



SELF ESTEEM AND LISTENING COMPREHENSION RELATIONSHIP OF THIRD YEAR STUDENTS IN NOMMENSEN UNIVERSITY PEMATANGSIANTAR, INDONESIA

*Bobby Prawitt Singh Dhillon*

TEACHING BETWEEN NATIVE ENGLISH SPEAKING TEACHER AND NON-NATIVE ENGLISH SPEAKING TEACHER

IN MAN GENUKWATU JOMBANG

*Rosi Anjarwati*

AN ANALYSIS CONTENT VALIDITY OF FORMATIVE TEST ITEM

*Putu Ngurah Rasmawan*

COMPARATIVE STUDY ON COMMUNICATIVE LANGUAGE TEACHING (CLT) AND CONTEXTUAL TEACHING AND LEARNING (CTL)

*Abu Fanani*

IMPLEMENTING OUTDOOR ACTIVITY IN TEACHING SPEAKING

*Afi Niamah*

ERROR ANALYSIS OF STUDENTS WRITING RECOUNT TEXTS AT ENGLISH DEPARTMENT FKIP UHN PEMATANGSIANTAR

*Reina Sipahutar*

PRAGMATICS : A CRITICAL INSTANCE ANALYSIS OF BARRACK OBAMA SPEECH ABOUT TOLERANCE

*Adib Darmawan*

APPLIED LINGUISTICS AND ITS AXIOM 'BRIDGE TO PRACTICALITY' IN THE CLASS: SFL INQUIRY TO CRITICAL DISCOURSE ANALYSIS

*Hasan Khalawi*

1 STUDENTS' INTONATION IN NEWS DISCOURSE

*Ika Lusi Kristanti*

ITEM-AND-ARRANGEMENT (IA) AND ITEM-AND-PROCESS (IP) IN KADIPANG THE ENGLISH LEARNERS' COMPREHENSION ON FIGURATIVE LANGUAGE AT FKIP UHN PEMATANGSIANTAR

*Dumaris E. Silalahi*

DIRECTED READING THINKING ACTIVITY (DRTA) TECHNIQUES FOR IMPROVING TEACHING READING CLASS

*Hartia Novianti*

DEVELOPING THINK-PAIR-SQUARE STRATEGY IN TEACHING READING NARRATIVE TEXTS AT SENIOR HIGH SCHOOL GRADERS

*Kiswati*

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## DIRECTED READING THINKING ACTIVITY (DRTA) TECHNIQUES FOR IMPROVING TEACHING READING CLASS

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**Abstrak** :*Direct Reading Thinking Activity*(DRTA) adalah strategi yang secara eksplisit mengajarkan siswa kebiasaan membaca yang baik. Strategi ini membantu memperkuat membaca dan keterampilan berpikir kritis. Hal ini dapat digunakan di semua nilai dan kemampuan belajar. Proses DRTA membantu siswa mengenali prediksi, penilaian, dan verifikasi bukti. Hal ini dirancang untuk membuat siswa menyadari tindakan interpretif mereka sendiri selama membaca. DRTA meningkatkan pemahaman isi bacaan selama membaca. Strategi ini mendorong siswa untuk menjadi pembaca yang aktif dan bijaksana dan meningkatkan pemahaman mereka dan memanfaatkan pola pikirnya. Penelitian ini dilakukan untuk meningkatkan membaca dengan DRTA pada mahasiswa EFL di semester I Jurusan Bahasa Inggris di STKIP PGRI Jombang. Hasil pengamatan menunjukkan langkah-langkah pada pelaksanaan DRTA dapat meningkatkan aktifitas membaca, dapat ditunjukkan sebagai berikut; (1) D-langsung-dosen mengarahkan dan merangsang mahasiswa berpikir sebelum membaca bagian dengan memindai judul, judul bab, ilustrasi, dan bahan penjelasan lain. (2) R Reading – Dosen meminta mahasiswa membaca point utama sebelumnya masuk dalam teks. Dosen kemudian meminta para mahasiswa menjelaskan isi teks dengan pertanyaan-pertanyaan tentang informasi atau maksud teks secara sepiantas. (3) T Berpikir, Pada akhir membaca, dosen meminta mahasiswa menjelaskan isi teks dan berpikir tentang prediksi mereka. Mahasiswa harus memverifikasi atau memodifikasi keakuratan prediksi mereka dengan mencari pernyataan pendukung dalam teks. Selain itu, hasil wawancara menunjukkan bahwa Mahasiswa menunjukkan sikap positif dan signifikan terhadap pelaksanaan DRTA.

