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**THE EFFECT OF DIRECTED READING THINKING ACTIVITY
(DRTA) STRATEGY ON STUDENTS' READING COMPREHENSION**

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Abstract

The study aimed to investigate the notable impact of the Directed Reading Thinking Activity (DRTA) approach on the students' reading comprehension. The study was carried out at MAN 2, Palembang. The present study employed a quasi-experimental design utilizing quantitative research methodology. The researchers employed the convenience sampling method to gather data. The data were obtained via a reading comprehension test administered to students in the two classes, experimental and control. The study's findings examining the impact of implementing DRTA before and after utilizing a paired sample t-test indicate that the calculated T value of 27.797 exceeds the t-table value of 3.030. Thus, implementing the DRTA approach enhanced the students' reading comprehension in the experimental group. An independent sample t-test was conducted to examine the outcomes of the disparity between individuals who utilized the Directed Reading-Thinking Activity (DRTA) and those who did not. The findings showed that notable disparities in reading comprehension existed among students who received instruction via DRTA and those who did not. The DRTA technique offers advantageous outcomes for students as it fosters active and critical reading practices. Students enrolled in reading courses that engage in prediction and active reading demonstrates a proactive approach to learning, effectively harnessing their cognitive abilities to acquire knowledge on unfamiliar subjects. Furthermore, DRTA mandates that students maintain a record of their understanding of the text while reading.

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Keywords: Directed Reading Thinking Activity (DRTA), reading strategy, reading comprehension

INTRODUCTION

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The study of English is mandatory for students ranging from junior high school to the college level. The proliferation of the English language on a global scale and the growing demand for advanced English proficiency have underscored the importance of English language instruction. Language has employed four crucial language proficiencies, namely listening, speaking, reading, and writing. Hanifah et al. (2022) argue that developing reading skills is crucial for students to master English. Proficiency in the English language necessitates the acquisition of fundamental reading skills.

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The act of reading is a significant linguistic ability that primarily aims to achieve comprehension. Visible symbols must be perceived and subsequently interpreted within the brain during reading. Acquiring reading skills enables individuals to access, analyze, and interpret information (Kusdemir et al., 2018; Saputri, et.al., 2021)). Reading skills are particularly crucial for students, as they significantly contribute to their achievements in academic pursuits as well as their day-to-day activities. Developing reading comprehension abilities is crucial for students to understand and derive information from written texts proficiently. Haerazi et al. (2019) defined reading as the cognitive process of comprehending written material. It is imperative for students to possess a comprehensive understanding of the content they are perusing and to derive significance from the textual material. In the context of reading comprehension, students can engage with written information to enhance their understanding and augment their knowledge. According to HS and Yuliah (2021), reading comprehension refers to the cognitive processes involved in constructing an understanding of written text. These processes entail coordinating various abilities, including integrating existing knowledge and experiences with the information presented in the discourse. Reading comprehension refers to the cognitive process by which readers integrate their prior knowledge and understanding to comprehend the intended meaning conveyed by the writer.

The implementation of a teaching strategy is a crucial aspect in enabling prospective educators to attain fundamental professional knowledge, thereby facilitating the learning process. Safitri et al. (2022) and Riswanto, et. al (2022) assert that the teacher is a guide and facilitator in reading instruction, actively supporting and motivating students in their learning endeavors. Additionally, the teacher creates ample opportunities for students to engage in learning and establishes a structured framework that facilitates effective learning outcomes. Learning outcomes observed are closely associated with the instructional tactics, materials, and media employed. Numerous pedagogical approaches can be implemented in the context of teaching reading. ¹² The Directed Reading Thinking Activity (DRTA) is a widely utilized pedagogical approach aimed at enhancing students' reading skills and comprehension abilities. The DRTA learning strategy is a fundamental framework for John Dewey's educational philosophy, which posits that students can achieve meaningful learning by effectively demonstrating the various stages of scientific inquiry (Nerim, 2020). According to prior research, the DRTA method has shown to be effective in improving reading comprehension.

