension is a narrative text, including social functions, text structure, and linguistic elements, using additional media like the whiteboard. The source material used is narrative text obtained from the book: "When English Rings a Bell "Class VII, relevant textbooks, and the internet. 3) The steps consist of the lesson plan: 1) The teacher asked students to predict the content of the reading based on the title, 2) The teacher asked students to predict the content of the reading based on the pictures, 3) The teacher asked students read the text, 4) The teacher asked students to adjust their initial predictions with the reading that has been read, 5) The teacher asked students make a summary of the stories they have read by telling it in front of the class. 4) The evaluation of teaching reading comprehension is a formative assessment with multiple-choice

I. INTRODUCTION

Today, people's interest in reading needs to be more profound. Some factors that cause low reading interest and reading skills in students are the models, methods, strategies, or techniques educators use to help students learn.

Most learning models teachers use during the learning process are using conventional ones. In applying a learning model like this, the teacher will be active in front of the class, involving the lecture method. So technically, the teacher must be able to master the material and then be in front of the class to deliver the subject matter. At the same time, students only listen and take notes on things or materials that are considered essential. The learning model is not infrequently interspersed with several questions and discussions and with practice questions to test the understanding they have gained.

As we know about the technicalities of the lecture method, the teacher will be in front of the class to deliver the subject matter. At the same time, students will be silent, listen, and take notes on some things they consider essential. Sometimes, activities in this method involve questions and discussions. In this kind of learning, the classroom atmosphere tends to be 'teacher-centered,' so students tend to be passive because they only listen to the teacher.1 Students will feel bored faster in the learning process like that. This learning method can also impact students' language skills, which will show slight improvement[1].

The teacher-centered method does not mean that the lecture method is not suitable [2] Still, at some point, students will feel bored if they sit, be quiet, and listen, even though many exciting learning models can play in language learning. Attractive learning models can increase students' interest in learning. So, language skills can also be mastered by students, especially reading skills.

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A student's learning success can be achieved if a two-way interaction between teachers and students can run well, meaning that teachers and students are equally active. One can affect students' understanding of reading the content of the many factors that cause students' low interest in reading. Therefore, efforts that can improve students' ability to understand a lesson are by presenting learning with creative methods to be more active and make it easier to understand the reading. For this reason, a learning strategy is needed in learning activities that can make students functional during learning. Thus, students who are less interested in learning carried out by teachers can hurt students. Learning activities that do not follow students' interests will hurt the learning outcomes of the students concerned. On the other hand, with interest, students will get inner satisfaction from the learning activities carried out.

DRTA is a technique that encourages students to make predictions as they read. After reading a segment of text, students stop, confirm, or revise previous predictions and make new predictions about what they will read next [3].

Each of the three reading stages is pre-, during, and post-reading. DRTA helps students understand the text by activating background knowledge related to the text and promoting reading strategies. The progress of understanding, during and after reading, monitors discussion to ensure students understand the text. This text comprehension strategy serves several purposes: raise students' prioritization of knowledge about the topic of the text, encourage students to monitor their understanding as they read, and set goals for reading. The students read to confirm and revise the predictions they made in three phases, namely: pre-reading, guided silent reading, and post-reading [4]

DRTA strategy focuses on students' interaction with the text because they ask to make predictions and prove them as they read. Based on the above background, the researcher examined the problem through research with the title "The Teaching Reading Comprehension Through Direct Reading Thinking Activity (DRTA) Strategy At The First Grade Of SMP Plus Bustanul Ulum Puger-Jember.

A. Teaching Reading Comprehension

The purpose relates to various other benefits for young students involved in educational benefits. Thus, the Teaching purpose is to achieve various other benefits to the student's activities in the classroom. Teaching purpose is commonly known as learning objectives. It is one of the significant parts of the teaching-learning process. [5]presented that teaching purpose is the main driver for students' engagement with school.

Meanwhile, the general purpose of reading is to relate the ideas in each line sentence to what the reader already knows. As stated by Yoakam via [6] reading comprehension is reading by understanding reading material that involves correct associations (links) between the meaning and symbols of words, assessment of the context of meanings that are thought to exist, selection of correct meanings, organization of ideas when reading material is read, storing ideas, and using them in various activities now or in the future. Readers play an essential role in determining the reading they will undertake.

