



The Impact of Directed Reading Thinking Activity Strategy in Increasing Students' Reading Motivation and Learning Achievement

Gia Arya Azzahara¹, Bachtiar*², dan Ruminda³

¹ Master of English Language Education, Universitas Terbuka Jakarta, Indonesia¹
Master of English Language Education, Graduate School, Universitas Terbuka, Indonesia²
UIN Sunan Gunung Djati Bandung, Indonesia³

* Corresponding Author. E-mail: bachtiar_nur@ecampus.ut.ac.id

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Abstrak

Studi ini bertujuan untuk mengeksplorasi efektivitas strategi Directed Reading Thinking Activity (DRTA) dalam meningkatkan motivasi membaca dan hasil belajar siswa. Penelitian ini dilakukan dengan metode campuran dan melibatkan 27 siswa kelas IX di Pondok Pesantren Al-Gazali. Studi ini secara teliti meninjau bagaimana strategi DRTA, yang mendorong siswa untuk membuat prediksi, mengajukan pertanyaan, dan meningkatkan pemahaman mereka dalam membaca secara *comprehensive* yang mempengaruhi motivasi mereka dalam membaca dan tingkat pemahaman bacaan mereka. Dengan mengintegrasikan metode penelitian kuantitatif dan kualitatif, studi ini menyajikan analisis komprehensif tentang performa membaca siswa sebelum dan setelah implementasi strategi DRTA. Temuan menunjukkan peningkatan signifikan pada aspek motivasi membaca siswa dan prestasi membaca mereka secara keseluruhan. Hal ini menunjukkan potensi dari strategi DRTA sebagai alat pedagogis yang efektif peningkatan membaca secara komprehensif. Penelitian ini memberikan wawasan tentang strategi membaca yang dapat mendorong suasana membaca yang lebih menarik dan produktif bagi siswa, termasuk pembelajaran di lingkungan pondok pesantren.

Kata Kunci: Directed Reading Thinking Activity, motivasi siswa, prestasi belajar

Abstract

This study aims to explore the effectiveness of the Directed Reading Thinking Activity (DRTA) strategy in enhancing students' reading motivation and learning outcomes. Conducted using a mixed-methods approach, it involved 27 ninth-grade students at the Al-Gazali Islamic Boarding School. The study meticulously examines how the DRTA strategy, which encourages students to make predictions, pose questions, and enhance their comprehension through engaged reading, impacts their motivation to read and their levels of reading comprehension. By integrating both quantitative and qualitative research methods, this study provides a comprehensive analysis of students' reading performance before and after the implementation of the DRTA strategy. The findings indicate a significant improvement in students' reading motivation and overall reading achievement. This suggests the potential of the DRTA strategy as an effective pedagogical tool for comprehensive reading enhancement. This research offers insights into reading strategies that can foster a more engaging and productive reading environment for students, including those in Islamic boarding school settings.

Keywords: Directed Reading Thinking Activity, student's motivation, learning achievement

INTRODUCTION

Teaching English in Indonesia presents a multifaceted challenge due to the diverse linguistic and cultural backgrounds of students, as well as the varying levels of access to resources and educational opportunities across regions. While English language proficiency is increasingly viewed as essential for global communication and economic competitiveness, the reality is that many students face obstacles in developing their language skills effectively. Moreover, the discrepancy in English language proficiency levels among students often widens the gap in educational outcomes, perpetuating inequalities in access to higher education and employment opportunities. Additionally, the limited exposure to authentic English language contexts outside of the classroom further hinders students' ability to develop communicative competence. Consequently, addressing these challenges requires innovative pedagogical approaches that cater to the diverse needs and backgrounds of learners while fostering a supportive learning environment conducive to language acquisition.

Reading comprehension is pivotal in English language teaching (ELT), serving as a fundamental skill that bridges learners to a myriad of academic and real-life contexts. Proficiency in reading comprehension not only empowers students to decode and understand texts but also equips them with the critical thinking and analytical skills necessary for navigating the complexities of the modern world (Anaktototy & Lesnussa, 2022). However, the challenge lies in cultivating a deep-seated motivation among students to engage with reading materials actively and persistently, thereby fostering meaningful comprehension and learning. In pursuit of enhancing students' reading comprehension abilities, educators continuously explore innovative pedagogical strategies that not only

stimulate interest but also yield tangible improvements in learning outcomes.