Other academics have conducted prior research on the same subject. The initial study carried out by Safitri et al. (2022) suggests that the Directed Reading Thinking Activity (DRTA) Strategy's implementation had a significant impact. According to Risqiya and ¹⁰ *Linguists: Journal of Linguistics and Language Teaching* Vol. 9, No. 1, July 2023

Mulyani (2021), the use of the Directed Reading Thinking Activity (DRTA) method had a significant impact on the reading comprehension of students. According to the findings of the research conducted by the last researchers from Hasan (2017), it was observed that the implementation of the Directed Reading Thinking Activity (DRTA) as a treatment in the experimental class had a significant impact on the reading comprehension of the students. Based on the aforementioned research, the researchers have arrived at the conclusion that discrepancies exist in comparison to prior studies, which can be attributed to variations in research methodology and the nature of the textual material employed. The aforementioned research endeavors employed a combination of qualitative and quantitative methodologies, and the literary materials utilized were of a descriptive nature. The present study employed an experimental research design and utilized narrative texts as reading materials.

The English teacher at MAN 2 Palembang prepared the text for students to read, according to interviews. Following the reading, the teacher permitted the students to inquire about any text-related concerns. Subsequently, the teacher engaged in a discussion pertaining to the aforementioned text and subsequently dispensed inquiries regarding its content. The aforementioned actions of the teacher exhibit certain shortcomings, including student passivity and inadequate teacher-student interaction. The teacher lacked insight into the level of comprehension among the students due to the absence of communication. Passive students tend to experience knowledge retention issues as they solely rely on reading and listening without active engagement with their teacher. The current study utilized the Directed Reading-Thinking Activity (DRTA) strategy to actively engage students in the classroom by prompting them to make predictions about the text prior to receiving an explanation. The teacher reiterated the subject matter until the students comprehended it and assisted them in their prognostications to ensure the retention of the acquired knowledge. The researchers hold the belief that directed reading-thinking activities (DRTA) are an effective approach for instructing reading.

Based on the previous explanations, the researchers were interested in conducting the study, which aimed to: 1) explore whether there is improvement in students' reading comprehension after they were taught using DRTA; and 2) investigate whether there is a significant difference in reading comprehension between the students who were taught using DRTA and those who were taught using the teaching strategy usually used by the teacher at the school.

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Directed Reading Thinking Activity

The Directed Reading Thinking Activity (DRTA) model emphasizes the process of full student involvement to be able to find the material being studied and relate it to real-life situations so as to encourage students to be able to apply it in their lives (Nerim, 2020; Wijaya & Zulaeha, 2021). Directed Reading Thinking Activity (DRTA) is a strategy that can be implemented prior to, during, and subsequent to reading. The activity is in the form of a game, which involves active student participation through the process of making predictions or guesses regarding the content or subject matter of the tale. According to Fitriyani et al. (2020), making predictions prior to reading each part is a valuable directed reading thinking activity (DRTA). The utilization of the Directed Reading-Thinking Activity (DRTA) method also encourages the reader to enhance the author's concepts by incorporating their personal experiences. Individual readers as well as groups have the option to perform this task using either narrative texts or explanatory materials. The Directed Reading Thinking Activity (DRTA) is a pedagogical approach that guides students through a process of text sampling, prediction formulation based on prior knowledge and textual cues, text resampling, and confirmation or revision of predictions based on new information.

Teachers can encourage their students to read actively and critically by using the Directed Reading Thinking Activity (DRTA) technique. This approach involves students making predictions and verifying them as they progress through the reading material, with a particular emphasis on fostering student engagement. The Directed Reading Thinking Strategy Activity (DRTA) is utilized to instruct students on the skills of concentration and critical thinking. The Directed Reading-Thinking Activity (DRTA) strategy promotes reader engagement by prompting them to utilize their personal experiences to aid the researchers in the development of their concepts. This project is adaptable to various reading levels and can be completed individually or in groups. The project can involve either narrative or expository writing, depending on the instructions provided.

