

## **The Use of the Directed Reading Thinking Activity (DRTA) Strategy in Enhancing Students' Reading Comprehension**

**Nelfia, Izzati Gemi Seinsiani**

Universitas Negeri Semarang

nelfia@students.unnes.ac.id

DOI: <https://doi.org/10.15294/elslt.v1i1.386>

QRCBN 62-6861-2530-756

### **ABSTRACT**

This study aims to investigate the implementation of the Directed Reading Thinking Activity (DRTA) strategy in enhancing students' reading comprehension. The research employed a qualitative descriptive approach to explore how the DRTA strategy was implemented and to find out the students' perceptions of using DRTA to enhance their reading comprehension skills. The data were collected through observations, interviews, and questionnaires. The findings revealed that the Directed Reading Thinking Activity (DRTA) Strategy can enhance students' reading comprehension and foster critical thinking. Moreover, students perceive the DRTA strategy positively, significantly increasing their motivation and interest in reading skills. Additionally, this study suggests that the DRTA strategy should be implemented by combining digital tools and group-based activities to enhance the learning experience and make it more engaging and collaborative.

**Keywords:** Directed Reading Thinking Activity; Reading Comprehension; Implementation; Perceptions

### **INTRODUCTION**

English is regarded as a compulsory subject that should be taught at school. Regarding that, English as a foreign language has been taught at all levels of education in Indonesia,

from elementary school to university. Teaching English as a foreign language in Indonesia aims to equip students to communicate in written and spoken English (Arisetyawati, 2017). To achieve comprehensive communication, students must learn four fundamental language skills: listening, speaking, reading, and writing (Brown, 2000).

In teaching English as a foreign language, reading is one of the four language skills students should master (Akmal, 2018). It is important because it can increase students' insight, knowledge, and vocabulary. According to Welson (2020), Reading is a vital skill through which people acquire knowledge, gain experience, and develop a deeper understanding of the world. Reading is a necessary skill that must be complemented by the ability to comprehend its content, enabling understanding of the information included in various texts (Sunarti & Fatma Mernawati, 2022). According to Nunan, as cited in Hasan (2017), reading requires obtaining meaning and making sense of the printed word.

Furthermore, as cited in William (1984), reading is a process whereby one examines and comprehends what has been written. It means that reading is a competence that students must use to gather information from written texts, such as drawing conclusions and identifying main ideas. To understand the information in the text, the learners need to comprehend what they read.

Reading consists of two main components: word recognition and comprehension. The two components are interrelated. Word recognition skills help readers to understand the structure of the text. Meanwhile, comprehension enables readers to understand the text's content more deeply and with a richer, more nuanced meaning. The better the word recognition skills, the better the reading comprehension skills. The main objective of reading is comprehension. Comprehension is simply the ability to understand specific information accurately and effectively. Learners must comprehend what they read to understand the meaning of the text. According to Wolley (2011), as cited in Hayu Novendiana et al. (2016), reading comprehension is the process of making meaning from the text. Reading comprehension can be defined as the process of making

meaning from a particular type of text Arisetyawati (2017). However, many students have difficulty with reading comprehension. They fail to determine the topic, main idea, inference, reference, and generic structure of reading English texts. When students read English text, they focus on the translation, even though gaining a lot of information and knowledge after reading is the most important thing.

Based on the writer's observations and interviews with some eighth-grade students at Bimbel Aksara, some problems contribute to students' struggles in reading comprehension. The lack of vocabulary significantly affects the students' struggle with reading comprehension. A restricted vocabulary can impede students' ability to comprehend the nuances of complex vocabulary and diverse terminology encountered in reading material. In a second language, vocabulary is the core of all language skills. Improving listening skills involves hearing sentences composed of various vocabulary words, and an abundance of vocabulary can be acquired by increasing reading frequency. Mastery of a vast vocabulary can support reading skills, making it easier for students to understand the sentences they read. Furthermore, enriching vocabulary can help students develop a more effective writing style and choose appropriate diction.

Additionally, some students feel that teachers' learning methods are less attractive. Then, they become quite bored with learning activities due to the frequent use of conventional techniques, such as asking students to read and re-enact dialogues or texts available in front of the class. Arini and Wahyudin (2022) suggest that utilizing more engaging learning methods is an alternative approach for teachers to encourage students to become more active and enthusiastic about learning, thereby enhancing their English skills.