Reading comprehension, in particular, is a skill that requires not only linguistic competence but also cognitive strategies for extracting meaning from texts (Oclarit & Casinillo, 2021). In the context of English language teaching in Indonesia, reading comprehension has traditionally been approached through a focus on vocabulary and grammar, with less emphasis on comprehension strategies and critical thinking skills. As a result, students may struggle to engage with English texts authentically and derive meaningful understanding from them (Tabatabaei & Bagheri, 2013).

Among the array of instructional approaches, Directed Reading Thinking Activity (DRTA) emerges as a promising strategy that intertwines cognitive engagement with metacognitive awareness, thereby enriching students' reading experiences and comprehension levels (Ardhian et al., 2020; Putri Utami, 2019). Originating from the seminal work of Stauffer (1969), DRTA represents a dynamic framework that empowers students to become active participants in the reading process, guiding their comprehension through a series of anticipatory predictions, confirmations, and reflections. By encouraging students to generate hypotheses, question assumptions, and validate their understandings, DRTA fosters a deeper engagement with texts while nurturing metacognitive skills essential for autonomous learning.

The influence of DRTA on students' motivation and achievement in reading comprehension has garnered considerable attention in educational research. Scholars have recognized the inherent potential of DRTA to invigorate students' interest in

reading by offering them a sense of agency and control over their learning experiences (Marwani et al., 2022). Through its interactive and scaffolded approach, DRTA not only heightens students' intrinsic motivation but also cultivates a supportive learning environment conducive to exploration and risk-taking. Moreover, the iterative nature of DRTA encourages students to construct meaning collaboratively, fostering a sense of community and shared ownership over learning outcomes (Sunarti & Fatma Mernawati, 2022).

Moreover, the adoption of DRTA aligns with broader trends in education towards student-centered, inquiry-based approaches that prioritize active learning and critical thinking skills development (Hidayana et al., 2021). In contrast to traditional teacher-centered methods, which often emphasize passive absorption of information, DRTA promotes a more interactive and participatory learning environment where students take ownership of their learning and construct knowledge collaboratively. Furthermore, by encouraging students to actively engage with the text through the DRTA process, educators foster a deeper understanding of the material and cultivate lifelong learning skills. This approach not only enhances students' ability to comprehend texts but also equips them with transferable skills such as problem-solving and analysis (Nerim, 2020). Ultimately, the adoption of DRTA reflects a pedagogical shift towards empowering students as active agents in their own learning journey, fostering a culture of curiosity, exploration, and intellectual growth.

Despite the growing body of literature that acknowledges the benefits of DRTA in

enhancing reading motivation and achievement, there is a noticeable research gap regarding the efficacy of the DRTA strategy in the Indonesian junior high school context. In addition, while studies have examined the impact of DRTA in various educational settings, there is a scarcity of research specifically focusing on its application and outcomes among junior high school students in Indonesia. This gap is particularly significant considering the cultural and linguistic diversity of Indonesian schools, which may influence the effectiveness of instructional strategies like DRTA. Understanding how DRTA influences reading motivation and achievement among Indonesian junior high school students is essential for informing educational practices tailored to the specific needs and contexts of this population. Thus, this research aims to address this gap by investigating the impact of DRTA on reading motivation and achievement among junior high school students in Indonesia. The objective is to assess how the implementation of DRTA influences students' intrinsic motivation to engage with reading materials and their subsequent academic performance in reading comprehension, thereby providing valuable insights for educators and policymakers seeking evidence-based strategies to enhance literacy outcomes in Indonesian schools. The research questions that guided this study are as follows.

1. How does the DRTA strategy affect the student's motivation in reading comprehension at Al Ghazali Islamic Boarding School?
2. How does the DRTA strategy affect the student's achievement in reading

comprehension at Al Ghazali Islamic Boarding School?

METHOD

Berisi The current study employed Mixed Method Research (MMR) with multiphase design. The multiphase design involves combining three or more phases of research, with at least one qualitative and one quantitative study, conducted over a period of time to achieve an overall project objective. The data collection and analysis procedures using the multiphase design are as follows.