The utilization of the Directed Reading Thinking Activity (DRTA) approach has the potential to enhance student engagement in the classroom by fostering their predictive abilities when encountering a text. Additionally, this method entails a significant student cohort, necessitating individual autonomy, particularly in strategic decision-making. The implementation of the Directed Reading-Thinking Activity (DRTA) method incorporates visual aids to promote student engagement and foster a heightened sense of academic motivation, ultimately resulting in elevated expectations for student learning achievements.

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Teaching procedures of reading comprehension by using DRTA

As previously mentioned, the implementation of the Directed Reading Thinking Activity (DRTA) comprises three primary phases: prediction, reading, and verification or falsification of predictions. The DRTA Method involves a series of steps for effective learning:

Pre activity-reading

The teacher provides a pre-emptive explanation of the learning objectives to the students, with the aim of ensuring that the students are cognizant of the trajectory of their learning activities. Subsequently, the educator presents the fundamental content that is intended to be imparted to the learner. At this level, the primary responsibility of the teacher is to stimulate the students' prior knowledge to generate hypotheses and to challenge their hypotheses by requesting them to justify their reasoning. The facilitation of student prediction can be achieved through the incorporation of text titles, visuals that are relevant to the content, and keywords. The initial step for the teacher is to partition the reading material into pertinent sections, ensuring that learners acquire comprehension in a methodical manner.

Whilst activity-reading

At this point, the students are requested to substantiate their predictions by incorporating textual evidence that will authenticate their hypotheses. With the aim of testing their hypotheses, students engage in a preliminary reading of the initial segment of the text. To corroborate their hypotheses, the teacher requests that students peruse the written material either individually or collectively, either silently or audibly. During the reading process, the teacher guides students to utilize the prediction verification checklist by selecting the suitable category, which includes accurate, less accurate, and inaccurate, to assess the accuracy of their predictions. In this phase, students participate in a discourse concerning the material they have read. At this stage, students will verify, refute, or amend their hypotheses and provide a rationale for their convictions by identifying relevant statements in the text and presenting them to the teacher.

Post activity-reading

- a. Students: Students reflect on the material studied in the learning process; they ask about related material if they still do not understand the implementation of learning and what lessons are obtained after analyzing the related material.

- b. Teacher: Before the teacher gives the assignment to the students, the teacher instructs them to check their checklist and assess how accurately they predict the substance of the text.

METHODOLOGY

Research Design

This study was designed as quasi-experimental research. According to Fraenkel et al. (2015), quasi-experimental research is a type of research design that does not involve random assignment. The researchers employed a non-equivalent control group design in a quasi-experimental investigation. The present investigation was bifurcated into two distinct cohorts, namely an experimental and a control group, which were not selected through a random process.

This study aimed to assess the effects of the Directed Reading-Thinking Activity (DRTA) strategy on the reading comprehension skills of eleventh-grade students enrolled at MAN 2 Palembang. Before commencing the intervention, both cohorts administered a pretest to assess the students' pre-existing reading comprehension proficiency level. The participants assigned to the experimental group in this study were subjected to treatment utilizing the Directed Reading-Thinking Activity (DRTA) technique. In contrast, the control group implemented the instructional techniques typically employed by educators for teaching reading. In addition, both cohorts were administered a posttest to ascertain the outcomes of implementing the Directed Reading-Thinking Activity (DRTA) strategy in descriptive texts on students' reading comprehension:

Table 1. The Nonequivalent Control Group Design

O ₁	X	O ₂
O ₃	C	O ₄

Where:

- O₁ : experimental group's pre-test
- O₂ : experimental group's post-test
- O₃ : control group's pre-test
- O₄ : control group's post-test
- X : given treatment using DRTA
- C : control