Teaching strategy is one of the key elements that attracts and helps students improve their reading comprehension skills. The teacher should apply an effective strategy to interest students in reading activities. Various strategies, methods, and approaches can be employed in teaching reading comprehension, including top-down, bottom-up, interactive, Know What Learn (KWL), Directed Reading Thinking Activity (DRTA), and Guided Reading (Yazdani & Mohammadi, 2015).

Directed Reading Thinking Activity (DRTA) strategies could be one way to address the issue of students' reading skills through a reading strategy. The Directed Reading Thinking Activity (DRTA) strategy is a method that can enhance student comprehension through reading by generating questions, making predictions, and refuting those predictions about the text being read (Dewi et al., 2023; Welson, 2020). According to Blachowicz and Ogle (2008), the basic DRTA involves a teacher working with each student to read one or more short stories, pausing, and reflecting on the teacher's chosen stopping point. In this approach, students are directly involved in the process, as they are directed to actively participate and demonstrate their understanding while reading (Dewi et al., 2023). The DRTA method is suitable for improving reading skills because students must actively present their predictions directly to the teacher and their peers.

The DRTA is a system that assists students in expanding and clarifying the meaning of texts, preparing for reading, and guiding their interactions with texts. In the DRTA strategy, students are guided through making predictions, silent reading, and proving or refuting their predictions (Hayu Novendiana et al., 2016). In the prediction process, teachers assist students in setting aside time for reading and deliberating on the topics they will read before starting. The students can predict what they will read. Predictions involve making assumptions or forecasts about the content of the text. The following process is silent reading, in which the teacher asks the students to read the text silently. They keep reading until it is determined whether the information they are reading about their predictions is accurate. During the silent reading, they can rewrite their incorrect predictions with a new hypothesis. The final process involves proving or refuting, where students must substantiate their predictions based on the information they have read. Students can confirm this by showing sentences or words that clarify their predictions to their teacher and classmates.

There has been extensive research on the DRTA strategy in reading, including in English language learning. Several previous studies focused on improving reading skills, which are categorized into three levels: using DRTA at the elementary,

junior high, senior high, and university levels.

First, Several researchers have studied the use of the DRTA strategy in Elementary schools (Ardhian, 2020; Cubillas & Pardo, 2023; Dlundla, 2024; Febriyanto, 2020). Ardhian (2020), Cubillas (2023), and Dlundla (2024) research states that the use of the Directed Reading Thinking Activity Strategy can help students enhance their reading comprehension. Additionally, Febriyanto (2020) motivated students by emphasizing the importance of reading and understanding it in elementary school. Specifically, this study aims to determine the effectiveness of using photo story media in the DRTA method to enhance students' ability to understand stories deeply.

Second, several researchers conducted studies on using the Directed Reading Thinking Activity strategy in Junior High School (Dewi et al., 2023; Oktaviana & Rufinus, 2017; Miranda, 2025; Mulyani & Rizqiya, 2022; Nerim, 2020; Panjaitan & Siagian, 2020; Purwandari, 2022; Rusli et al., 2015; Satriani et al., 2022; Yazdani & Mohammadi, 2015). Miranda (2025) and Nerim (2020) used DRTA to enhance students' reading comprehension skills. Rusli et al. (2015), Oktaviana and Rufinus (2017), Mulyani & Rizqiya (2022), and Satriani et al. (2022) used DRTA to improve students' reading comprehension through reading text (descriptive and narrative text). Meanwhile, Dewi et al. (2023) employed DRTA to promote active reading comprehension and critical thinking, enhancing understanding of the text. Purwandari (2022) researched the role of DRTA and reading attitude in improving students' reading comprehension. Yazdani and Mohammadi (2015) conducted a study to examine the impact of using the Directed Reading Thinking Activity (DRTA) and Guided Reading (GR) on reading comprehension. Panjaitan and Siagian (2020) examined whether students' reading comprehension improved after using the DRTA strategy by comparing their results before and after the treatment.

Third, several researchers have conducted studies on the use of the Directed Reading Thinking Activity strategy in Senior High School (Akmal, 2018; Aprilia et al., 2023; Arisetyawati, 2017; Hasan, 2017; Hayu Novendiana et al., 2016; Ismail, 2018; Lusyani, 2019; Puspita Dewi et al., 2023; Ramayanti & Hamzah,

2024; Situmorang et al., 2023).

