

---

---

# Implementation of DRTA (Directed Reading Thinking Activity) Strategy on Reading Comprehension Skill Student Class V Muhammadiyah Elementary School 6 Pekanbaru

**Otang Kurniaman  
Eddy Noviana**

Elementary Teacher Education  
Faculty of Teacher Training and Education University of Riau  
otang.kurniaman@lecturer.unri.ac.id

## ABSTRACT

Indonesian language learning in elementary schools is aimed at improving students' language skills to communicate well and correctly, both verbal and written. The purpose of this research is to find out the implementation of learning with DRTA strategy in reading comprehension skills of students in elementary school. This research uses descriptive qualitative research method with stages is pre-field stage and field work stage. The results of the research in the pre-field stage showed that the development of teacher learning equipment to be applied in the learning is good and in suitable with the assessment indicators. At the stage of field work, the common stages of learning despite into three stages that is beginning activities learning, core activities learning and final activities learning with learning steps: (1) make predictions based on title instructions; (2) make predictions from the image instructions; (3) recite reading material; (4) assess the accuracy of the prediction and adjust the prediction. Based on the implementation of research and data analysis, it can be seen that reading comprehension with DRTA strategy can be said sufficient with indicator that most of student have been able to reach KKM value.

**Keywords:** *DRTA (Directed Reading Thinking Activity) Strategy, reading comprehension skill*

---

## Introduction

In this 21st century, reading skills are related to the demands of reading skills that lead to the ability to understand information analytically, critically and reflectively. Based on the results of a study conducted by PIRLS (Progress in International Reading Literacy Study) in 2011 under the coordination of IEA (The International Association for the Evaluation of Educational Achievement) on the reading skill of fourth graders of elementary school places Indonesia in the 45th rank of 48 participating countries a score of 428 from an average score of 500 (IEA in

Faizah, et al, 2016). The data shows that the competence of elementary school students especially reading comprehension in Indonesia is low. The research is in line with the observation result when the learning of Indonesian in class V SD Muhammadiyah 6 Pekanbaru shows that the students reading comprehension skill is still low. This is because students have difficulty in concluding the story nor in determining the intrinsic elements in the children story which is read. Students are braveless to express their opinions and ask questions so students have difficulty in understanding the contents of reading. Based on the conditions above, a

series of efforts are needed to improve the quality of reading comprehension in elementary schools. One of these efforts is to apply a learning strategy which is DRTA strategy (Directed Reading Thinking Activity).

According to Stauffer (in Rahim, 2009: 47) DRTA strategy (Directed Reading Thinking Activity) is a teacher's strategy to motivate effort and concentration of students by involve them intellectually and encourage them to formulate questions and hypothesis, process information, and evaluate temporary solutions. Bariska and Sri Hariani (2013: 2) explained that through DRTA strategy, it is expected not only be able to encourage student's reading interest but students are required to give prediction from a story and take conclusion from story given by teacher. The DRTA (Directed Reading Thinking Activity) strategy steps include: (1) making predictions based on title instructions; (2) make predictions from the drawing instructions; (3) recite reading material; (4) assess the accuracy of predictions and adjust predictions; (5) the teacher repeats procedures 1 through 4 until all of the lessons have been covered (Rahim, 2009: 48-51). Based on the explanation above, it can be told that the DRTA (Directed Reading Thinking Activity) strategy is considered very suitable to be applied in reading skills comprehension because this strategy aims to train students to concentrate and think to comprehend reading content seriously.

Another opinion, put forward by Devine (in Jainiyah, 2015: 2) provide definition of reading comprehension is the process of using syntax, semantic, and rhetorical information contained in written text composed in the reader's mind by using common knowledge possessed, cognitive ability, and reasoning . Meanwhile, according to Somadayo (in Septi, 2014: 16) reading comprehension is a process of obtaining meaning that actively involves knowledge and experience that has been owned by readers and associated with the reading content. Based on some opinions about understanding of reading comprehension, it can be concluded that reading comprehension skills are language

skills that aims to understand a reading by linking knowledge possessed with information read and associated with the information obtained.

Blanton et al (in Rahim, 2009: 11-12) suggests the purpose of reading comprehension that includes: (1) pleasure, (2) improving loud reading; (3) using a specific strategy; (4) update knowledge of a topic; (5) connecting new information with information which is already knows; (6) obtaining information for verbal or written reports, (7) confirming or rejecting predictions; (8) display an experiment or apply information obtained from a text in some other way and learn about the structure of the text; (9) answer specific questions.

McLaughlin & Allen (in Rahim, 2009: 3-4) describes the principles of reading comprehension: (a) comprehension is a social constructivist process; (b) the balance of the literacy is a curriculum framework that fosters understanding; (c) a professional (superior) teacher influences student learning; (d) good readers holding a strategic role and play an active role in the reading process; (e) reading should occur in a meaningful context; (f) students find the benefits of reading derived from various texts at various grade levels; (g) the development of vocabulary and learning affects reading comprehension; (h) participation is a main factor in the process of understanding; (i) strategies and reading skills can be taught; (j) A dynamic assessment informs reading comprehension learning. In this research, reading comprehension in meant is to understand the intrinsic elements in a story so make the conclusion of the story has been read.