**Kata kunci**: *MembacaLangsungdanAktivitasBerpikir (DRTA), Kelasmembaca*

**Abstract** :*Direct Reading Thinking Activity* (DRTA) is a strategy that explicitly teaches students good reading habits. This strategy helps strengthen reading and critical thinking skills. It can be used across all grades and learning abilities. The DRTA process helps students recognize predictions, judgments, and evidence verification. It is designed to make students aware of their own interpretive action during reading. DRTA enhances understanding and comprehension of text. This strategy encourages students to be active and thoughtful readers and enhancing their comprehension. Keeping this need in mind, this paper reports on the implementation directed reading thinking activity (DRTA) of EFL learners in the first semester of English Department at STKIP PGRI Jombang. The result of observation showed that the steps on implementing DRTA are in the following (1) D-Direct- the lecturer directs and stimulates students thinking prior to reading a passage by scanning the title, chapter headings, illustrations, and other explanatory materials. (2)R- Reading – The lecturer should have students read up to the first preselected point in the text. The lecturer then prompts the students with questions about specific information or scanning. (3) T- Thinking, At the end of reading, the lecturer should have students go back through the text and think about their predictions. Students should verify or modify the accuracy of their predictions by finding supporting statements in the text. Moreover, the result of interview indicates that the students showed significantly positive attitude toward the implementation of DRTA.

**Keywords** : *Directed Reading Thinking Activity*(DRTA) , *Reading Class*

### Introduction

Teaching is showing off helping someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, causing to know or understand. Kasihani, (1993: 9). Other expert Harme, (2007:

23) teaching is not easy job, but can be very rewarding when seeing our student's progress and knowing that we have helped to make it happen. Reading is one of skills in teaching English. It is recognized that reading must be continued through the University

students. Successful achievement determined by one's ability to read. The importance of teaching reading class need improving reading skill in the classroom to improve comprehension, and supports the ability to speak in public. According to Harmer (2007: 99) reading is a positive effect on students' vocabulary knowledge, on their spelling and on their writing. Nowadays, reading is the one of major skill which the students must study and master well. By studying reading, the students can understand explicit and implicit information

Through Directed Reading and Thinking Activity (DRTA) the students' will focus give attention on the purpose of the text that they read. Directed Reading and Thinking Activity (DRTA) is one of strategies in teaching reading comprehension that is directed to achieve common goals. The students' will get more information from the text. There are some advantages of Directed Reading and Thinking Activity (DRTA). The advantages of Directed Reading and Thinking Activity (DRTA) are follow : it encourages students to be active and thoughtful readers, it will activates students' prior knowledge, it teaches students to monitor their understanding of the text as they're reading, it helps strengthen reading and critical thinking skills.

According to the preliminary observation at the first semester students of English department of STKIP PGRI JOMBANG, the researcher found that the teaching learning process in English class had some troubles especially in reading activities. Those were based on the experience of the researcher in that class. The researcher as the reading class leacture, observation field note and observation rating scale, questioner, and also test which spread to students. The first instrument that the researcher used was interview with the students. In interview, the researcher told that there were some problems in teaching reading comprehend because some students did not look active and students were difficult to get high score in reading class.

