**A STUDY OF DIRECTED READING THINKING ACTIVITY (DRTA) IN TEACHING READING SPOOF TEXT AT THE SECOND GRADE STUDENTS OF SMA MUHAMMADIYAH PITURUH IN THE ACADEMIC YEAR 2012/2013**

Lia Kamelia

Muhammadiyah University of Purworejo

liacammelia@yahoo.com

**Abstract**

This study has purposes to describe the implementation of Directed Reading Thinking Activity in teaching reading Spoof text and to find out the problems that students get in using Directed Reading Thinking Activity strategy in the learning process. The design of this study is descriptive qualitative, the methods of collecting the data in this research are observation and questionnaire. Having analyzed the data, the teacher’s activities include the five steps of Directed Reading Thinking Activity. The steps are activating the student’s prior knowledge, making prediction, reading the text, confirming or revising the prediction and repeating steps two through four until all parts of the lesson have been covered. Then, the researcher finds that there are four main problems that the students have. They are the duration of time, the difficulty in using DRTA strategy, the difficulty in translating their prediction, and the difficulty to make sentence for their prediction.

Key Words: Directed Reading Thinking Activity, Teaching Reading, Spoof Text

1. **Background**

Reading is not only receptive skill, but also an active one in that it primarily includes the cognitive abilities such as predicting or guessing. In the prediction process students are asked to talk about the title of the text or comment on some illustrations (pictures). Therefore, language teachers should improve their students’ ability in reading comprehension.

Housel (2010: 6) concludes that comprehending the text is not an easy skill. It combines many aspects such as language which have many feature, background knowledge, conceptual thinking and strategy in reading. A strategy in teaching reading usually is used by a teacher to teach students about genre text. Genre is a text type that is taught in a school. There are a lot of genre that must be known, one of them is spoof text. Considering the importance of strategy and searching for solution to the students’ poor comprehension skill the researcher interesting in Directed Reading Thinking Activity (DRTA) as a strategy in teaching reading.

Directed reading thinking activity (DRTA) is an instructional strategy designed to give students response experience in predicting what they will say, reading the text to confirm or revise the predictions and elaborating upon responses (Westwood, 2001: 51). In addition to building comprehension strategies, DRTA is a useful tool for teachers to model accurate and appropriate reading skills (Richardson, et.al. 2008: 80). According to Roe (2012: 168), the steps in the process of Directed Reading Thinking Activity (DRTA) strategy as follows:

1. Activate prior knowledge.
2. Predict the content of the next text portion.
3. Read the selection.
4. Confirm, reject, revise, or elaborate previous predictions.
5. Repeat steps 2 through 4 until all parts of the lesson have been covered.

The teacher divides the reading material into portions that provide good prediction points .students discuss the confirmation or rejection of predictions and support their decision by referring to information gathered from the text. This process is continued until the entire selection has been read. Students may change their ideas about the prediction, and they can explain their predictions during class discussion.

1. **Research Methods**

The type of this research is qualitative and the research design which is suitable for this research is descriptive research. This research focused on the process of learning English, especially reading comprehension in reading spoof text. The descriptive qualitative research method is used in this study because the researcher observes the interaction that is happening and the use of Directed Reading Thinking Activity (DRTA) as a reading comprehension strategy.

The researcher uses two instruments in collecting the data. The first instrument is observation. The type of the observation that is used is checklist. The second instrument is questionnaire. The type of the questionnaire is closed-ended. The researcher uses closed-ended questionnaire which consists of five statements related to the problems in getting DRTA strategy in learning spoof text.

In analyzing the data, the researcher follows some techniques. The first, the researcher describes the implementation of DRTA strategy in teaching reading spoof text. The second, the researcher categorizes the steps in implementing DRTA strategy done by the teacher. The third, the researcher finds the percentage of students’ questionnaire. The fourth, the researcher describes the result of students’ questionnaire.

1. **Findings and discussion**

The researcher described the implementation of DRTA strategy. It consisted of three stages. First, in pre teaching activity, the teacher began the class by praying and greeting the students. Then the teacher checked the attendance list. The teacher continued the class by telling the students the material that would be learnt, that was spoof text and introduced them a new strategy to teach spoof text, that was DRTA strategy. The teacher also told the students that DRTA is stands for Directed Reading Thinking Activity. Second, in whilst teaching activity, the teacher tried to build the students’ prior knowledge by comparing recount text that had been learning before with spoof text. Then, the teacher asked the students to make prediction by continuing the first paragraph. To make the students easier in making prediction, he gave some clues about the chronological story of second and third paragraph, he gave the students thirty minutes to make predictions, he also reminded the students to end the story by using twist, he also guided the students while they were making their predictions. Third, in post teaching, the teacher told the students to collect their paper; he also asked the students about the difficulties that they faced in making prediction. In addition, he gave some suggestions to overcome the difficulties and after that he closed the class.