Fourth, several researchers have studied using the Directed Reading Thinking Activity in higher education (Hanafi & Septiana, 2022; Megawati, 2019; Welson, 2020). Hanafi and Septiana (2022) and Megawati (2019) conducted a study to investigate the effectiveness of using DRTA in improving reading comprehension. Rizk Samy Welson's (2020) research utilized DRTA to investigate its impact on enhancing reading comprehension and metacognitive awareness.

Based on previous studies, the researcher concludes that using the Directed Reading Thinking Activity (DRTA) as a learning strategy for enhancing students' reading comprehension shows positive results. The research found that students' reading comprehension increased after using DRTA as a learning strategy. However, previous studies have focused primarily on reading comprehension skills, rather than other aspects. This study focuses on students' reading comprehension skills and discusses different aspects of the students' perspectives on using the DRTA strategy in English learning.

Based on the statements above, this study aims to: (1) explain how the Directed Reading Thinking Activity strategy was applied in Bimbel Aksara, and (2) find out the students' perspectives on using the Directed Reading Thinking Activity strategy in enhancing students' reading comprehension. In addition, this study will be conducted with the following limitations: (1) this study will be restricted to eighth-grade students studying Bimbel Aksara, and (2) this study will be limited in scope to reading comprehension skills.

## **METHODS**

This research employed a descriptive qualitative approach. The researcher employed a descriptive research approach to describe the process of students' reading comprehension using the DRTA strategy. According to Creswell (2013), qualitative research is used to explore and gain an in-depth understanding of the implementation process and participants' subjective experiences within their natural

learning environment.

This research was conducted at Bimbel Aksara, Kayen. The research participants included one teacher and 7 students from grade 8. In the 8th grade, students' reading abilities vary in comprehension and vocabulary. This condition enables the researcher to observe how the DRTA strategy affects students from diverse backgrounds, enriching the collected data.

This study employed three primary qualitative data collection techniques to address the research questions: observation, questionnaires, and interviews. Observations were conducted to examine how the Directed Reading Thinking Activity (DRTA) strategy was implemented during reading instruction. Throughout the observation sessions, detailed field notes were taken to systematically document the instructional sequence, teacher-student interactions, and students' responses to the strategy. The researcher utilized an open-ended questionnaire as one of the data collection instruments to gain deeper insights into students' perceptions of implementing the Directed Reading Thinking Activity (DRTA) strategy in reading instruction. An open-ended questionnaire is a type of survey that allows respondents to answer in their sentences without being limited by predetermined answer choices. The questions are designed to encourage students to express how they understand the processes of making predictions, reading progressively, and evaluating the content of reading based on their initial thoughts and reactions. This instrument also determines how much the DRTA strategy affects students' interest and engagement in reading activities. Participants referenced in this study are identified using codes consisting of the letter "Q" followed by a sequential number (Q1, Q2, Q3, etc.), to maintain confidentiality and clarity in data presentation.

Additionally, semi-structured interviews were conducted with a selected group of students. The researcher chose three students actively engaged in learning as interviewees using purposive sampling to participate in in-depth interviews regarding their opinions of the DRTA strategy. This interview aims to explore learners' perceptions, engagement, and the perceived impact of the DRTA strategy on their reading comprehension. Three students who participated in the

interviews were identified using codes, such as I (Informant), followed by a sequential number (I1, I2, and I3).

For analyzing the data, this study followed the five steps of qualitative data analysis as outlined by Creswell (2013). The five steps are organizing, reading, coding, classifying, and interpreting. All data obtained from interviews, questionnaires, and observations are transcribed, systematically organized, and stored in an orderly format to facilitate the analysis process and maintain data consistency. The next step is to code the data, which involves assigning labels or codes to the transcripts' key elements related to the research focus. These codes are then grouped into broader categories and developed into the main themes that address the research questions. In the final stage, the researcher interprets the meaning of the analyzed data by comparing the findings in the field with existing theories and previous research results to obtain a comprehensive conclusion.

## **RESULTS AND DISCUSSION**

This chapter elaborates on the research findings obtained through multiple data collection instruments, including observations, open-ended questionnaires, semi-structured interviews, and relevant documentation. The data were systematically analyzed using the formulated research questions to provide comprehensive and critical insight into implementing the Directed Reading Thinking Activity (DRTA) strategy and students' perceptions of its effectiveness within the instructional setting of Bimbel Aksara.

### **Implementation of the Directed Reading Thinking Activity Strategy**

#### ***1. Preparation and Planning***

Applying the Directed Reading Thinking Activity (DRTA) strategy at Bimbel Aksara began with the teacher's thoughtful and well-structured planning. One of the most crucial early steps was selecting the appropriate reading text. Teachers must pay close attention to the level of challenge in a text, ensuring it matches the students' reading level. If the text is too difficult, students



may feel confused or overwhelmed; however, if it is too easy, they will not be challenged to think deeply or critically.