Based on those illustrations above the researcher should be able to use an appropriate strategy to improve students' reading comprehension. An appropriate strategy is the researcher will use Directed Reading Thinking Activity (DRTA) to teach students' reading class at the first students of. Directed Reading and Thinking Activity (DRTA) is more focused on students' engagement which text as students predict and prove it when reading.

## **Literature Review**

### **1. The Nature of Reading**

Reading is becoming important for the people who live in the globalization era, especially in the field of academic which requires teachers and students to read a lot of information in the process of transferring knowledge. By reading, it is expected that they are able to extract the ideas conveyed in their reading textbooks. Reading is an essential skill for learners of English. For most of these learners, it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required. Reading is a transaction between the text and the reader. As student read, they search for and construct meaning based on what they bring to the text and what the text bring to them. According to Searfoss and Readance, reading is a process which involves an active constructing and making meaning from print. Reading is much more than recognizing words on page. Learning the meaning and function of words is reading is naturally basic, but the readers must also understand those words in context.

Furthermore, John D Cooper states that reading is a strategic process by which readers construct meaning to a text by using the clues in the text and their own prior knowledge. These imply that reading is a process of constructing meaning from written text; the reader interacts with the graphic symbols that represent language, his language competence and his background knowledge

### **2. Reading Comprehension**

Reading comprehension is an interactive process between the writer and reader, with the expression and reception of meaning as the primary goal of both parties. A writer expresses his or her thoughts, ideas and feelings via the written word, and hopefully, this writing effectively expresses this intended message to a reader. The reader should actively think about what they are reading prior to, during, and after the act of reading.

According to David Nunan, reading comprehension by definition refers to a process that involves actively constructing meaning among the parts of the text and personal experience. There is a "construction process" in comprehension because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind. Similiarly, Catherine Snow states that reading comprehension is the process of simultaneously extract and construct

meaning through interaction and involvement with written language. Thus, reading comprehension consists of three elements; the reader, the text, and the activity or purpose of reading. Furthermore, Nutall defines reading comprehension as activity done by a reader to achieve particular purposes such as particular piece of information, solving problem through reading, working to understand an idea or following a set of direction.

### **3. The Purpose of Reading**

Reading is one of the ways to open the knowledge and science. Most people should to do it, because it is an important thing to become guidance in future. According to Anderson that the basic purposes in reading are to looking for and get information, embrace of content, and understand of meaning text. The purpose of reading as follow:

Reading for detail facts

- 1) Reading for main ideas
- 2) Reading for sequences or organization
- 3) Reading for inference
- 4) Reading to classify
- 5) Reading to evaluate
- 6) Reading to compare or contrast.

### **4. Models of Reading Process**

To understand the content of a particular text, one must go through a process. During the reading process, a reader might use one, two, or combination of the two models. It means when one reads, s/he does not only activate her/his language competence but also her/his background knowledge. The models of reading process include bottom-up, top-down, and interactive model.

#### **a. Bottom Up model**

Bottom up models typically consist of lower level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer texts.

Bottom up models which are essentially text driven the reader begins essentially by trying to decode letters, words, phrases, and sentences and builds up comprehension in a somewhat linear fashion from this incoming data.

It suggests that all reading follows a mechanical pattern in which the reader creates a piece-by-piece mental translation of the information in the text, with little

interference from the readers own background knowledge.

#### **b. Top-down model**

On the other hand, top down models begin with the idea that comprehension resides of the reader. The reader uses background knowledge, makes prediction, and searches the text to confirm or reject the predictions that are made. A passage can be understood even if all of the individual words are not understood. Within a top down approach to reading the teacher should focus on meaning generating activities rather than on mastery of word recognition.

#### **c. The Interactive model**

The models that are accepted as the most comprehensive description of the reading process are interactive model. This third type combines elements of both bottom-up and top-down models assuming “that a pattern is synthesized based on information provided simultaneously from several knowledge sources”. Murtagh stresses that the best second languages readers are those who can “efficiently integrate” both bottom up and top down processes. It is very important to understand that the focus is not to develop speed readers, but fluent reading.