Reading comprehension is a step for students involving material and psychological activities. Burns et al., [7] the process of reading comprehension consists of nine aspects, which are the sensory aspect, the perceptual aspect, the sequence aspect, the experience aspect, the mental aspect, the learning aspect, the association aspect, the attitude aspect, and the learning aspect.

B. Materials of Teaching Reading Comprehension

Materials are one of the crucial tools in the teaching-learning process. In the teaching-learning process, materials are given by the teacher to the students in order to increase their knowledge of students, train the students in communication, and also to control the learning process. Materials must be fun and exciting so the students do not quickly get bored and enjoy learning. Materials are anything that teachers and learners use to facilitate the learning of a language, including coursebooks, videos, graded readers, flashcards, games, websites, and mobile phone interactions [8] In addition, teaching material is anything related to the language to be learned.

The materials used in teaching reading comprehension intensely influence the success of the student's reading, and the readability level of the reading material will influence the student's reading comprehension. For instance, the reading material that involves high-frequency words in almost all of the text causes difficulties in reading comprehension.

Therefore, suitable reading materials are required to teach reading to meet students' needs. According to Tomlinson, the materials for language learning can be chosen based on the students' needs to facilitate them with the appropriate materials to learn since they have different ways of learning the language [9].

In this context, choosing suitable materials is based on the student's level of learning the language, whether they are beginning, intermediate, or advanced learners. For instance, English Young Learners involve children in the age range of elementary or primary schools. They have different needs for learning than adult learners, and they should also be given gracious material to cover their primary needs. The high-quality materials (instructions on how to deal with the tasks) can be considered the best materials for the students since they still need clues in doing all of the tasks.)

Furthermore, as stated by Nunan [10], the texts and tasks to teach should be authentic. On the other hand, Harmer asserts that authentic materials are too difficult to read for young learners since there are many things that they need help understanding. The student's motivation to read will immensely decrease. For that reason, the teacher is supposed to give materials that are understandable to them. In addition, Harmer [8] states that the primary point that will lead to the success of teaching reading as the receptive skill is the choice of comprehension task.

C. Directed Reading Thinking Activity Strategy

The DRTA (Directed Reading Thinking Activity) strategy is a strategy that focuses students on the text so that students can predict the content of the story by proving it when reading. In using the DRTA (Directed Reading Thinking Activity) strategy, the steps that can be taken.

In Indonesian language learning activities, especially children's story material, you can use the DRTA (Directed Reading Thinking Activity) strategy. This DRTA (Directed Reading Thinking Activity) strategy can make it easier for students to understand the content of the story, and students can make predictions about what has happened in a text before they read the story. This can encourage students to think about the text message and the content of the text. This step can also encourage students to think according to their thinking. All predictions put forward by students must be accepted. The teacher observes students formulating questions and hypotheses, processing information, and evaluating [11] The teacher observes students when reading in order to see the difficulties experienced by students and offers help when students have difficulty interacting with reading material.

The purpose of using this strategy is to make it easier for students to understand the content of the story so that they get more comprehensive knowledge and develop potential and thinking power in understanding the content of the story with the DRTA (Direct et al.) strategy; students can have a broader picture of the material to be studied [12]

As stated by Farida Rahim [7], the following are the stages of using the DRTA (Directed Reading Thinking Activity) strategy in student learning:

1. Make predictions based on title

The teacher writes the title of the story learned on the blackboard. The teacher appoints one of the students to read the title on the blackboard. When one of the students reads, the teacher asks the students what the title is about. Give time to students to have the opportunity to predict. All student predictions are accepted even though they are not following the story students predict, and the teacher tries not to make predictions.

2. Make predictions from picture clues

The teacher asks students to open their books after they predict the title of the reading text. Students pay attention to the picture by listening to the instructions from the teacher. Students can express their opinions about the picture.

3. Reading material

The teacher asks students to read the reading material according to what students choose. Then, students are asked to connect the parts of the story with the story's title.

4. Assess prediction accuracy and adjust predictions

Students read the first part of the story text. The teacher asks questions by asking, "Who has correctly predicted this part of the story?" then the teacher asks the students to raise their hands if they are sure their predictions are correct. After that, the teacher asks the students to come forward and read aloud, but the teacher also allows the students whose predictions are wrong to state why they are wrong. Then, the teacher asks students to adjust their predictions based on the text they have just read.