Based on the interviews with Teacher A (T1), in this implementation, the teacher deliberately selected narrative reading materials with the title “The Brave Little Tailor” suitable for eighth-grade junior high school students.

***“I choose texts that are not too long, and the content is close to their experiences. I also select texts relevant to students’ daily lives, so they are more interested and motivated to read.”(T1, Interview)***

The teacher selected narrative texts suitable for eighth-grade students, taking into account their relevance and appeal. The clear structure of narrative texts, from introduction through conflict to resolution, aligns with the DRTA strategy, as these texts enable students to make predictions, verify their thoughts while reading, and engage in reflection and critical thinking.

In addition to selecting texts, teachers prepare a series of prediction questions to guide students before and during reading. The purpose of these questions is twofold: first, to activate students’ prior knowledge, and second, to encourage them to anticipate the subsequent content. Teachers also carefully plan how student interactions will occur during the lesson, including how to facilitate discussion of predictions, peer verification, and whole-class reflection. This stage aligns with Stauffer’s (1969) statement that well-prepared questions in DRTA encourage students to engage in purposeful reading and critical thinking.

## **2. Pre-Reading Stage**

The pre-reading stage in the DRTA session emphasized activating students’ background knowledge and encouraging them to make predictions based on limited information. During this stage, the teacher played a key role in supporting students’ predictive thinking by analyzing textual features such as the title, visual elements, and introductory lines. This

approach aimed to trigger students' prior knowledge and help them anticipate upcoming information in the text.

Students often show high enthusiasm for learning through narrative texts at this stage, although some may also feel confused. As one student stated, ***"Initially, I was confused, but over time, I became familiar with how the process works."*** (I1, Interview). Feeling confused at the beginning is a natural response to a reading strategy that requires active participation and predictive thinking. Over time, students understood this process more clearly, reflecting growth in their reading awareness and metacognitive skills. This implies that students' increased readiness to engage in strategic and reflective reading will be evident in future learning contexts. For example, some students ask, "What is the theme in the story?" reflecting their curiosity about narrative elements. Observations and surveys reveal that most students feel more prepared to read after participating in discussions about the text. Initially hesitant students become more confident when their peers have similar questions and confusion. This creates a supportive learning environment where students feel comfortable sharing their ideas and asking questions, increasing their engagement in the learning process.

### **3. While Reading**

During the while-reading stage, students read the text in segments and pause periodically to confirm or revise their predictions. This verification process helped them stay focused and develop a purposeful reading habit. The teacher facilitated this stage by prompting students with reflective questions such as, *"Does the story go as you predicted?"*, *"What made you change your prediction?"*, *"What new information have you discovered? Does it support or contradict your initial assumptions?"*, *"What evidence in the text convinces you (or causes you to doubt) your predictions?"* and *"If the story begins to deviate from what you imagined, what do you anticipate will happen next?"* were used to challenge students' thinking and support the development of inferencing skills.

The teacher's use of probing questions enhanced

students' critical engagement. A student shared, ***"When the teacher asked if the story related to my prediction, it made me realize I needed to analyze my fault and read more carefully to align with the storyline."*** (Q3, Questionnaire). This suggests that teacher intervention was effective in helping students monitor their comprehension and align their interpretations with the actual text.

#### **4. Post-Reading**

Encouraging collaborative learning and enhancing students' analytical thinking abilities are the objectives of the post-reading phase. In this stage, students discuss their understanding and reflections. The teacher guides the reflection process by asking students to compare their initial predictions with the storyline and identify the key terms.

One student stated, ***"Sometimes my predictions weren't accurate, but discussing them with my friends helped me understand the storyline better."*** (I2, Interview). The informant's (Student 2) statement suggests that the post-reading discussion process in the DRTA strategy facilitates students' revision of their understanding of the text. Although the initial predictions made by students are not always accurate, through reflective activities and discussions with peers, students can compare their knowledge with others, gain new perspectives, and ultimately comprehend the storyline more comprehensively. This demonstrates that discussion and exchanging perspectives in the final stage of DRTA play a crucial role in enhancing students' reading comprehension and fostering critical thinking skills.