The data about the implementation of DRTA strategy within the video were identified and classified based on Roe’s steps: Activate prior knowledge; predict the content of the next text portion; read the selection, confirm, reject, revise, or elaborate previous prediction; repeat steps two through four until all parts of the lesson have been covered. The summary of the steps in implementing DRTA strategy was shown in the following table:

*Table 1. Summary of DRTA steps*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Step** | **Speaker** | **Utterances** | **Total** |
| 1 | Activate prior knowledge | Teacher | 1. *Anyone knows about recount text?* 2. *What do you know about spoof text?* 3. *What is the definition of spoof text?* 4. *Why does spoof text have correlation with recount text?* 5. *Anyone knows about the social function of recount text?* 6. *Now, I will ask Budi about the social function of spoof text?* | 6 |
| 2 | Predict the content of the next text portion. | Teacher | 1. *Your job is to continue the incomplete paragraph by predicting the next story of the first paragraph.* 2. *In every paragraph there is a clue.* 3. *I give you thirty minutes to make prediction.* | 3 |
| 3 | Read the selection. | Teacher | 1. *I will write the original story.* 2. *I will read it for you.* | 2 |
| 4 | Confirm, reject, revise, or elaborate previous prediction. | Teacher | 1. *Please check your prediction.* 2. *Compare it with the original story.* 3. *How is your prediction? Same or different?* 4. *Generally, there is no wrong prediction.* 5. *I will ask you about the difficulties that you face during making prediction.* 6. *For the first group, how is your prediction? And for the second, third, and also fourth group how is your prediction?* | 6 |
| 5 | Repeat steps two through four until all parts of the lesson have been covered | Teacher | 1. *In paragraph two tells that there was a woman who has lost her watch. In your opinion, what will the women ask to the tramp?* 2. *Paragraph three tells that the tramp does not want to be disturbed by the same question about watch. In your opinion, what will he do? In this part, you should tell the unpredictable story ending.* | 2 |

From table 1, we could see that the steps in implementing DRTA strategy done by the teacher are dominated by activating prior knowledge: 6 out of 19 and Confirming, rejecting, revising, or elaborating previous prediction: 6 out of 19.

*Table 2. Questionnaire of Students' responses*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Students’ questionnaire** |  | **Agree** | **Disagree** | **Total** |
| 1 | Directed Reading Thinking Activity is a strategy which is suitable to learn spoof text. | F | 20 | 9 | 29 |
| % | 69.0 | 31.0 | 100.00 |
| 2 | Directed Reading Thinking Activity  (DRTA) is an easy strategy. | F | 14 | 15 | 29 |
| % | 48.3 | 51.7 | 100.00 |
| 3 | It is difficult to translate my prediction into English | F | 12 | 17 | 29 |
| % | 41.4 | 58.6 | 100.0 |
| 4 | It is difficult to arrange the sentence from the prediction that I thought | F | 13 | 16 | 29 |
| % | 44.8 | 55.2 | 100.0 |
| 5 | I Need more time to make a prediction and write down on the paper. | F | 15 | 14 | 29 |
| % | 51.7 | 48.3 | 100.0 |

Based on table 2, the researcher concluded that the most dominant problem faced by the students in using DRTA strategy was the problem of time duration and the difficulty in using DRTA strategy.

1. **Conclusions and Recommendations**

After conducting the research and based on research findings, it can be concluded that the instrument of the study can answer the statement of the problems. For the first statement of the problem about the implementation of DRTA strategy in teaching reading spoof text, the researcher finds that the teacher used DRTA strategy in teaching reading spoof text. The implementation of DRTA Strategy basically is good enough; it can be proved by the steps that are conducted by the teacher. The teacher implemented five steps of DRTA strategy. The steps are activating the student’s prior knowledge, making prediction, reading the text, confirming or revising the prediction (discussion) and repeating steps two through four until all parts of the lesson have been covered. The researcher also finds that there is no missing step in implementing this strategy.

The second statement of the problem is about the students’ problems in using the Directed Reading Thinking Activity (DRTA) during the process of teaching reading spoof text. The researcher finds that there are three main problems that the students have. They are the duration of time, the difficulty in translating their prediction, and the difficulty to make sentence for their prediction. They are confused to translate their prediction into English because they do not really understand English grammar. Besides, they feel difficult to make the sentences from the prediction that they thought because they take a long time to do it.

**References**

Housel, Debra J. 2004. *Read and Succeed: Comprehension.* Huntington Beach: Shell Education

Richardson, et.al. 2008. *Reading to Learn in the Content Areas, 8th ed.* Belmont: Wadsworth

Roe, Betty. 2012. *Secondary School Literacy Instruction, 11th ed.* Mason: Cengage Learning.

Westwood, Peter. 2001. *Reading and Learning Difficulties: Approaches to Teaching and Assesssment.* Camberwell: Acer Press.