

**TEACHING READING COMPREHENSION THROUGH  
DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY  
TO SENIOR HIGH SCHOOL STUDENTS**

**Paper**

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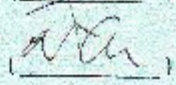
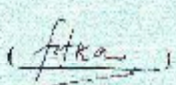
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## ABSTRAK

**Fithra Hidayati. 2012. *Teaching Reading Comprehension through Directed Reading Thinking Activity (DRTA) Strategy to Senior High School Students*. Paper. English Department, FBS UNP. Padang**

**Pembimbing: Drs. Jufri, M. Pd**

Makalah ini membahas bagaimana pengajaran pemahaman membaca untuk Sekolah Menengah Atas (SMA) melalui strategy *Directed Reading Thinking Activity (DRTA)*. *Directed Reading Thinking Activity (DRTA)* merupakan aktifitas berfikir secara terarah yang dapat membantu siswa mengembangkan kemampuan membaca kritis and mendorong membaca aktif. Ada tiga tahapan dalam proses pembelajaran yaitu, *pre-teaching*, *whilst-teaching* dan *post-teaching*. DRTA ini diaplikasikan pada *whilst-teaching*. Pengajaran pemahaman membaca melalui *DRTA* ini melibatkan siswa berfikir mengenai apa yang mereka baca melalui beberapa tahapan. Tahap pertama yaitu siswa memprediksi mengenai apa yang akan mereka baca berdasarkan judul bacaan. Tahapan kedua, siswa membaca untuk memodifikasi kebenaran dari prediksi mereka dan tahapan ketiga siswa dapat mengevaluasi prediksi mereka melalui informasi yang ada dalam teks.

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Finally, the writer would like to say sorry for any mistakes caused in this paper. She realized that her paper is not a perfect one. Therefore, any constructive corrections will be welcomed in order to make this paper become better.

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**The writer**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

The existence of English language is not odd anymore in the world. It has become the popular language which is learnt by most people in many areas of the globe. Crystal (2003) says English has now acquired the title of the world's leading "global language" because it is used for business, science, and politics. Realizing the importance of English, Indonesian government includes English as a subject taught in the kindergarten up to university, because the government considers that mastering English is one way to absorb the sciences, information and technology for daily needs.

When students are learning English, they will learn language skills and language components. One of the language skills is reading. Reading is an important skill for English language learners in today's world. It supports the development of overall proficiency and provides access to crucial information at work and in school. Without reading, the students can't obtain information, ideas, news, stories, and the way of the writer thinking.

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. Teaching reading is integrated with other skills such as: writing, listening and speaking, it can't stand alone. In learning process, the students are not only given knowledge about the content of the text but also the genre itself such as the generic structures, the language features, and the social functions of the text.

Even though reading has been taught based on genre based approach and integrated with other skills. Based on the writer's observation during teaching practice, the students still have difficulties in reading. These difficulties may be caused from two factors: the internal and the external factors.

The internal factors are the factors that are caused by the students themselves. First, students lack of interest and concentration in reading. This indication can be seen from their behavior in reading activity or answering questions. They are passive and unwilling to do reading task. The lack of interest and concentration in reading can be caused by the use of inappropriate strategies. According to Miriam (2000) says that to get the good result in text reading, the students should have a strategy in order to be more confident in acquiring reading skills.

Second, the failure of the students to understand words and sentences in a text. If the students cannot understand words or sentences in texts which they read, they will get difficulties to comprehend the texts. The failure to understand words and sentences in the texts can be caused by the lack of vocabulary, and lack of ability in grammar rules.

The last is insufficient background knowledge of the students about the topic of the text. When the students do not have sufficient background knowledge about the topic of the text which they will read, they will get difficulties to comprehend the text. Meanwhile, the students who have sufficient background knowledge about the topic of the text will comprehend the text easily. It is obvious that the sufficient background knowledge about the topic of the text can help the students a lot in comprehending the text.

The external factors derive from teachers' side. In teaching and learning process a teacher plays an important role and becomes an actor in the classroom. The success of students in learning process is mostly determined by the teacher's ability to select and use materials, technique and media.

First, some of English teachers selected and used inappropriate reading materials for the students. In choosing materials, the teachers have to determine students' level and students' need. In fact, most of teachers did not really consider the students' level and also their interest in choosing materials that will be presented to the students, so that they get bored easily in learning. Dorit (2007) suggests that a teacher should be selective and choosy when deciding what text to use to the students, teach the topics that are motivating, teach the reluctant students a step by step in order to digest longer chunks of the text and put the authentic and meaningful language communication in reading.

Second, most of English teachers are still unable to select and apply technique better. Hamzah (1989), assumes that the lack of reading

comprehension might be due to the ineffective of teaching technique usually used by the teachers at classroom. Most of English teachers often used the same technique in teaching reading. For example, they asked their students to read the text and find the difficult words, explained the meaning of those words, and asked them to answer the question related to the text. Finally the teachers discussed the student's answer in order to get the correct answer.

Third, the majority of the teachers seldom use the media in reading class whereas it plays an important roles in comprehend the reading text and in attracting students' interest to read. If the use one, their media was not interesting and did not help the students to understand the reading content often the teacher made very small media and then put them in the blackboard. As a result, the students who were sitting at the back could not see the media well. This kind of media seemed useless in the learning process.

Based on the explanations above, it seems clear that there are many problems in the English reading teaching learning process. Because of these problems the writer chooses Directed Reading Thinking Activity (DRTA) to improve students' ability in reading comprehension. 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. These steps are usually

completed several times during the reading of a single selection. In DRTA, the teacher involves directly in order that the students have a question to be answered or a doubt to be satisfied. It emphasizes that the reader declares his or her own purposes for reading.

### **B. Identification of the Problem**

As mentioned in the background of the problem above, the students' reading ability was still low. The difficulties come from students, and teachers. From students, they lack of interest and motivation in reading, failure to understand words and sentences in the text, and insufficient background knowledge about the topic of the text. While from teacher, she or he gives inappropriate and uninteresting materials, unable to apply technique better, and do not use media properly in the classroom.

### **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 strategy in teaching reading comprehension to Senior High School Students.

### **D. The Formulation of the Problem**

Based on background and the identification of the problem above, the writer formulates a question as follow: "How can a teacher use DRTA strategy in teaching reading comprehension at Senior High School?"

**E. The Purpose of Writing this Paper**

The main purpose of writing this paper is to explain the use of DRTA strategy to teach reading comprehension in the classroom. The writer hopes that this paper will give valuable contribution and input for English teacher in teaching English especially in reading class.

## CHAPTER IV

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Directed Reading Thinking Activity (DRTA) is a strategy in teaching reading. It engages the students in a step by step process that guides students through understanding and thinking about the text. DRTA also promotes active comprehension. This activity teaches students to acquire and activate their own purposes for reading and develops their reading and thinking processes. During DRTA, readers are encouraged to review what they know about a topic through picture or title of the text, make predictions about what they will learn, and follow with an evaluation of what they actually learned as well as how their assertions pertained to what they read.

#### 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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