### **Students' Perceptions of Using the Directed Reading Thinking Activity Strategy**

#### **1. Learning experience**

Most students reflected positively on their learning experiences using the Directed Reading Thinking Activity (DRTA) strategy. They observed that the strategy enhanced the reading lessons by making them more enjoyable, interactive, and meaningful. When asked to describe their most memorable experience during DRTA-based reading lessons, several students recalled moments of successful

predictions: ***"It is unreasonable to predict, yet my prediction is accurate and correct, quite remarkable."***(Q2, Questionnaire) This indicates that the DRTA strategy has successfully encouraged students to think critically and confidently make hypotheses, even when unsure of their answers. Aligns with Stauffer (1969), the developer of the DRTA strategy, a learning environment where students don't just receive information from the text, but actively build meaning by making predictions, checking their understanding, and reflecting on what they've read. Through those activities, students become more engaged in the reading process and experience an improvement in their understanding of the text. Other studies support these findings. For instance, Azzahara et al. (2024) demonstrates that the DRTA strategy not only enhances motivation and reading learning outcomes but also creates positive emotional responses in students, making them feel more engaged and connected to the texts being read. The feeling of surprise and satisfaction when predictions prove correct reflects students' growing emotional and cognitive engagement in reading activities, which ultimately contributes positively to the development of reading comprehension skills.

Another student emphasized the interactive aspect of the lessons, ***"I greatly enjoy it as it deepens my understanding and makes reading less monotonous."***(Q3, Questionnaire) Through the DRTA steps, such as predicting the content of the reading, engaging in active reading, and verifying predictions, students are directly involved in a profound critical thinking process concerning the text being read. In addition to playing a crucial role in enhancing reading comprehension skills, using the DRTA strategy minimizes boredom in reading activities, which are often monotonous. Similarly Dewi et al. (2023), quantitative research results indicate that the DRTA strategy significantly enhances understanding and critical reading skills. Furthermore, prediction and active engagement in reading create a dynamic and enjoyable classroom.

## **2. Increased Engagement, Focus, and Interest**

The Directed Reading Thinking Activity (DRTA)

strategy has been proven to enhance student engagement and focus during reading sessions, directly contributing to the development of their reading comprehension skills. Predicting and engaging in discussion enhanced students' sense of involvement in the reading process.

Several students expressed, ***"During the question-answer session, I asked a question that might be challenging for me. When the teacher gave a question, I volunteered to answer it, as I had already understood it."***(I1, Interviews) In the questionnaire data that inquired about the most memorable part of the DRTA learning process, ***"Perhaps during the question-answer session, it becomes more engaging, resulting in a more interactive experience between the teacher and the students."***(Q1, Questionnaire) Another student stated that there is a different atmosphere when using the DRTA: ***"Yes, it feels different. The teacher and students will be more interactive, and the students will be more collaborative with their peers."***(Q2, Questionnaire) This statement indicated that a discussion space in the DRTA strategy created a participatory learning environment, encouraging students to ask questions and express their opinions.

Regarding focus, almost all students stated that the DRTA strategy helps them concentrate better while reading. The step-by-step learning offered by DRTA made students read the text passively and led them to follow a systematic way of thinking from beginning to end. This was conveyed through students' statements such as: ***"More focused because of understanding and enjoying the story,"***(Q4, Questionnaire) and ***"Yes, because we must focus to make accurate predictions."***(Q2, Questionnaire) The necessity to think ahead and verify their understanding helps students engage more deeply and read more critically. Stauffer (1969) argued that when students are invited to hypothesize and confirm their prediction, they naturally become more focused and critical in their reading.

### 3. *Perceived Benefits of DRTA Strategy*

The findings indicate that students consistently experience various benefits from using the Directed Reading Thinking Activity (DRTA) strategy in reading instruction. One of the most frequently mentioned benefits is improving their ability to understand texts more easily and enjoyably. One student stated, ***“Reading becomes more exciting and easier to comprehend without repetition.”(I1, Interviews)*** This statement indicated that with the implementation of a systematic and interactive strategic structure, students found the reading process to be more efficient and less confusing.

Using the DRTA strategy also encouraged the formation of reflective and critical reading habits. A considerable number of students have reported that this strategy is effective in enhancing their cognitive abilities. One of the students said, ***“Yes, because this strategy can enhance our cognitive abilities,”(I3, Interviews)***, and others added, ***“It should be continually utilised, especially when the text is complex.”(Q1, Questionnaire)*** These responses indicated that students began to recognise that reading was not merely a mechanical process of decoding words but an active and thoughtful engagement with the text. The structured nature of DRTA, which requires continuous prediction, questioning, and verification, appeared to cultivate students’ awareness of reading as a process that involves higher-order thinking and self-monitoring.