#### **a. Teach reading strategies**

Strategic reading means not only knowing what technique to use, but knowing how to use and integrate a range of strategies. A good technique to sensitize students to the strategies they use is to get them to verbalize or talk about their thought processes as they read. Reader’s can listen to the verbal report of another reader who has just read the same material , and it is often revealing to hear what other readers have done to get meaning from passage.

#### **b. Encourage readers to transform strategies into skills**

An important distinction can be made between strategies and skills. Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a technique that has become automatic. This characterization underscores the active role that readers play in strategic reading. As learners consciously learn and practice specific reading strategies, the



strategies move from conscious to unconscious from technique to skill.

**c. *Build assessment and evaluation into your teaching***

Assessing growth and development in reading skills from both a formal and informal perspective requires time and training. Both qualitative and quantitative assessment activities should be including in the reading classroom.

**d. *Strive for continuous improvement as a reading teacher***

The quality of the individual teacher is integral to success of second/ foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what work best. The good reading teacher actively teaches students what to do. To succeed, you need more than classroom tips and technique: you need to understand of the reading process.

**5. Extensive Reading**

Extensive reading is reading of longer passages with a focus on enjoyment and/or learning new information while reading. Extensive reading plays a key role in top-down approaches reading. Extensive reading means read many books (or longer segments of text) without focusing on classroom exercises that may test comprehension skills.

According to Douglas H Brown, extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc). Extensive reading is often for pleasure, students need not necessarily comprehend all the details of the text. Rather, speed and skill in getting the gist are important criteria for training in this type of reading task. Understanding in a general way the author's intent, getting the main ideas, and reacting to the material personally are also reading extensively.

The goal of extensive reading is to improve reading skills by processing a quantity of materials that can be comprehended and pleasurable. Teachers who implement extensive reading set up an open library (in the classroom or school library) where students can select from an assortment of

reading materials. The teacher's job is to guide the reader to materials that are comprehensible, letting the students make their own choices.

According to Tricia Hedge, the opportunities that extensive reading affords learners of all ages and levels of language proficiency make it a useful resource. Learners can build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning.

**6. The Teaching of Extensive Reading in STKIP PGRI Jombang**

The objectives of extensive reading course in STKIP PGRI Jombang are students will have an access to enlarge their reading skill with various materials particularly which related to their study. It is as example to introduce the students to the material of literature works as they are going to get it at the next semester. This stage can also be a stage to present a coherent and integrated sequence which will enhance understanding of reading comprehension so this activity is expected to:

- 1) Enable students to achieve fluency in the areas of vocabulary recognition and reading comprehension skills
- 2) Equip students with effective extensive reading strategies
- 3) Make reading a positive, encouraging experiences for all students
- 4) Develop the culture of reading and critical thinking skills
- 5) Encourage students to take charge of their own reading development
- 6) Produce independent readers who value reading as a life-long pursuit

In STKIP PGRI Jombang, this course introduces to the major literary genres of narrative fiction, poetry, and drama and examines the interrelationships between language and aesthetic experience. Literary works will serve as the basis for study of the ways in which writers consciously employ language to create aesthetic expressions which reflect experiences of the senses, emotions, intellect, and imagination, as well as ways in which human experience itself is shaped by language.

The instructional purposes of this course is after finishing the section, the

students would be able to have a comprehensive understanding on reading skill with all sections provided. They will know the problem in reading section and how to deal with. Thus, at the complication of this course students will demonstrate ability to:

- 1) Use effectively extensive reading technique
- 2) Develop an ever-expanding fun of recognized words and their meaning
- 3) Read not just for information or to perform a task, but also for pleasure
- 4) Establish personally relevant reading goals.

Based on the explanation above, it can be conclude that extensive reading can improve student's knowledge. Extensive reading gives the big influence in increasing students' reading. So, students to be active in learning process especially in reading class.