5. Teacher repeats procedures 1 to 4

The teacher repeats procedures 1 to 4 until all parts of the story material lesson have been covered. At each reading stop, the teacher repeats step 4 until all parts of the story text are read. Finally, the teacher instructs students to summarize and describe the story's contents from the text they read according to their respective versions.

After students summarize the story, the teacher asks students to answer questions about the values contained in the story. In addition to the values, a teacher explains that the lessons can be drawn from stories they have read. Using this DRTA strategy, students can easily predict and understand the contents of the story texts they have read.

II. METHOD

A. Approach and Type of Research

The research approach is a scientific way of obtaining data, purpose, and uses. Based on the scientific method, scientific data, objectives, and uses. The approach used in this research is a qualitative research approach. Qualitative research is humanistic because it focuses on the personal, subjective and experiential basis of knowledge and practice. [13] stated this approach also holistic because it seeks to situate the meaning of particular behaviors and ways of doing things in a given context and method in qualitative research are generally open-ended and in-depth, naturalistic where they attempt to study things, people or events in a natural (non-experimental) setting.

Qualitative research intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions, and others holistically, and thorough descriptions in the form of words and language, in particular natural contexts and by utilizing various natural methods ([14], While the type of research that will be used is descriptive research.

Descriptive research is directed at providing systematic and accurate symptoms, facts, or events regarding the characteristics of a particular population or region [15]. Descriptive qualitative research is just describing the situation of the object or phenomenon without a view to take some general conclusions and it is done to give a detailed image of the phenomenon. The aim of descriptive research is to make a systematic, factual and accurate description of the facts and characteristics of the population [16]

B. Research Location

This research was conducted in SMP Plus Bustanul Ulum Mlokorejo, Kec. Puger, Kabupaten Jember, Jawa Timur. The first reason the researcher chose this place is that this field is worth researching because this institution, a private school under a boarding foundation, applies the Direct Reading Thinking Activity (DRTA) strategy in the

teaching and learning process as a cooperative approach and needs to be explored. The second reason is that this place is suitable as a place or field of research with the title of this research and is proven through the results of the preliminary studies that the researchers conducted.

C. Research Subject

This research was conducted in SMP Plus Bustanul Ulum Mlokorejo, Kec. Puger, Kabupaten Jember, Jawa Timur. The first reason the researcher chose this place is that this field is worth researching because this institution, a private school under a boarding foundation, applies the Direct Reading Thinking Activity (DRTA) strategy in the teaching and learning process as a cooperative approach and nIn qualitative research, the subjects who appropriate as the research subject was identified and recruited by using purposive sampling. Purposive sampling is appropriate for this current research because it is regarding the place and people that help understand the central phenomenon in the field. Then, the type of purposive sampling used in this research was homogeneous sampling, which was appropriate for the phenomenon.

According to the information above, this research used a semi-structured where it was conducted face-to-face. So, this research only took 30 students from the 7A class of SMP Plus Bustanul Ulum Puger-Jember as the research subject in conducting observation based on the recommendation from the teacher. Then, four students from 7A and 1 English teacher on the first grade SMP Plus Bustanul Ulum Puger-Jember were recruited as the research subjects to answer the interview. The researcher determined the four students who were invited to interview based on the two students who had the highest scores and two students who had scores below the average so that the interview results obtained were more effective.

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D. Data Collection Technique

The data collection technique is a method used by researchers to collect research data from the source. The data collection technique here is mandatory because it is used as the basis for preparing research instruments. The data collection methods that the researcher used are as follows: Observation, Interview, and Document Review. In this research, the researcher chose observation of the non-participant observer to conduct research. The reason was that the researcher focused on observing and recording notes during observation activities without being involved in participants' activities. Thus, the result of observation activities extended the achievement that the researcher wanted. In this research, the observation was conducted on the objective conditions of SMP Plus Bustanul Ulum Puger-Jember and during the implementation of teaching reading comprehension through the Direct Reading Thinking Activity (DRTA) strategy.

In this research, the interview that researcher used semi-structured interviews. Semi-structured Interviews are where the interview naturally happens to review questions for the students without disturbing their convenience when the interview section is running (Creswell, 2012, p. 205).