The cognitive benefit of DRTA has also been supported by Utami and Sugirin (2019) researchers who concluded that DRTA significantly fosters higher-order thinking skills. Students in their research reported becoming more aware of their reading process and more capable of self-monitoring and self-correcting while reading. Furthermore, Stauffer (1969) emphasized that the power of DRTA lies in its ability to train students to become independent and reflective readers through an inquiry-based, continuous prediction process and verification.

#### 4. Challenges

Although students generally responded positively to the use of DRTA, several challenges were identified during the implementation. One of the most frequently mentioned difficulties was the cognitive demand to make accurate predictions. Some students struggled to make logical guesses due to unfamiliar vocabulary or abstract ideas. ***“Making unreasonable predictions and using complex vocabulary”(Q4, Questionnaire)***, and ***“When asked to make a prediction, I was confused as I was not yet familiar with the story.”(Q7, Questionnaire)*** This aligns with the findings of Utami & Sugirin (2019). However, the DRTA strategy effectively enhances reading comprehension; it may be challenging for students with low vocabulary proficiency or limited background knowledge. Several students struggled to make accurate predictions in their study due to numerous unfamiliar words or complex text structures. This supports the current research results, indicating that while DRTA is theoretically sound, it still requires additional support or guidance for students at the early stages of reading proficiency.

Some participants noted that DRTA required more time than usual reading sessions, which occasionally disrupted lesson flow and caused fatigue. One student stated, ***“This strategy takes more time and sometimes makes me tired”(Q6, Questionnaire)*** and ***“the drawback is that it takes too long and requires too much thinking.”(Q5, Questionnaire)*** This suggests that while DRTA encourages deeper thinking, it may also challenge students’ stamina and classroom time efficiency. Furthermore, Akmal (2018) explained that although the DRTA strategy is effective for training higher-order thinking skills, the continuous demands for thinking can burden students if not well guided. Students are required to continuously predict, evaluate, and comprehend the content of the reading in depth, which necessitates a significant amount of focus and energy. This can cause students to feel exhausted, especially

during prolonged reading sessions or when reading texts that are challenging to understand.

## CONCLUSION

The findings of this study reveal that implementing the Directed Reading Thinking Activity (DRTA) strategy significantly enhanced students' reading experiences, engagement, and comprehension abilities. Students perceived DRTA as an effective and enjoyable method that transformed reading lessons into more interactive, thought-provoking, and purposeful activities. Through the structured phases of prediction, verification, and reflection, DRTA increased students' focus and participation and cultivated their critical thinking and confidence in interpreting texts.

Most students appreciated the strategy's capacity to make reading more meaningful and less monotonous. They reported a greater sense of involvement in the learning process, which was reflected in their willingness to ask questions, engage in discussions, and reflect on the content. Furthermore, students identified clear cognitive benefits, particularly in how DRTA helped them predict content, verify their assumptions, and deepen their understanding of the material.

Despite these advantages, some challenges emerged. The cognitive demand of making accurate predictions was cited as difficult, especially when faced with unfamiliar vocabulary. Additionally, the extended time required to implement DRTA effectively sometimes led to fatigue and disrupted lesson pacing. Based on these conclusions, several suggestions can be offered. First, using digital tools and group-based activities to make the learning experience more engaging and collaborative. It reflected a desire for a more dynamic and interactive classroom environment. Second, time efficiency emerged as a recurring concern among students. While the DRTA strategy was acknowledged for promoting deeper cognitive engagement, some students perceived it as overly



time-consuming. To address this issue, they recommended that DRTA sessions be structured with more explicit time constraints while preserving opportunities for discussion and reflection. Third, further research should be better prepared and more optimal. It is expected that the next researcher will need to increase their sample size by utilizing a large sample and employing a different focus text, such as a procedure text, descriptive text, or report text.