Respondents

Population

According to Fraenkel et al. (2015), the population refers to the specific group that is of interest to the researchers and to whom the study results are intended to be generalized. The

study's participants consisted of eleventh-grade students from MAN 2 Palembang. The number of students in the eleventh grade amounted to one hundred and eight, and they were distributed among five classes. The researchers selected students of MAN 2 Palembang as the sample for this study due to the fact that previous research had utilized SMA/MTS/SMK as the sample population. Additionally, MAN 2 Palembang was chosen as it possessed a commendable accreditation status.

Sample

The researchers employed convenience sampling to select the sample. Convenience sampling was a non-probability sampling technique that involves selecting samples based on the availability of elements and the ease of obtaining them. Furthermore, according to Straton (2021), a convenience sample refers to a cohort of participants who were readily accessible for research purposes. It is imperative that the sample utilized in the research accurately reflects the population in both quantity and composition. The researchers opted to sample two classes, the eleventh grade of IPA 3 and IPA 4, in accordance with the school's prescribed criteria. Nevertheless, the researchers employed convenience sampling due to the constraints imposed by the school's regulations, which prohibited the researchers from freely selecting classes. Consequently, the researchers announced the study, allowing participants to self-select their participation based on their discretion. The researchers' selection was constrained by the school's regulations, which precluded unrestricted class selection. The table presented below displays the two classes:

Table Group 2. Group Experimental and Control

No	Class	Group	Number of Students
1	XI MIPA 3	Experimental	33
2	XI MIPA 4	Control	32

Instruments

The reading test serves as the primary tool for the investigation. The utilization of reading test materials is based on the grade 11 English Curriculum in order to ensure that the test adheres to content validity. The format of the reading test consists of multiple-choice items. The test comprises a total of 50 questions, which are derived from six reading texts. The researchers verified that the event and activity described in the test specification aligned with the required reading skills to answer the questions. The reading skills employed

followed the syllabus. The researchers selected a specific topic area and tailored it to the subject of reading text topics essential for instruction among grade 11 students. Based on the employed curriculum, the skills encompassed include text analysis, word inference, locating explicit details within the text, identifying synonyms and antonyms, referencing external sources, and distinguishing between accurate and inaccurate information. The objective of the test is to determine students' reading comprehension. The students are required to answer all items of the reading test.

For a research instrument to be considered adequate, it must possess both validity and reliability. The study incorporates two types of validity checks. The first aspect to consider is content validity. According to Fraenkel et al. (2015), content validity refers to the content and format of the instrument. The test must demonstrate construct validity. "Construct validity" refers to a psychological construct's inherent qualities or attributes as evaluated through a measuring instrument. (Fraenkel et al., 2015; Rao et al., 2016). After completing the test items, three validators were sought to offer their expert opinion on applying the instrument components in the research endeavor. Furthermore, the researchers administered the test items in various settings, ensuring that the students possessed similar attributes to those of the sample region. As a result, the researchers conducted a trial at an alternative educational institution, distinct from the original study's location. Following the tryout's conclusion, the researchers conducted an analysis to assess the validity of the questions. This study employed established formulas for testing to assess the validity of the items through the analysis of item data.

Additionally, the researchers employed the SPSS 26 program to assist in identifying the number of valid items that could be utilized for research purposes. According to the results of the item analysis, it was determined that there are a total of 10 items that are deemed invalid. The instrument deemed valid comprises 50 items pertaining to the reading test.

Ultimately, it is imperative to assess the reliability of the test. According to Fraenkel et al. (2015), the reliability test is an indicator that gauges how trustworthy or reliable a measuring instrument is. The researchers employed Cronbach's Alpha coefficient using the statistical software SPSS version 26. A measure or factor is considered reliable if it yields a Cronbach's alpha coefficient greater than 0.70. The findings indicate that the reading comprehension test utilized in this study was a reliable research instrument, as evidenced by a Cronbach's Alpha value of 0.933, exceeding the acceptable threshold of 0.70.

