

# The Implementation of Directed Reading Thinking Activity (DRTA) Strategy in Teaching Reading Recount Text at SMAN 6 Medan

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*This research aims to find out how teachers implement DRTA strategy in teaching reading recount text for tenth grade at SMAN 6 Medan. To achieve the purpose of this study, the analyst utilized descriptive qualitative strategy. The data were amassed via observing the teaching and learning process of recount text, interview with English teacher, and video recording for how the implementation of DRTA strategy. The teacher has implemented 3 stages of using DRTA strategy in teaching reading recount text, Before Reading: predicting, While reading: silent reading, After reading: confirming predictions. But in the prediction stage, the teacher did not guide the students to activate their previous knowledge.*

## KEYWORDS

*DRTA strategy; teaching; recount texts*

## INTRODUCTION

Implementation refers to the carrying out or application of any plan, technique, design, idea, model, specification, standard, or policy for accomplishing something. This means that for something to happen, implementation must come after the first thought (Ehrens, 2015). The implementation of character education at school, students must dress modestly and uphold the values and norms at school is one example of the implementation of character education. Likewise, when teacher teaches, they must have a suitable strategy that suits their students, this is also a form of implementation.

Lei, Barlett, and Gorney (2010) claim that reading is a process of obtaining information and knowledge from what you read. Students ought to be able to get it not only what a text says, but also what it means (Haerazi & Irawan, 2020). It needs some kind of response from the reader. Perusing may be an expertise that makes a difference students learn and improve their knowledge in a big way. It's all about being able to read. The Indonesian curriculum for 2013 said that students should be able to understand what is written. To understand a text, you need to know how to fully comprehend a language at the word, phrase, and overall levels levels (Haerazi et al., 2020). The teacher played a key part in picking the students' interest in reading books or text etc.

In reality, the ability to comprehend the content of reading in students is still relatively low. teachers who taught reading cared about how fast their finished the topic, only focus on students' reading fluency without paying attention to their reading comprehension. The teaching of reading texts used by the teacher is very ordinary, it does not attract students' attention to learning and makes students disinterested in reading activities. Teachers do not pay attention to students' reading comprehension, therefore students forget the learning more easily.

In order to emphasize The directed reading thinking activity (DRTA) was created as a framework for reading teaching in order to increase students' capacity for reliable and

reflective reading. Stauffer and Hammond (1969) established DRTA as a reading instruction approach. According to Ross et al. (1984: 311), "DRTA boosts learners' understanding while reading in the case of interactive information. Based on the idea that students can use their own experiences to understand the author's message, DRTA promotes active comprehension. With this strategy, students are encouraged to engage in active learning.

Reading, according to Burchfield and Sappington (2000), promotes students' mental processes and active activities. Furthermore, DRTA is a metacognitive method that encourages readers to focus on their reading purpose or to have a clear goal for their reading content and thinking. The teacher's role in this process is to dictate how the pupils will interact with the information.

According to Crawford (2005: 145), here are a few DRTA benefits strategies:

- a. The DRTA strategy provides instructors with a variety of reading strategies to use and attention-grabbing learner variations.
- b. The DRTA is a comprehension exercise that helps students obtain a broad understanding of the reading material by anticipating the plot.
- c. This tactic exemplifies how important education is to children because it helps them prepare for the next life as well as learn new things.
- d. DRTA strategy may also utilize to teach a variety of subjects, both content, and process.

According to Ibid p 87, the DRTA strategy necessitates the provision of textbooks, which are frequently past the capacity of schools and students. Information cannot be obtained quickly through direct reading comprehension, as opposed to securing abstraction through the teacher's oral presentation. However, this strategy may entice learners to study since the DRTA strategy employs many ways that serve both audio-visual and kinesthetic participants.

According to Abidin (2012:80), the construction of reading instruction using the DRTA strategy Created using the following steps:

- a. Predictions Before Reading  
When generating predictions, students glance at the title and image to observe and identify the options. The lexicon, linguistic use, and other dialect highlights of the content. In reaction, understudies build questions that lead them to the another choice of the content and the whole organize. The educators assist the students with monitoring and identifying text selections, as well as noticing important words that offer assistance them figure the by and large meaning of the content. In addition, the teacher assists students in generating questions, discussing, and sharing their predictions for each book selection.
- b. While Reading: silent Reading  
Students read the entire text in order to gain knowledge or data linked to their previous predictions. The teacher assists students in finding and using key lexicon things in setting.
- c. After perusing: affirming expectations  
Students are invited to describe what caused them to affirm or alter past In addition, the instructor helps understudies in creating questions, discussing and sharing their predictions for each book selection or a work that retells past events, typically in the order in which they occurred," as defined by Anderson (1997).

According to Hardy and Klarwein (1990), there are generic structures of recount text that should be used in recount text.

- 1) Orientation: This part talks about the people involved, where they are, and when. It also gives information about the background. The answers to the 5W questions (what, who, when, where, and why) are often given in the orientation.
- 2) Sequence of Events: It is used to discuss the order in which things happen. This part goes through what happened in order.
- 3) Reorientation: It gives the writer's thoughts about the story. From what has been said so far, it is clear that a recount text is a text that tells about a past event or experience. Its purpose is to make people laugh or teach them something. There are complicated parts in the body of a recount text, such as orientation, sequences of events, and reorientation.

## **RESEARCH METHODS**

### ***Research Design***

According to Ary et al. (1985: 322), "descriptive research methods are widely used in educational research to obtain information about existing conditions." The use of a qualitative descriptive method in this study to determine the application of the DRTA strategy in learning to read recount text.