In brief, the researcher distributed the questions in the interview section naturally in order to make students feel comfortable when they were asked some questions. The researcher also used one-on-one interviews and focus group interviews. As explained above, those interviews were appropriate to the phenomenon in this current research. Furthermore, the entire research subject was involved in the interview section and enjoyed the interview. In this research, one-on-one interviews were conducted with the English teacher of SMP Plus Bustanul Ulum Puger-Jember, while the focus group interviews were conducted with the 4 students of the first grade at SMP SMP Plus Bustanul Ulum Puger-Jember. The data obtained from the interview included the purpose, the material, the steps, and the evaluation of teaching reading comprehension through the Direct Reading Thinking Activity (DRTA) strategy. In the document Review, the data obtained from the documents were: a. Profile and history of SMP Plus Bustanul Ulum Puger-Jember. b. Vision and mission of SMP Plus Bustanul Ulum Puger-Jember. c. The teacher and staff data of SMP Plus Bustanul Ulum Puger-Jember. d. Data of the first-grade student of SMP Plus Bustanul Ulum Puger-Jember, e. Syllabus, f. Lesson Plan

E. The Validity of Data

Validity is a significant consideration in developing and evaluating measuring instruments. Validity is the extent to which an instrument measures what it claims to measure. In qualitative validity, the data used triangulation. In this research, the validity of data on triangulation is divided into two ways: triangulation of data source and triangulation of technique. After collecting data from non-participant observation, one-on-one interviews, focus group interviews, and document reviews, the researcher needed to compare all the instruments. Then, in this research, for example, the data from the interview gave a positive perception related to the Direct Reading Thinking Activity (DRTA) Strategy because the result of observation supported it. So, it was validated by the other data.

III.   DISCUSSION

A. The Purpose of Teaching Reading Comprehension Through DRTA Strategy at The First Grade of SMP Plus Bustanul Ulum Puger- Jember

The purpose is associated with various other benefits for young students involved in educational benefits while teaching goals to achieve various benefits for student classroom activities. Teaching objectives are essential to the teaching and learning process, commonly called learning objectives in lesson plans. To support this, the teacher needs to carry out several activities.

Based on the result of the observation, interview, and documents review on the purpose of teaching reading comprehension through DRTA strategy at the first-grade students of SMP Plus Bustanul Ulum Puger Jember: 1.) Make students more focused on the text, 2.) Make students more critical to understanding the story's contents; 3.) Train students to be more confident in arguing and expressing their opinions.

Regarding the finding above, there are four purposes for teaching reading comprehension through the DRTA

strategy in the classroom: students are more focused on the text, students are more critical of understanding the contents, and students are more confident in arguing. Those activities are relevant to the statement of [5] that teaching reading comprehension activities unconsciously makes the teacher drive the students to some purpose, which means that implementing teaching reading comprehension in class with identity critically, identifying various aspects of the text, providing active responses, and presenting the report can encourage students to achieve the goal of teaching reading comprehension, namely to improve understanding of the contents of reading texts.

B. The Material of Teaching Reading Comprehension Through DRTA Strategy at The First Grade of SMP Plus Bustanul Ulum Puger- Jember

Material is an essential tool in the teaching and learning process. In the teaching and learning process, the material is given by the teacher to students in order to increase students' knowledge, train students in communication, and control the learning process. The material should be fun and exciting so that students are excited and enjoy learning. Material can be instructional by informing learners about language, experiential by providing exposure to the language used, and elicitation by stimulating the use of language. This can be exploratory, as it can facilitate the discovery of language use. In addition, teaching materials are everything related to the language to be learned.

Based on the findings, the material of teaching reading comprehension through the Direct Reading Thinking Activity (DRTA) strategy to the first-grade students of SMP Plus Bustanul Ulum Puger- Jember: about narrative text including social functions, text structure, and linguistic elements by using additional media in the form of whiteboard. The source material used is narrative text obtained from the book: "When English Rings a Bell" Class VII, relevant textbooks, and the internet.

Regarding the findings above, in the teaching and learning process, teaching reading comprehension materials through the DRTA strategy to first-grade students is related to Tomlinson's theory of appropriate material applied in class. [9] mentions, materials are anything teachers and students use to facilitate language learning, including textbooks, videos, graded reading, flashcards, games, websites, and phone interactions.

The conclusions regarding the findings related to learning materials through the DRTA strategy at the first-grade students of SMP Plus Bustanul Ulum Puger Jember follow the existing theory in teaching materials. Materials for improving language and learning skills are supported by media such as videos, laptops, LCDs, PPTs, blackboards, and markers used by the teacher. The DRTA strategy also helps develop student understanding, where students are allowed to predict the content of the reading and present it in front of the class. The teacher explains the material about narrative text, including social functions, text structure, and linguistic elements, using additional media in the form of the whiteboard. The source material used is narrative text obtained from the

book: "When English Rings a Bell "Class VII, relevant textbooks, and the internet.