## Methodology

This research is descriptive qualitative research. Stages of qualitative research methods implemented in this study are (a) Pre-Field Stage. (b) Field Work. (c) Data Analysis Stage. This includes description of implementation of DRTA (Directed Reading Thinking Activity) strategy in Grade V Elementary School. The collected data in this

research is qualitative data composed of description of observation data, interview, and data of student's reading comprehension skill test result. About the reading comprehension skill test in the form of an Indonesian children's story "Kekeow the Magic Bird", "The Golden Chain of the River", and the "Confused Witchcraft Herb ". After validity test of the research instrument, of 34 items tested to 32 respondents. With t table 2.043 the results obtained of validity test as many as 25 items are declared valid. Therefore, in this research, reading comprehension test consists of 25 items. The instruments in this research are observation guidelines of the implementation of DRTA (Directed Reading Thinking Activity) strategy, teacher interview guidance. The data collection techniques used are observation and interview.

The data analysis that used in this research is a fixed comparison method with the process as follows: (1) Data reduction; (2) Categorization; (3) Synthesis; (4) Preparing Work Hypothesis. The final stage of data analysis is data triangulation. Triangulation is a technique of checking the validity of data that utilizes something else (Moleong, 2015: 330). In this research, the triangulation that used is source triangulation by comparing observation data with interview result, and document, and method triangulation. It also used triangulation to compare principals, teachers, and student's opinions about the learning by implementing DRTA (Directed Reading Thinking Activity) strategy.

## Result and Discussion

Learning equipment used in the research are syllabus, Learning Implementation Plan (RPP), prediction sheet, story text and image story to be used in learning along as learning test result reading comprehension. About the reading comprehension skill test in the form of an Indonesian objective matter with the children's story "Kekeow the Magic Bird", "The Golden Chain of the River", and the "confused Witchcraft Herb".

In general, the learning stages split into three stages of the beginning activities of learning, core activities of learning and end activities of learning. Each of these stages is taken by systematically, effectively and efficiently. Beginning activities functionate to create an effective start of learning that allows students to follow the learning process well with a relatively short span for about 5-10 minutes. Based on the research data, beginning activity is to create the initial condition of learning by accompanying the students to pray together, absenting, and to ask the students. Then, the teacher asks the students to move their heads, hands, and feet to make students more relaxed in the learning. This activity purpose is to show a pleasant attitude so that students do not feel tense, stiff and even afraid so that students will be able to perform activities believe with full confidence without any pressure that can obstruct the creativity of students. Then, researchers implement apperception by questioning the material that learned on the previous day about the children story, and asked one of the students who answered ever to retell it with his own language. This is done to measure and find out the extent of material or learning materials that will learned has been managed by students. This apperception activity is more focused on the activities of reviewing (briefly) about the lesson material that has been studied with what will be studied so that the relevance can be understood by the students, especially in the intrinsic elements of the children's story.

The core activities in learning take an important role to achieve the goals of learning and in forming the ability of students who have been established. The core activities in learning comprehension reading are designed in accordance with the DRTA strategy. Based on the results of the research, the core activities performed are (1) making predictions based on title instructions. Teacher write children's story titles on the board and students read the children's story titles written by the teacher. Then, the teacher asks the students to guess the contents of the story based on the title of the story written. Next, students write predictions on prediction

sheets; (2) make predictions from the drawing instructions. The teacher displays an image related to the children's story on the board and asks the student to look the picture with the teacher's chosen number. Next, the teacher asks what happens to the picture, any figure seen in the selected image. Then, students write down their predictions about the image in the prediction sheets provided; (3) recite reading material. The teacher shares the text of the story section according to the selected picture number and the student is asked to read it. Then, the students relate the story prediction result to the story title; (4) assess the accuracy of the prediction and adjust the prediction. Teachers with students discuss about predictions that have been made. One student who feels his prediction is right come forward to read his prediction in front of the class. Then, the teacher also asks other students whose predictions are wrong to explain their mistakes in the prediction earlier. Then, students are asked to improve their predictions based on the knowledge they gain; (5) the teacher repeats procedures 1 through 4 until all of the above sections have been included. Teachers repeat steps 1-4 in order of images according to the choice of students or teachers until all images are predicted by students. Then students read the reading material intact, after which the students are asked to make a summary of the story with their own sentence. The teacher and the students discuss the intrinsic elements according to the meeting material from casts and characters, plot, background, theme, message, point of view, and conclude the children's story.