## REFERENCES

- Akmal. (2018). The Effects of Directed Reading Activity Strategy ( DRTA ) in Descriptive Reading Texts. *Journal of Science and Social Research*, 4307(August), 116–121.
- Aprilia, D., Herlina, H., & Mortini, A. V. (2023). the Implementation of Direct Reading Thinking Activity To Improve Reading Comprehension. *Esteem Journal of English Education Study Programme*, 6(1), 117–124. <https://doi.org/10.31851/esteem.v6i1.10225>
- Ardhian, T. (2020). Reading and critical thinking techniques on understanding reading skills for early grade students in elementary school. *International Journal of Instruction*, 13(2), 107–118. <https://doi.org/10.29333/iji.2020.1328a>
- Arini, M., & Wahyudin, A. Y. (2022). Students' Perception on Questionning Technique in Improving Speaking Skill Ability At English Education Study Program. *Journal of Arts and Education*, 2(1), 57–67. <https://doi.org/10.33365/jae.v2i1.70>
- Arisetyawati, S. A. K. (2017). The Effect of Directed Reading Thinking Activity In Cooperative Learning Setting Toward Students' Reading Comprehension Of The Eleventh Grade Students. *Journal of Psychology and Instructions*, 1(2), 88. <https://doi.org/10.23887/jpai.v1i2.10364>
- Azzahara, G. A., Bachtiar, B., & Ruminda, R. (2024). The Impact of Directed Reading Thinking Activity Strategy in Increasing Students' Reading Motivation and Learning Achievement. *Edumaspul: Jurnal Pendidikan*, 8(1), 873–880. <https://doi.org/10.33487/edumaspul.v8i1.7730>

- Blachowicz, C. L. Z., & Ogle, D. (2008). Reading Comprehension: Strategies for Independent Learners. Second Edition. In *Guilford Publications*.
- Creswell, J. W. (2013). *Qualitative Inquiry and Research Design* (3rd ed.).
- Cubillas, A. U., & Pardo, S. M. W. (2023). Enhancing Pupils' Narrative Text Reading Comprehension in Mother Tongue through Directed Reading Thinking Activity. *International Journal of Membrane Science and Technology*, 10(2), 608–614. <https://doi.org/10.15379/ijmst.v10i2.1272>
- Dewi, A. L., Ainol, A., & Kholili, A. (2023). Directed Reading Thinking Activity (DRTA) Strategy on Students' Reading Comprehension of Narrative Text. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 10(1), 120. <https://doi.org/10.33394/jo-elt.v10i1.7302>
- Dludla, S. (2024). Teaching strategies used by English First Additional Language teachers in teaching reading for comprehension. *Edelweiss Applied Science and Technology*, 8(6), 6717–6729. <https://doi.org/10.55214/25768484.v8i6.3446>
- Febriyanto, B. (2020). Effectivity Photo Story Media Usage in Direct Reading Thinking Activity Methods Towards Ability Understanding Stories Skills of Elementary School Students. In *Journal of Physics: Conference Series* (Vol. 1477, Issue 4). <https://doi.org/10.1088/1742-6596/1477/4/042038>
- H. Douglas Brown. (2000). *Douglas. Teaching by Principles\_ An Interactive Approach to Language Pedagogy ( PDFDrive ).pdf* (pp. 17–491).
- Hanafi, M., & Septiana, A. R. (2022). Drta Strategy on Students' Reading Comprehension. *Jurnal Eduscience*, 9(2), 543–554. <https://doi.org/10.36987/jes.v9i2.3071>
- Hasan. (2017). The Effect of DRTA on Students' Reading Comprehension for State Islamic Senior High School. *Journal of English and Arabic Language Teaching*, 8(2), 140–148.
- Hayu Novendiana, F., Tasnim, Z., & Arya Wijaputra, B. (2016). The Effect of Using Directed Reading Thinking Activity