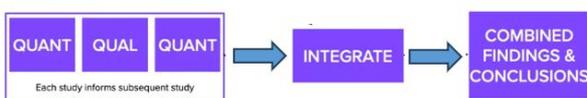


Figure 3.1 Research Design

The population of this study consisted of 27 students of grade IX at Al Ghazali Islamic Boarding School. This study employed the saturated sampling technique by selecting the entire population as sample members. This decision was made due to the small size of the population. To investigate the impact of the DRTA Strategy in increasing students' motivation and achievement in reading comprehension, a comprehensive set of research instruments, such as multiple-choice questions, closed-ended questions, and open-ended questions, were used during pre-test and post-test, and questionnaires. The established pre and post-test by Huilcapi-Collantes (2020) and the questionnaire on the implementation of DRTA in motivating and improving reading comprehension outcomes were adapted. These instruments were carefully modified to fit the current study context.

Collecting Data Procedure

Three research tools were employed: pre-test and post-test, classroom observation, and questionnaire. The pre-test was administered

to the students before giving the treatment to learn the basics of their reading comprehension and to see the students' mean scores in reading comprehension before treatment. In addition, a post-test was administered to students after conducting the treatments in order to know the result of the teaching-learning process and whether they had progressed or not after being taught through the DRTA strategy. The second investigative tool was classroom observations aimed at observing the learning process of reading comprehension. The questionnaire is important to determine participants' conceptions of DRTA strategies in the success of reading comprehension skills. In addition, the five open-ended questions are included in the questionnaire to find out teachers' and students' perceptions regarding the efficacy of DRTA strategies and to identify challenges they may face when using DRTA strategies to improve reading comprehension.

Data Analysis

Quantitative data collected from the structured questionnaires was subjected to statistical analysis to see any significant changes in participants' understanding of motivation and the effect of DRTA use on reading comprehension. The paired sample t-test was used to compare the average score before and after the implementation of the DRTA strategy, providing statistical evidence of its effectiveness. The qualitative component of the study involved the collection of insights through the five open-ended questions, enabling participants to express their thoughts in a detailed manner. Thematic analysis, a systematic method, was then applied to categorize and interpret the qualitative data, providing a rich understanding of participants' perspectives.

RESULTS AND DISCUSSION

Hasil This section presents and discusses the key themes that emerged from the findings. The two key themes are based

on the research questions employed in this study.

DRTA strategy affects student's motivation in reading comprehension

Implementing the DRTA strategy at Al Ghazali Islamic Boarding School has yielded significant positive outcomes, particularly in enhancing student motivation for reading comprehension. This assertion is supported by robust evidence derived from both student questionnaires and teacher observations. The participating students consistently express heightened engagement and enthusiasm towards reading comprehension tasks when utilizing the DRTA approach, as evidenced by the high agreement percentages in the questionnaire responses. Similarly, teacher observations consistently report increased student participation and active involvement during DRTA sessions, indicating a clear correlation between the strategy and heightened motivation among students. The research findings confirm the previous study's findings (Hasan, 2017; Safitri et al., 2022; Vitasmoro, 2016). The study by Hasan (2017) found that the implementation of DRTA led to increased motivation among students, as evidenced by their heightened engagement and interest in reading comprehension tasks. A similar finding by Padrita et al. (2019) explored the effects of DRTA on motivation and reading comprehension among Indonesian EFL learners. The study findings showed that the use of DRTA significantly enhanced students' motivation for reading comprehension tasks, leading to improved comprehension outcomes. These findings align with the assertion that implementing the DRTA strategy can yield significant positive outcomes in terms of student

motivation, as observed in the context of Al Ghazali Islamic Boarding School.

Moreover, the effectiveness of the DRTA strategy is further validated by the tangible improvements observed in student performance. Statistical analyses, specifically paired sample t-tests, demonstrate a substantial enhancement in students' reading comprehension abilities after adopting the DRTA approach. This empirical evidence underscores the DRTA strategy's instrumental role in fostering motivation and yielding concrete academic advancements among students. Consequently, the DRTA strategy serves as a potent tool for nurturing students' intrinsic motivation and driving their success in mastering reading comprehension skills.