The final activity in learning is not only defined as an activity to close the lesson, but also as an assessment activity of student learning outcomes and follow-up activities. Follow-up activities should be pursued based on student learning outcomes. Based of the observation, the learning activities conducted in the final activities are (1) to carry out the final assessment. The teacher gives an evaluation sheet to students in the form of five questioning questions in accordance with the children's story text; (2) reviewing the final assessment. The teacher explains the exact

answer to the question that many students misunderstand; (3) conducting follow up activities of learning. Teacher explains again about the intrinsic elements of the children's story being learned; (4) put forward the topic to be discussed in the future. teacher suggests that the topics taught at the next meeting are in accordance with the plan that has been prepared; (5) close learning activities. Teachers greet and guide prayer after study.

The indicator of the successful of implementation of DRTA strategy is seen from the output of students in the form of reading comprehension skill test result. Of the 19 students, 15 were completed and 4 were uncomplete with KKM 75. While the average value of classes for reading comprehension reached 83.16. This shows that learning reading comprehension with DRTA strategy can be quite successful because most students have been able to achieve KKM value. This is because according to Wiguna, et al (2014: 3) explained that based on the five steps DRTA strategy can be known that thinking activities occur in the reading activity step reading this student will be known justification for prediction. Thus, students will read in earnest. Eventually, the student will find justification for his hypothesis. If the coincidence of predictions made is correct, then the students will gain a deeper comprehension of the content of the reading. With this strategy implemented in reading comprehension activities can encourage students to become active readers and think to deepen their understanding.

Based on the results of interviews with VB classroom's teacher can be seen that with this strategy to make student participation more active, and students become more bravely put forward their predictions. It is be marked by an increase in the number of students who come forward to convey the results of his thinking. From the results of interviews with some students of VB class explained that with DRTA strategy can make them easier to understand the elements of children's stories, in addition to the picture media and children's stories are used quite interesting. In learning, students feel guided by the improvement of story predictions are implemented. This

makes them feel like they want to stay active in the learning process. Of course, the result of this interview is similar to the interview result of Principal of SD Muhammadiyah 6 Pekanbaru which also explained that DRTA (Directed Reading Thinking Activity) is very suitable with reading comprehension material. This is certainly an input for schools in improving the quality of reading comprehension in primary schools. Therefore, the implementation of the DRTA strategy can improve students' reading comprehension skills with higher results.

### Conclusion

Based on the results of research and discussion, it can be concluded that the implementation of DRTA (Directed Reading Thinking Activity) strategy in accordance with learning comprehension reading with indicators of student success seen in the evaluation results to achieve the average class 83.16 and have reached KKM on the test results given.

Based on the research conclusions, the researcher would like to give some suggestions as follows:

1. For classroom teachers should be using DRTA (Directed Reading Thinking Activity) strategies as an alternative to improving reading comprehension skills.
2. For teachers who implement DRTA (Directed Reading Thinking Activity) strategies in reading comprehension learning, it is best to provide children's stories with a more diverse picture for more optimal learning outcomes.
3. To the next researcher to examine more deeply about the differences that occur between the experimental class and control class as well as the influence of DRTA (Directed Reading Thinking Activity) strategy on students' reading comprehension skills.

### References

- Bariska, Hanif Bikridan Sri Hariani. 2013. Penerapan Strategi *Direct Reading Thinking Activity* (DRTA) Untuk Meningkatkan Keterampilan Membaca Pemahaman Siswa Kelas V. *JPGSD* 01(2): 1-8. PGSD FIP Universitas Negeri Surabaya. Surabaya. (diakses 6 Oktober 2016).
- Faizah, Dewi Utama, dkk. 2016. *Panduan Gerakan Literasi Sekolah di Sekolah Dasar*. Jakarta :Direktorat Pembinaan Sekolah Dasar, Direktorat Jenderal Pendidikan Dasar dan Menengah, Kementerian Pendidikan dan Kebudayaan. (diakses 26 Oktober 2016)
- Jainiyah, Siti. 2015. Penerapan Strategi *Direct Reading Thinking Activity* Pekerjaan Siswa Kelas Sekolah Dasar. *JPGSD* 3 (1). FIP Universitas Negeri Surabaya. (diakses 29 Oktober 2016).
- Moleong, Lexy J. 2015. *Metode Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- Rahim, Farida. 2009. *Pengajaran Membaca di Sekolah dasar*. Jakarta: Bumi Aksara.
- USAID. 2014. *Buku Sumber untuk DOSEN LPTK: Pembelajaran Literasi Kelas Awal di LPTK*. Jakarta: USAID PRIORITAS.
- Wiguna, Wyn Radiarta, dkk. 2014. Pengaruh Strategi DRTA (*Directed Reading Thinking Activity*) Terhadap Hasil Belajar Membaca Intensif Siswa Kelas IV Semester 1 SDN Gugus Belantih Kecamatan Kintamani Tahun Pelajaran 2013/2014. *Jurnal Mimbar PGSD Universitas Pendidikan Ganesha* 2(1). FIP Universitas Pendidikan Ganesha. (diakses 6 Oktober 2016)