Procedures

The objective of this research was to assess the influence of the DRTA approach on the enhancement of reading comprehension among eleventh-grade students enrolled at MAN 2 Palembang. Prior to commencing the intervention, both cohorts administered a pre-assessment to ascertain the extent of the participants' pre-existing reading comprehension proficiency. The study's experimental groups were comprised of individuals who underwent treatment utilizing the DRTA methodology. In contrast, the control group used the teaching strategies that the school's teacher typically uses to impart reading skills.

The researchers exclusively utilized test administration as the method of data collection. The administered assessment was distributed to assess the student's reading comprehension. Therefore, if the students can respond precisely to all inquiries, the cumulative score would be 100. The researchers used a quantitative experimental research methodology to collect data. The research utilized the pretest-posttest design, which involved collecting data in two phases: the initial assessment (pretest) and the subsequent evaluation (posttest). The data collection procedure was carried out sequentially, encompassing several distinct stages.

Pretest

Prior to commencing the intervention, a pretest was administered to the participants. The experimental group was instructed to utilize the DRTA (Directed Reading Thinking Activity) approach, while the control group was taught using the conventional reading instruction method employed by the teacher. Both the control and experimental groups were administered pretests.

Treatment

The experimental class was instructed using the Directed Reading Thinking Activity (DRTA) learning model, as employed by the researchers in this particular instance. The DRTA method was implemented by the researchers in 12 sessions for the students of class XI IPA 3. In the interim, the researchers employed a pedagogical approach that was consistently utilized by the researchers in instructing reading to the control group. The researchers conducted a total of 12 meetings and employed the same teaching method utilized by teachers in class XI IPA 4 for reading instruction as a control group.

The procedural steps of the Directed Reading Thinking Activity (DRTA) that were executed in the experimental group are delineated as follows: Initially, the researchers elucidated the fundamental framework of the narrative discourse, which comprises of four

key components: Orientation, Complication, Resolution, and Re-Orientation. At this juncture, the students were prompted to make predictions regarding Narrative Text based on the visual cues presented within the text. Once the students have made predictions about the text based on the accompanying visual aids. Subsequently, the students evaluate their predictions through the process of reading the initial segment of the text to confirm or refute their suppositions. In order to verify their predictions, the researchers requested that the students engaged in independent or collaborative silent or oral reading of ⁴ the text. During the reading process, the researchers directed the students to utilize the prediction verification checklist, which includes a range of categories from precise to imprecise to erroneous, to assess the accuracy of their predictions. Ultimately, the students participate in a discourse regarding the material they have perused during this stage. In this step, students will engage in the process of confirming, rejecting, or correcting their predictions by identifying relevant statements in the text and presenting them to the researchers as evidence to justify their beliefs.

In the control group, the researchers incorporated a teaching strategy that was commonly employed by the school's teacher, while the experiment was ongoing. Initially, the researchers elucidates the fundamental structure of the narrative text, which comprises four distinct components: Orientation, Complication, Resolution, and Re-Orientation. Subsequently, the researchers provided a written work pertaining to the narrative genre. Subsequently, the students are instructed to orally recite the text in a sequential manner as directed by the educator. Upon completion of the reading material, the researchers provided a comprehensive explanation of its contents, while the students attentively listened to the researcher. Ultimately, the researchers afforded the students the chance to inquire about any challenges they encountered while reading the text.

Posttest

The posttest was conducted on both ² the experimental and control groups during the final meeting. The test items administered during the posttest were identical to those presented during the pretest.

