

**USING DIRECTED READING THINKING ACTIVITY (DRTA)
STRATEGY IN TEACHING READING AT SENIOR HIGH SCHOOL**

Paper

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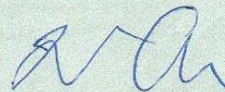
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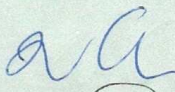
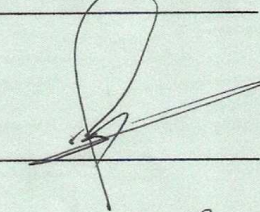
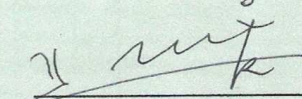
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ABSTRAK

Septiawan, David. 2012. Using Directed Reading Thinking Activity Strategy in Teaching Reading at Senior High School

Makalah ini bertujuan untuk menerangkan cara pengajaran membaca menggunakan *Directed Reading Thinking Activity Strategy*. Hal ini disebabkan karena kemampuan siswa SMA dalam memahami teks masih sangat kurang. Penyebabnya adalah karena kurangnya kosakata dan motivasi yang dimiliki oleh siswa, pemberian materi (teks) yang tidak sesuai serta penggunaan *strategy* yang tidak menarik bagi siswa dalam pengajaran.

Strategy ini menuntut siswa terlibat aktif dengan pembelajaran. Terdapat tiga tahapan strategi dalam *Directed Reading Thinking Activity (DRTA)*. Sebelum membaca siswa membuat prediksi – prediksi dari kalimat pertama pada setiap paragraph dari sebuah teks. Setelah membuat prediksi dari kalimat pertama paragraph pertama, guru menuliskan prediksi tersebut dipapan tulis. Selanjutnya, siswa membuat prediksi dari kalimat pertama paragraph ke dua. Informasi kalimat pertama paragraph ke dua tersebut dapat mengganti atau menambah prediksi baru. Kegiatan ini dilanjutkan sampai paragraph terakhir. Guru menuliskan prediksi pada kalimat – kalimat pertama tersebut dipapan tulis. Kemudian siswa membaca dan mengecek prediksinya.

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The writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the most important skills in learning English besides listening, speaking and writing. It can be as a tool for gathering information and getting knowledge from printed material in which most of the knowledge and science the importance of reading are found from it. Therefore, reading skill is important for language learners to be mastered in order to get success in learning. It is realized that reading skills can not be mastered. It needs time and process. Furthermore, mastering this basic skills means the change to achieve one of the goals of language learning will be broader.

Basically, the main purpose of reading activity is to gain ideas and information. To achieve this purpose, it is necessary for the students to comprehend their reading text. However, it is commonly known that some of the senior high schools' student still does not know how to comprehend the reading material.

In Indonesia, reading has been taught from elementary to university level. Based on the KTSP reading is taught based on genre based approach in Junior and Senior High Schools. At Senior High School there are some monologue texts that should be mastered by the students; they are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion and review.

For SMA students, reading is one of the important skills to learn. However, the students still have difficulties in reading. The problems did not only come from students' themselves but also from the teacher. The students may have lack of vocabulary. The students who have lack of vocabulary may have problem in comprehending reading materials. They will not comprehend what they have read because they get difficulty in interpreting the words in the text. Sometimes, some students wasted their time reading an English text by doing word by word translation. From the beginning of reading an English text, they tried to find the meaning of each word in dictionary. As the result, they did not have enough time to answer the comprehension questions because they more focused on finding the meaning of difficult words.

Another problem comes from a teacher. Some teachers often had difficulties in creating various activities in teaching reading. It means that the technique used by the teacher was less attractive and not varied to help the students comprehend the texts easier. So, the students had lack of attention and seriousness in learning reading. Even, the teachers rarely involved the students in teaching English process, it makes them can not express their own opinion freely. Sometimes, the teachers come to the class just asked the students to read the text and answer the questions without discussing what the text is about? This situation will make the students bored in reading class.

The problems above appeared because the teacher did not apply the effective strategies in order to motivate students to be active and creative. In addition she/he could not attract the students' interest by treating them with a

variety of interesting activities. In order to solve these problems, the teachers should try to apply a more creative strategy to improve students' reading ability. To improve the students' reading comprehension, the writer chooses Directed Reading Thinking Activity (DRTA) to improve students' ability in reading comprehension. According to Stauffer (1969) says that Directed Reading Thinking Activity can encourage students to be active readers and enhancing their comprehension.

Directed Reading Thinking Activity, guides students through various processes of learning, including making predictions and judgments before beginning a text based on the title or cover. There are three basic steps in applying DRTA: (predicting, reading, and proving) which enable the students to plan, monitor and evaluate their reading. In the writer's opinion, if this strategy use in teaching reading, it can help the students improve their reading ability.

B. Identification of the Problem

Based on the background above, there are some problems in teaching process that influence and determine the success of the students ability in reading text. The problem comes from students, teachers. From students, they do not know the topic and main idea of the text, poor vocabulary and lack of motivation. From teachers, she or he gives inappropriate and uninteresting materials. She does not apply suitable strategy in teaching reading. The teachers just use texts find on the English textbooks without selecting them whether by are appropriate for the students or not.

C.Limitation of the Problem

Based on identification above, in this paper the writer limits the discussion on the use of Directed Reading Thinking Activity teaching strategy in teaching reading for senior high school students.

D.Formulation of the Problem

Based on the limitation of the problem above, the writer formulates the problem as follow:”How can the teacher apply DRTA strategy in teaching reading at Senior High Schools?”

E. Purpose of the Paper

The main purpose of writing this paper is to explain how the teachers use DRTA strategy in teaching reading and make the teaching and learning process more interesting and fun

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the explanation above, the writer concludes that reading is a process in getting ideas and information from the text to get comprehension; it involves recognition of letters, words, phrases, sentences, and paragraphs. In teaching reading at SMA, the teacher should provide the students with interesting and challenging activities. The activities should stimulate the students to be active and get involved in the activity.

Directed reading thinking activity strategy is one of strategies that can use in reading activity which involves students' cognition because they should predict the content. Beside student's cognition, Directed reading thinking activity should involve student's participation. They have to be creative to guess text content. By using this strategy, can help the students to learn actively involved and monitor their reading comprehension by using the three strategies: *predicting, reading and proving*. It is hoped that motivation of students in learning English, especially in reading to be increase than before.

B. Suggestions

In implementing DRTA in a class, it is suggested to the English teacher to activate students' background knowledge not only by providing the title of the text but also by providing picture in order the students can predict more about what they are going to study. Furthermore, DRTA has aimed to create the students to be critical thinker. The teacher is suggested to select the reading materials which are suitable to the level of the students and related to their background knowledge. Because if the students have knowledge about the text it will help them to comprehend the text easily.

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