C. The Steps of Teaching Reading Comprehension Through DRTA Strategy at The First Grade of SMP Plus Bustanul Ulum Puger- Jember

In the education system, teachers are encouraged to make a structured arrangement of each subject, commonly called a lesson plan. RPP is known as a series of activities that cover a period of class time ranging from forty to ninety minutes. Then, the unit can carry the before and after curriculum steps to evaluate and prepare for the next lesson.

Based on the findings, the steps of teaching reading comprehension through the DRTA Strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember consist of the lesson plan: 1) The teacher asked students to predict the content of the reading based on the title, 2) The teacher asked students to predict the content of the reading based on the pictures, 3) The teacher asked students read the text, 4) The teacher asked students to adjust their initial predictions with the reading that has been read, 5) The teacher asked students make a summary of the stories they have read by telling it in front of the class [9]

Regarding the finding above, there are five steps for teaching reading comprehension through the DRTA strategy in the classroom: Asking students to guess the contents of the reading based on the title, asking students to guess the contents of the reading based on the pictures, the students reading the story, then asking students to read to match the predictions, and lastly, asking students to make a summary by telling it in front of the class [7]

D. The Evaluation of Teaching Reading Comprehension Through DRTA Strategy at The First Grade of SMP Plus Bustanul Ulum Puger- Jember

Evaluation of teaching is the last part of teaching reading comprehension. Teaching evaluation means the assessment process after the teaching-learning to know how far the goals have been accomplished. In evaluating the students after teaching-learning, assessment is frequently used to achieve it. It consists of suggestions, giving feedback, and comments.

Based on the findings, the evaluation of teaching reading comprehension through the DRTA strategy to first graders of SMP Plus Bustanul Ulum Puger-Jember using Summative assessment with multiple choice questions.

Moreover, as stated [17], the evaluation as a part of a lesson plan that is used to assess the students can take two types of assessments as follows:

1.   Summative assessment

Summative assessment is concerned with measuring the product of a student's learning. In other words, summative assessment is to know whether the teaching-learning has achieved its goals.

2.   Formative assessment

Formative assessment concerns measuring the students' abilities as part of a process. In other words, the formative assessment focuses on helping the students

progress to the next level. It aims to provide feedback to support and increase the teaching and learning process.

From the findings and theory above, it can be concluded that both are matched. Evaluation of teaching reading comprehension through the DRTA strategy is beneficial for teachers and students. For the teacher, knowing how far the objectives have been achieved while teaching reading comprehension can help students understand the reading text by applying summative assessment with multiple choice. At the same time, students can improve their reading comprehension in the implementation of teaching reading comprehension through the DRTA strategy.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of teaching reading comprehension through the DRTA strategy: a.) Make students more focused on the text, b.) Make students more critical to understanding the story's contents; c.) Train students to be more confident in arguing and expressing their opinions. The material for teaching reading comprehension through the Direct Reading Thinking Activity (DRTA) strategy is narrative text, including social functions, text structure, and linguistic elements, using additional media like the whiteboard. The source material used is narrative text obtained from the book: "When English Rings a Bell "Class VII, relevant textbooks, and the internet.

The steps for learning reading comprehension through the DRTA Strategy: a) The teacher asked students to predict the content of the reading based on the title, b) The teacher asked students to predict the content of the reading based on the pictures, c) The teacher asked students read the text, d) The teacher asked students to adjust their initial predictions with the reading that has been read, e) The teacher asked students make a summary of the stories they have read by telling it in front of the class. The evaluation of teaching reading comprehension through the DRTA strategy: It is a formative assessment with multiple choice questions. The test refers to selecting practice points related to reading narrative texts.

B. Suggestions

1. The teacher

   It is better for the teacher during the learning process to use the Direct Reading Thinking Activity (DRTA) strategy assisted by media images to provide lots of reading books and exciting pictures because this strategy requires a lot of reading material so that students will be more enthusiastic and not quickly feel bored while learning.

2. The next researchers

   It is hoped that future researchers will be more critical in exploring cases and data to get novelty in new research and make a difference between current and previous research.

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