Data analysis

The validity of the reading test was established by utilizing two distinct forms of validation, specifically content and construct validity. The data was ⁵⁹ computed by the researchers utilizing the t-test formula. The researchers employed a paired sample T-Test to determine if there was an improvement in students' reading comprehension following

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instruction using DRTA. The present study aims to examine the potential variance in reading comprehension levels among students who received instruction through the Directed Reading Thinking Activity (DRTA) approach versus those who were taught using the teaching strategy employed by the school's teacher. This investigation will utilize an independent sample t-test to analyze the data. The data analysis were done using SPSS 26.

FINDINGS AND DISCUSSIONS

Findings

The improvement of students' reading comprehension after they were taught using DRTA

The present study employed a paired-sample t-test to examine the impact of Directed Reading Thinking Activity (DRTA) on the reading comprehension scores of students at MAN 2 Palembang. Specifically, the study aimed to determine whether there was a statistically significant improvement in the reading comprehension of students in the experimental class following the implementation of DRTA. The outcomes of the computation are presented in the subsequent tables:

Table 3. Paired Samples Statistics Result

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	67.12	33	6.377	1.110
	Post-test	86.36	33	5.628	.980

The data analysis presented in Table 3 reveals that the average score for the pretest is 67.12, while the average score for the posttest is 86.36. Hence, it is evident that the implementation of Directed Reading Thinking Activity (DRTA) has resulted in an improvement in the reading comprehension of students as compared to their pre-DRTA instruction levels. Table 3 presents the results of data analysis, which allow for an assessment of the extent to which improvement has been made.

Table 4. Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test and Post-test	-19.242	3.977	.692	-20.653	-17.832	-27.797	32	.000

Table 4 presents the findings of the data analysis, indicating that the sig. (2-tailed) value of 0.000 was less than the predetermined level of 0.05. Thus, it can be asserted that a notable disparity existed between the mean pre-test and post-test academic achievements of the students in the domain of reading comprehension. To put it differently, the implementation of the Directed Reading Thinking Activity (DRTA) has resulted in a noteworthy enhancement of students' reading comprehension skills.

The significant difference between the groups of students who were taught using DRTA and those who were taught using the teaching strategy usually used by the teacher at the school

The study also aimed to determine the statistical significance of the variance in reading comprehension between students who were instructed using DRTA and those who were taught using the teaching strategy employed by the school's teacher. To achieve this objective, an independent sample T-Test was conducted to analyze the data. Table 5 and Table 6 present the outcomes of the post-test computation in both the experimental and control groups:

Table 5. Group Statistics Test on Students' Post-test Scores in Experimental and Control Group

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Results	Posttest Experimental	33	86.36	5.628	.980
	Posttest Control	33	80.61	3.905	.680

Table 5 presents the findings of the data analysis, indicating that the experimental group, which received instruction using DRTA, achieved an average posttest score of 86.36. In contrast, the control group, which was taught using the conventional strategy employed by the school's teacher, attained an average posttest score of 80.61. Therefore, it can be inferred that the utilization of Directed Reading Thinking Activity (DRTA) has led to an enhanced level of reading comprehension among students in comparison to the cohort that received instruction through the conventional approach employed by the school's educator. The findings of the data analysis are displayed in Table 6, providing an opportunity to evaluate the degree to which a discernible impact has been achieved.

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 Table 6. Independent Samples Test on Students' Post-test Scores in Experimental and Control Group

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 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		ig.		df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
	Equal variances assumed	4.271	.043	4.828	64	.000	5.758	1.192	3.375	8.140
Results	Equal variances not assumed			4.828	57.010	.000	5.758	1.192	3.370	8.145

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 The results of the data analysis presented in Table 6 show that the significance value (two-tailed) was 0.000, indicating that it was lower than the predetermined threshold of 0.05. Hence, it can be posited that a significant discrepancy was present in the average posttest scores of students belonging to the experimental group who received instruction through DRTA and those who were instructed using the approach employed by the school's teacher. In other words, the utilization of the Directed Reading Thinking Activity (DRTA) has yielded a significant improvement in the reading comprehension abilities of students as compared to those who were instructed using the approach employed by the school's teacher.