## **7. Directed Reading Thinking Activity (DRTA)**

### ***a. The Nature of Directed Reading Thinking Activity (DRTA)***

Directed Reading Thinking Activity (DRTA) developed by Stauffer (, is a teaching activity intended to develop predicting, summarizing, and evaluating skills. Used into oral retelling and/or comprehension question, this technique can provide valuable insights into the student's knowledge of story structure and metacognitive comprehension.

Directed Reading Thinking Activity (DRTA) is an in instructional approach that requires students to predict, set purposes for reading, and actively seek evidence in the text to support prediction. DRTA is designed to help students establish purposes for reading, to generalize, analyze, induce, assimilate, and integrate information, to read critically and reflectively, and to engage in higher levels of cognitive reasoning.

The purpose of the Directed Reading Thinking Activity (DRTA) is to help students read critically and reflect upon what they read. This technique helps students determine a purpose for reading, carefully

examine the text, and remain engaged throughout the lesson.

Based on the explanation above, it can be conclude that DRTA is a way of teaching students to read closely and purposefully. DRTA also the technique that guides students in asking question about a text, making prediction, and then reading to confirm or refute their prediction. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension.

### ***b. The Procedure of Directed Reading Thinking Activity (DRTA)***

The DRTA presented earlier in the chapter prepares students to use thinking skills in reading. Directed Reading Thinking Activity (DRTA) activates students' prior knowledge and is an opportunity to expand discussion that develops and clarifies students' new understandings.

According to Stephanie S. Dalton, DRTA has the procedure as follow:

- a) Students make prediction about what they will read based on title, illustration, cover remarks, and review, and their prior knowledge.
- b) Students then read the first section of text.
- c) The teacher guides the students in examining and analyzing the text.
- d) The students revise and narrow their prediction in the same manner as in Directed Thinking Activity (DTA), until they validate their prediction by reading the full text.
- e) Preparation for DRTA requires text chunking to support the DTA prediction and validation cycle.
- f) In addition, text analysis assists students with vocabulary or other previewing needs in order to develop thinking skills through the activity.

### ***c. The Advantages of Directed Reading Thinking Activity (DRTA) in Teaching Extensive Reading***

Every technique in teaching learning process always has



advantage. Directed Reading Thinking Activity (DRTA) also has advantages in teaching and learning process. Directed Reading Thinking Activity (DRTA) is a teaching technique that guides students in making predictions about a text and then reading to confirm or refute their predictions. It one of strategies that often implemented by teacher in teaching reading.

The advantages of Directed Reading Thinking Activity (DRTA) in teaching extensive reading are:

- a) DRTA helps students develop critical reading skill also their reading comprehension.
- b) DRTA helps students increase their knowledge. Information, new expression, and new vocabulary in reading especially in extensive reading.
- c) DRTA gives the opportunity to expand discussion that develops and clarifies students' new understandings.
- d) DRTA encourages students to be active and thoughtful readers, enhancing their comprehension. It activates students' prior knowledge and encourages them to connect new learning to that prior knowledge.
- e) DRTA teaches students to make predictions and to monitor their understanding of the text as they are reading - all of which helps strengthen the students' reading and critical thinking skills.

## 8. The Principles of Teaching of Reading

Some principles of teaching reading are in the following:

### a. *Exploit the reader's background knowledge*

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that reader brings to a text: life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how the second language works, and cultural background and knowledge.

Reading can be significantly enhanced if background knowledge can be activated by setting goals, asking question, making predictions, teaching text structure, and so on.

### b. *Build a strong vocabulary base*

Recent research emphasizes the importance of vocabulary to successful reading. Teachers decided that basic vocabulary should be explicitly taught and L2 readers should be taught to use context to effectively guess the meanings of less frequent vocabulary.

### c. *Teach for comprehension*

In many reading instruction, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. Part of that monitoring includes verifying that the prediction being made is correct and checking that the reader is making the necessary adjustments when meaning is not obtained.