### ***Data and Source Data***

In this study, the data are observations, interviews transcription and video recording as the results of observations during teaching reading recount text using DRTA strategy and data source was taken from an English teacher at SMAN 6 Medan who teaches students from X MIA 2 consisting of 30 students.

### ***Technique of Data Collection***

The data of this study was collected from observation, interview and video recording. In observation, the researcher saw the teacher implement DRTA strategy in teaching recount text and the researcher conducted an interview. Video recording as a result of the researcher's observation and as data on how to implement DRTA strategy in teaching recount text.

## **RESULTS AND DISCUSSION**

### ***Research Findings***

Teachers apply DRTA strategy with learning activities based on Curriculum 2013. The learning activities carried out are pre-activities, core activities, and post-activities. The teacher has followed three steps from Abidin's theory (2012), which are

1. Before Reading: Predicting,

At this stage, the students are directed to make predictions from the title or pictures given. The teacher provides pictures to each group. Each group gets 1 picture. The teacher asks the learners to pay attention, discuss and observe the illustrations that describe a text. Then discuss vocabulary or information that students can predict related to the picture. After students predict the picture, students are asked to fill in the activity table provided. Students give the results of their predictions in the answer box. Students are asked to discuss with friends and are prohibited from looking for information on the Internet.

2. While reading: silent reading,

The second step is reading the reading material. In this step, the teacher will give the text according to the picture presented to each group. The teacher assigns students to read the text carefully. Students read the discourse silently to check the predictions they have made. Test predictions. If the prediction made by the student is wrong, the student must be able to point out the location of the error and create new information about the actual content of the discourse. Then write the correct answer into the answer box.

3. After reading: confirming predictions in teaching recount text using the DRTA strategy. The third step is assessing the exactness of forecasts and altering predictions. After the teacher tells learners to change their predictions based on the text, they have just read. Then students present the results of the discussion. Other groups are allowed to give their opinions when another group comes forward. Students who are almost right and wrong will update their predictions based on the new input. The teacher and students discuss together.

The teacher makes teaching materials according to the topic of recount text, which is historical recount text. The text chosen by the teacher is related to the students' environment or stories that have been learned or read by the students. There are two titles used, the first is The Proclamation of Indonesian Independence and The Battle of Surabaya. The teacher performs this DRTA strategy by directing students in groups. In general, the teacher has implemented this approach quite well. But based on the researcher's perception, in the application of this strategy, the teacher is lacking in provoking students to make predictions by asking questions related to the text.

### **Discussion**

Starting with the first stage of the DRTA strategy is referred to as before reading: predicting. The teacher uses pictures and the title of the text to be given. The prediction stage, Gillet, Hobart, and William (2012) state that demands understudies to relate earlier information to the perusing movement at hand and to create desires for the reading.

The findings of this study were carried out by the teacher and carried out quite well. Although in this stage the teacher is less active in helping students to make predictions so at this stage students take more lesson time.

The second is the stage while reading: silent reading. In this activity involves learners actively with the text. Learners adjust their predictions based on the text they have just read. Androveda (2015) claims that the DRTA is a strategy for creating independent readers since readers are capable of defining their reading objectives, evaluating the reading material in light of these goals, and making judgments based on the data within the content. Making predictions and then checking them while reading encourages interactive learning. From the findings obtained that the teacher does not judge the correctness or wrongness of students' predictions, here students are only required in their understanding of a recount text. That way students will be able to correct when their predictions are wrong. This is one way that students can focus on understanding the text. In the implementation of this DRTA strategy, students are divided into groups to make it easier for students to discuss. The teacher's job is to guide students in analyzing the text.

The next stage is after reading: confirming prediction. As explained by Abidin (2012), at this stage students are required to make a summary or create new information after students read the text and discuss it. According to Bla-chowich and Ogle (2008), the DRTA gives teachers the chance to help students learn how to think as good readers do by pre-dictating, predicting, and then confirming and changing their thoughts as the text progresses. The teacher asks students to present the results of their discussion to the front

of the class. All students listen to each other and give opinions. The teacher also helps students by providing their own opinions so that students and teachers are equally active in learning.

## CONCLUSION

The activity of implementing the The DRTA approach for teaching reading comprehension, particularly the recount text, to tenth grade students at SMAN 6 Medan In its application, the teacher follows three stages in the DRTA strategy according to Abidin (2012), which are 1) before reading: predicting, 2) while reading: silent reading. 3) after reading: confirming prediction. In this teaching activity, students were formed into study groups. The learning activities carried out are preliminary activities, core activities, and closing activities. It can be concluded that, the teacher has done quite well in implementing the DRTA strategy, even though in the predicting stage, the teacher is lacking in provoking students to make predictions by asking questions related to the text.

Students, the researcher hopes can improve their reading comprehension by using the DRTA strategy. Students will think critically by using the Directed Reading-Thinking Activity (DRTA), since they can make a variety of predictions both before and during reading. With the help of these forecasts, students will naturally pose their own queries as a component of the understanding process. Reading activities become more relevant because students read the text more carefully out of curiosity for the right response. The teacher's role improves this strategy because they should be better equipped to assist students in using their existing knowledge, which will make it simpler for them to comprehend a text. This strategy also has some weaknesses. Teachers are required to be able to minimize these weaknesses, the researcher hopes that this DRTA strategy can be developed better and more recently by teachers.

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