Discussion

Several interpretations were derived based on the aforementioned findings. In this investigation, the researchers selected students from classes XI IPA 3 and XI IPA 4. The two classes were chosen by the policymaker of the school. The researchers was not granted autonomy by the headmaster of the school due to the presence of its internal regulations and guidelines. However, it should be noted that this policy did not have an impact on the researchers' perspective, as they assumed that all choices made by the school were of equal standing, specifically in regards to science majors and the curriculum that governed the material being taught. Thus, the researchers selected the class based on the school's choice. The objective of this investigation was to examine the impact of Directed Reading-Thinking Activity (DRTA) on the enhancement of reading comprehension. Reading comprehension refers to the cognitive skill of interpreting written language, comprehending its significance, and incorporating it into the reader's

existing knowledge. According to Yuliah and HS (2021), reading comprehension refers to the cognitive processes involved in constructing an understanding of the written text. These processes encompass a range of complex abilities, including integrating existing knowledge and experiences with the information presented in the discourse.

Secondly, the implementation of the Directed Reading Thinking Activity (DRTA) has resulted in a noteworthy enhancement of students' performance in reading classes. The implementation of the Directed Reading-Thinking Activity (DRTA) has the potential to enhance students' reading comprehension abilities. The experimental group demonstrated improved reading comprehension as a result of receiving treatment through the Directed Reading Thinking Activity (DRTA) over the course of approximately ten sessions. During the initial stages of the first and second meetings, students may experience a sense of perplexity regarding the proper execution of the DRTA protocol. Subsequently, the researchers reiterate and endeavor to stimulate the participants' cognitive faculties. However, during the third to sixth sessions, the students exhibited increased motivation to comprehend and internalize the procedural aspects of the subject matter. During the seventh through tenth sessions, the students became familiar with the Directed Reading-Thinking Activity (DRTA) as a method for enhancing their reading comprehension skills. The utilization of this approach facilitated comprehension and aided in identifying the central theme or pertinent details within the given text. The participants experienced positive outcomes upon implementation of the researchers' approach. The Directed Reading Thinking Activity (DRTA) model emphasizes engaging students fully in the learning process, enabling them to locate and comprehend the material being studied, and establishing connections to real-life situations. This approach aims to motivate students to apply their acquired knowledge in practical contexts. (Nerim, 2020; Wijaya & Zulaeha, 2021). The teacher had to devise a learning strategy, as per Oxford's (2017) definition of learning strategy as a product of the interplay between individuals and their environment.

Thirdly, there is a discernible difference in the outcomes between the post-test results of the control group and the experimental group of students. The post-test results of the students in both the control and experimental groups have been interpreted by the researchers. The post-test scores of the students in the experimental group were higher than those in the control group. The cause of the issue was attributed to the researcher's utilization of the teacher's method in the control group. In the experimental group, the post-test scores of the students were comparatively higher or at a satisfactory level. The researchers implemented Directed Reading Thinking Activity (DRTA) as an instructional strategy to facilitate English language acquisition, specifically in the area of reading, for

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the experimental group of students. ¹ The implementation of the Directed Reading-Thinking Activity (DRTA) facilitated the experimental group's engagement in active reading practices, allowing them to draw upon their prior knowledge to identify relevant information pertaining to the topic at hand. The acquisition of fundamental professional knowledge is crucial in facilitating learning through the use of instructional tactics, materials, and media that are closely linked to the observed learning outcomes. Thus, implementing an effective strategy may enhance students' comprehension of reading material.

DRTA presents several benefits to students. For instance, the DRTA approach encompasses a range of reading techniques that educators can employ and acknowledges the differences that may arise among students. ¹² The Directed Reading Thinking Activity (DRTA) is an instructional strategy that involves predicting and previewing the text to enhance students' comprehension of the material they have already read. This methodology highlights the significance of education for pupils, as it encompasses not only the acquisition of knowledge but also the readiness for forthcoming endeavors. The aforementioned approach has the potential to be implemented across a diverse range of disciplines, encompassing both substance and methodology.