Another interesting finding is that the qualitative insights gleaned from student questionnaires and teacher observations enrich our understanding of the multifaceted impact of the DRTA strategy. While quantitative data offer quantitative evidence of the strategy's efficacy, qualitative data provide invaluable contextual nuances and deeper insights into the experiential dimensions of its implementation. The convergence of findings from both data sources paints a comprehensive picture of how the DRTA strategy resonates with students, fostering a conducive learning environment characterized by heightened motivation and improved comprehension skills.

DRTA strategy affects student's achievement in reading comprehension

The DRTA strategy significantly enhances student achievement in reading comprehension at Al Ghazali Islamic Boarding School, as evidenced by quantitative findings from paired sample t-

tests. These statistical analyses reveal a noteworthy improvement in student performance following the implementation of the DRTA approach. The observed enhancement indicates a substantial increase in students' reading comprehension abilities, suggesting that the strategy effectively contributes to academic advancement in this domain. Moreover, the statistically significant improvement in student performance underscores the efficacy of the DRTA strategy in fostering both enhanced reading comprehension and motivation. The quantitative data provide compelling evidence of the positive impact of the strategy on student achievement by systematically analyzing pre-test and post-test scores. This empirical validation

Pair 1		Mean	N	Std. Deviation	Std. Error
					Mean
Pair 1	Pretest	75.3704	27	6.92347	1.33242
	Posttest	85.3704	27	6.78317	1.30542

reinforces the notion that the DRTA approach catalyzes academic progress, equipping students with the necessary skills and competencies to excel in reading comprehension tasks.

Table 1. Paired Sample T-test

The Paired Samples T-test was conducted to explore the impact of the DRTA strategy on student's motivation and achievement in reading comprehension at Al Ghazali Islamic Boarding School. The analysis involved comparing the mean scores of the Pre-test and Post-test, providing valuable insights into the effectiveness of the instructional approach. The descriptive statistics present a clear picture of the average scores for both the Pretest and Posttest. The mean Pretest score is 75.37, reflecting the baseline level of student performance before the implementation of the DRTA strategy. In

contrast, the mean Post-test score is higher at 85.37, indicating a notable increase in average learning outcomes following the application of the DRTA strategy.

The observed difference in mean scores between the pre-test and post-test indicates a positive shift in student performance. The increase from 75.37 to 85.37 suggests that the DRTA strategy has had a significant impact on enhancing students' reading comprehension skills at Al Ghazali Islamic Boarding School. The research findings confirm the previous study by Nathalia et al. (2021), which revealed that the validity of learning media in animated videos received a high rating of 87% in the good category from learning content experts. This suggests that integrating multimedia resources such as animated videos with the DRTA strategy could further enhance student engagement and comprehension in reading activities.

Furthermore, the DRTA strategy's good influence on student achievement indicates its broader impact on academic outcomes at Al Ghazali Islamic Boarding School. The observed improvements in reading comprehension proficiency align with the school's overarching educational goals and objectives, highlighting the strategic importance of implementing evidence-based instructional approaches. As such, the DRTA strategy emerges as a critical driver of academic success, empowering students to attain higher levels of achievement in reading comprehension through structured and engaging instructional practices.

CONCLUSION

The study findings underscore the substantial influence of the Directed Reading Thinking Activity (DRTA) strategy on student motivation and learning

achievement in reading comprehension at Al Ghazali Islamic Boarding School in Tangerang, Indonesia. Implementing DRTA resulted in a notable increase in students' intrinsic motivation, evident through heightened engagement, enthusiasm, and active participation during reading activities. Additionally, DRTA facilitated significant improvements in students' comprehension skills and academic performance, indicating its efficacy as a pedagogical approach to enhance reading comprehension outcomes. These findings suggest the potential for DRTA to be adopted and adapted in similar educational contexts across Indonesia and beyond, offering educators a valuable tool to cultivate students' motivation and achievement in reading comprehension. The implications of this research extend to curriculum development and teacher training programs, highlighting the importance of incorporating innovative strategies like DRTA to promote comprehensive literacy skills and academic success among students in diverse cultural and linguistic contexts. Further investigation into the long-term effects and scalability of DRTA implementation would provide valuable insights for educational practitioners seeking evidence-based approaches to improve reading comprehension outcomes at the junior high school level.

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