### d. *Work on increasing reading rate*

Often, in our efforts to assist students in increasing their reading rate, teachers over emphasizes accuracy which impedes fluency. The teachers must work towards finding a balance between assisting students to improve their reading rate and developing reading skills. It

## Research Method

Classroom Action Research (CAR) is the best research method as DRTA is the best strategy to solve classroom problems. The function of CAR is to solve classroom problem which means a classroom practice that can still be developed in resulting better learning achievement of the students (Latief, 2011: 147). CAR activities involve repeated cycles. Each cycle consists of planning, acting, observing, and reflecting. The result of one cycle would have been used to determine the need for the following cycle, until the problems get solved by the strategy.

### Planning

Planning was activities of doing preliminary study, planning strategy, and arranging criteria of success. The subjects were 35 students of first semester of reading class at

2014/2015 academic year. The instruments that used to collect the data were interview, questionnaires, observation check list, field note, and test.

#### **1. Interview**

Through the interview, the researcher got data of teacher's problem, students' characteristics (includes their input, motivation, and self confidence),

#### **2. Questionnaires**

Questionnaires were given for students which were used to know the information from students as their participation. Questions in questionnaires to reveal students' characteristics, students' learning device, facilities and source of learning, students' participation, and learning reading.

#### **3. Observation Checklist**

In here the researcher as an observer. It was used to know the students' activities in the class

#### **4. Field Note**

The researcher took field note of the class during preliminary study. In teaching reading, the strength of the lecturer was in giving motivation before materials, explaining materials clearly, and pronouncing the words.

#### **5. Test**

The test intended to measure the student's ability. Test is conducted as a mean to obtain learning achievement data. The researcher gave test of reading in form of text, multiple choices. The purpose of this test was to know the students' individual ability especially in reading comprehension.

#### **a. Planning the Strategy**

Planning the strategy is a step to arrange the classroom instructional strategy to be developed in the study to solve the instructional problems (Latief, 2010: 148). Things to be arranged were about teaching strategy and lesson plan.

##### **1. Teaching Strategy**

After finding problems, the researcher apply DRTA as the solution.

##### **2. Lesson Plan**

The lesson plans are designed with the purpose of providing the teacher with guidelines of teaching and learning activities. This study developed 2 lesson plans to be covered in two meetings were for teaching reading. The indicators of reading that had to be achieved were

students are able to: (a) determine the general idea of text; (b) guess the implicit information of text; (c) guess the explicit information from text; (d) determine the main idea of text; (e) determine moral value from text; (f) guess the word meaning of narrative text; (g) guess reference word from text.

#### **b. Criteria of success**

The criteria of success were used to find out the students' improvement after the implementation of a strategy. For this paper, the criteria of success were students' achievement and students' participation. Students' achievement was measured from the score of minimum passing grade of sub base competence through test of reading comprehension through on going process whereas students' participation was measured from students' questionnaires. Furthermore, the action research considered successful if: their reading comprehension score was passing minimum passing grade of sub base competence that was 70 and students' participation was above 50%.

### **Findings and Discussion**

#### **Findings**

Findings are discussed about collecting data during implementing DRTA. The data collected were related to the criteria of success. The following would like to describe the findings in cycle 1 and cycle 2.

#### **Cycle 1**

The data collected were students' achievement and students' participation.

##### **a. Students' Achievement**

Students' achievement was from test. It was used to measure students' proficiency in reading. There were 20 questions of multiple choices. From the students' reading comprehension test, only 7 students got score more than 70 it is far from the minimum passing grade.

##### **b. Students' Participation**

Questionnaires were given after implementing the strategy. Questionnaires after implementing DRTA (whereas as students' participation after implementing DRTA) were different from questionnaires in preliminary study (whereas to know the evidence). These revealed 4 aspects that were students' characteristics, learning device and reading step. The result of

questionnaires that related to students' participation, shows most of students agree that using DRTA in reading class helped them in the process of reading.