⁴⁷ The findings of the current investigation were in line with the outcomes of Fahira et al.'s (2022) scholarly inquiry. According to the results, ³¹ the experimental group's average post-test score was 83.54, whereas the control group's average post-test score was 70.43. The results indicate that the utilization of Directed Reading Thinking Activity (DRTA) (Menawarti & Sunarti, 2020) ¹⁰ had a significant effect on improving reading comprehension. As per the findings of the second study, the experimental group exhibited an average after-test score of 70.24, whereas the control group demonstrated an average post-test score of 55.21. The aforementioned statement suggests that the execution of Dynamic Reading and Thinking Assessment (DRTA) had a noteworthy influence on the ability to understand written text. Safitri et al. (2022) reported that the experimental group demonstrated an average after-test score of 81.44, whereas the control group exhibited an average score of 74.62. The findings suggest that the utilization of Directed Reading-Thinking Activity (DRTA) had a significant influence on the subjects' reading comprehension. Zufriady (2021) reported that the experimental group demonstrated an average after-test score of 80.16, whereas the control group exhibited an indicative subsequent test score of 73.81. The findings indicate that the utilization of Directed Reading Thinking activities (DRTA) had an important influence on the subjects' reading comprehension. Winarni et al. (2018) reported that the experimental group demonstrated a typical after-test rating of 77.63, whereas the

control group exhibited a suggestive subsequent test score of 66.03. The results indicate that implementing Directed Reading-Thinking activities (DRTA) has a significant influence on improving reading comprehension. Based on the previous research, the researchers concluded that the disparities are presented in comparing to previous studies. These disparities can be attributed to differences in research methodology and the characteristics of the textual material utilized. The research endeavors mentioned above utilized qualitative and quantitative methodologies, and the literary materials employed were primarily descriptive.

CONCLUSION AND SUGGESTION

The researchers have concluded that the implementation of the Directed Reading Thinking Activity (DRTA) has led to a significant improvement in the reading comprehension skills of students, based on the presented findings and interpretations. Subsequently, the implementation of the Directed Reading Thinking Activity (DRTA) has resulted in a noteworthy enhancement in students' reading comprehension skills in contrast to those who received instruction through the methodology utilized by the school's teacher.

The researchers aimed to disseminate their findings on the learning and teaching process to English teachers, to improve the educational experience and foster positive outcomes. The achievement of the goal relied on the teacher's capacity to handle the situation efficiently. The educational institution utilized creative teaching methods and various multimedia tools to enhance student involvement and cultivate an optimal atmosphere for learning. This intervention aimed to alleviate the adverse impacts of anxiety, monotony, and tension that students may encounter while developing their reading comprehension abilities. Implementing Directed Reading and Thinking Assessment (DRTA) offers a unique approach for educators to capture the attention and involvement of their students effectively. Therefore, this methodology has exhibited effectiveness in facilitating the development of reading comprehension skills.

The researchers suggest that students should actively express and develop ideas during reading comprehension activities after receiving instruction using the Directed Reading-Thinking Activity (DRTA) method. The researchers strongly advocate for the future adoption of DRTA as a preferred pedagogical approach among students. To enhance reading comprehension outcomes, it is advantageous for individuals to participate in pleasurable learning experiences.

The insights provided by other scholars regarding the findings of this study can serve as a foundational reference and supplementary material for future researchers interested in *Linguists: Journal of Linguistics and Language Teaching*
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exploring the field of reading instruction. The findings presented in this study serve as a fundamental basis for future research endeavors, considering the diverse range of variables and conditions involved. Subsequent researchers may consider the constraints inherent in the findings presented within this study in order to undertake more rigorous investigations.

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