- (DRTA) Strategy on the Tenth Grade Students' Reading Comprehension Achievement at MA Unggulan Nuris Jember. *Jurnal Edukasi*, 3(3), 43. <https://doi.org/10.19184/jukasi.v3i3.4309>
- Ismail, M. (2018). The Use of Directed Reading Thinking Activity (Drta) to Improve Students Reading Comprehension of the First Grade of Smk Pembangunan Kota Ternate Mirna ismail. *Langua: Journal of Linguistics, Literature, and Language Education*, 1(1), 42-48. <https://doi.org/https://doi.org/10.5281/zenodo.1412229>
- Lusi Oktaviana, Albert Rufinus, L. S. (2017). *Narrative Text Through Directed Reading-Thinking*. 1-11.
- Lusyani, F. (2019). THE EFFECT OF DIRECT READING THINKING ACTIVITY (DRTA) ON STUDENTS'READING COMPREHENSION. *Getsempena English Education Journal*. <https://ejournal.bbg.ac.id/geej/article/view/865>
- Megawati. (2019). The Effect Directed Reading Thinkig Activity (DRTA) Strategy on Students' Reading Comprehension (An Experimental Study in STKIP Kusuma Negara Jakarta) Megawati STKIP Kusuma Negara Jakarta. *Getsempena English Education Journal (GEEJ)*, 6(2), 172-181.
- Miranda, A. (2025). *Experimental Study on the DRTA Strategy: Improving Arabic Reading Activeness in Madrasah Tsanawiyah Batu*. 5(1), 80-92.
- Mulyani, R., & Rizqiya, R. S. (2022). the Implementation of Directed Reading Thinking Activity (Drta) Strategy in Teaching Reading Descriptive Text Using Discovery .... *Journal of English Education*), 5(3), 505-511. <http://journal.ikipsiliwangi.ac.id/index.php/project/article/view/6060>
- Nerim, N. (2020). Scrutinizing Directed Reading Thinking Activity (Drta) Strategy on Students' Reading Comprehension. *Journal of Languages and Language Teaching*, 8(2), 128. <https://doi.org/10.33394/jollt.v8i2.2284>
- Panjaitan, N. B., & SIAGIAN, Y. L. (2020). the Use of Directed Reading Thinking Activity Strategy To Enhance Students'

- Reading Comprehension. *Abstract Proceedings International Scholars Conference*, 7(1), 2176–2190. <https://doi.org/10.35974/isc.v7i1.1045>
- Purwandari, D. (2022). Direct reading thinking activity and students' reading comprehension: An experimental research. *Research and Innovation in Language Learning*, 4(3), 231. <https://doi.org/10.33603/rill.v4i3.5261>
- Puspita Dewi, J. S., Astrid, A., & Ilma, R. (2023). The Effect of Directed Reading Thinking Activity (DRTA) Strategy on Students' Reading Comprehension. *Linguists : Journal Of Linguistics and Language Teaching*, 9(1), 44. <https://doi.org/10.29300/ling.v9i1.10285>
- Ramayanti, S., & Hamzah, I. (2024). The Effectiveness of the Directed Reading Thinking Activity (DRTA) Strategy in Jordanian EFL Tenth-Grade Students' Reading Comprehension. *Dirasat: Human and Social Sciences*, 51(6), 267–288. <https://doi.org/10.35516/hum.v51i6.2961>
- Rizk Samy Welson, M. (2020). The Directed Reading Thinking Activity for Enhancing Reading Comprehension and Metacognitive Awareness among English Department Faculty of Education Students. *Journal of Education and Social Research*, 3(31), 101–69. <https://doi.org/10.21608/jfeb.2020.122181>
- Rusli, R., Ali, S. U., & Firmansyah. (2015). *Using Directed Reading Thinking Activity (Drta) Technique To Improve Students Reading Comperehension*. 12(1), 1–27.
- Satriani, Rahman, W. Z., Hikmah, N., & Fahira, A. (2022). Students Reading Comprehension Strategy: Directed Reading Thinking Activity (Drta). *Indonesian Journal of Research and Educational Review*, 1(3), 423–432.
- Situmorang, D. M., Sinurat, B., & Sihombing, P. S. R. (2023). Effect of Using DRTA (Directed Reading Thinking Activity) Strategy on Reading Comprehension of Grade 11 Students at SMK SW Persiapan Pematang Siantar. *International Journal Corner of Educational Research*, 2(1), 7–16. <https://doi.org/10.54012/ijcer.v2i1.177>
- Stauffer, R. G. (1969). *Directing reading maturity as a cognitive process*. Harper & Row.
- Sunarti, S., & Fatma Mernawati, D. (2022). Effectiveness of the

- Directed Reading Thinking Activity Strategy for Learning Reading Comprehension at Grade IV in Yogyakarta. *KnE Social Sciences*, 2022, 745–753.  
<https://doi.org/10.18502/kss.v7i14.12026>
- Utami, Y. P., & Sugirin, S. (2019). Fostering Students' Reading Comprehension Ability through Directed Reading Thinking Activities (DRTA) Strategy. *Journal of English Language Teaching and Linguistics*, 4(2), 129.  
<https://doi.org/10.21462/jeltl.v4i2.250>
- Yazdani, M. M., & Mohammadi, M. (2015). The explicit instruction of reading strategies: Directed reading thinking activity vs. guided reading strategies. *International Journal of Applied Linguistics and English Literature*, 4(3), 53–60.  
<https://doi.org/10.7575/aiac.ijalel.v.4n.3p.53>