Field note was also done by an observer which was used to observe the classroom atmosphere between the lecturer and the students.

## **Cycle 2**

The data collected were students' achievement and students' participation.

### **a. Students' Achievement**

Reading comprehension test, there were 20 questions of multiple choices. From the students' reading comprehension test, all students got score 70 or more, the minimum passing grade was reached.

### **b. Students' Participation**

Questionnaires were given after implementing the strategy. Questionnaires in the cycle 2 had the same questions in the cycle 1 whereas used as students' participation after implementing DRTA.

These are the result of questionnaires shows most of students agree that using DRTA in reading class helped them in the process of reading. (1) question number 6 which shows most of students agree that DRTA make them active in asking question, as shown by the percentage of 74.28% mode; (2) question number 7 which shows that most of students in the class agree that DRTA make them active in giving opinion, as shown by the percentage of 64.28% mode; (3) question number 8 which shows that most of students can answer when lecturer asks them to answer the questions, as shown by the percentage of 80.40% mode

Field note was also done by an observer which was used to observe the classroom atmosphere between the lecturer and the students. From field note shows the activities in DRTA was success.

## **DISCUSSION**

The result of students' score is far from the expected. There were 7 students from 35 students who got less under criteria of success score which has been patterned. In cycle 1, the result of students' comprehension and students' participation are improve from the preceding in preliminary study. In cycle 1, the result of students' participation has reached the minimum passing grade. It was known based on observation field note. But the result of students' comprehension in cycle 1 did not reach the target yet, there was 20% students who did not reach

criteria of success. But it is good, because the result of students' achievement in preliminary study is 68%. So the researcher needs to apply in the next cycle.

The data from questioner, almost all of students interest DRTA to improve their reading. They also felt comfort in the class when the lecturer used DRTA strategy. Based on the data during observation in the class to apply in next cycle the researcher made some changes it is according to the data from reflection.

In cycle 2, students' comprehension reach the minimum passing grade score. Based on observation, field note, the students' participation in first and second meeting has reached the criteria of the success. And there was a fantastic improvement in second meeting. In second meeting, students' score in reading was 100%. It means that all of students have passed the criteria which the researcher used. The data from questioner showed that almost all of students felt interest and agreed when the teacher apply DRTA in teaching and learning process especially in reading comprehension. Those statements above can be proofed from students' score and students' participation which had reached the criteria of success.

## **Conclusion**

Referring to the finding and discussion in the previous chapter, it can be concluded that the implementation of Directed Reading Thinking Activity (DRTA) technique in teaching extensive reading at STKIP PGRI Jombang are: interesting, suitable, and effective. The students become more active and enthusiasm in teaching learning process. The students accustomed to independent learning and critical thinking. The ways the implementation of DRTA in teaching extensive reading are: (a) introduce the material which will be discuss (b) read the topic of the story and ask students to predict, retell, analyze, and summarize the story (c) divide the students into groups and ask them to discuss the material together with the group (d) ask the students to present in front of the class (e) give some comment, reinforcement, and evaluation. In the implementation of DRTA, teacher combines with several methods to develop the understanding of the material and to make the students enjoy, interest, and enthusiasm during teaching learning process.

The advantages of Directed Reading Thinking Activity (DRTA) technique in teaching extensive reading at STKIP PGRI Jombang are: (a) the students more active in reading English

learning process (b) helps student increasing their knowledge, information, new expression, and new vocabulary from the text (c) the students have high self confident in reading (d) direct the students to explore their idea and develop critical thinking (e) helps students more easily to understand the text or story (f) encourages silent reading.

The students' responses toward the implementation of Directed Reading Thinking Activity (DRTA) technique at STKIP PGRI Jombang are good. They felt that DRTA is interesting and enjoyable technique. Students also feel free to explore their ideas and interact with others

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