

IMPLEMENTATION OF THE DIRECT READING THINKING ACTIVITY MODEL ON THE SHORT STORY READING SKILLS OF FOURTH GRADE STUDENTS AT ELEMENTARY SCHOOL

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ABSTRACT

This study aimed to analyze the implementation of the direct reading thinking activity (DRTA) in the short story reading skills of fourth grade elementary school students. This research uses a qualitative approach with a descriptive research type. Data collected by interview, observation, and documentation. The results showed that the implementation of the direct reading thinking activity (DRTA) model was carried out through three stages, namely pre-reading activities, reading activities and post-reading activities. In pre-reading activities, the teacher provides a stimulus by showing pictures and giving clues to the title of short story, so that students can be directly oriented in predicting. In reading activities, the teacher gives freedom to students to read the text and begins to equate with the results of student predictions. In post-reading activities the teacher gives freedom to students to convey the results of predictions about the contents of short story that have been made orally.

Keywords: DRTA, Reading Skill, Short Story

ABSTRAK

Tujuan penelitian ini adalah untuk menganalisis implementasi model direct reading thinking activity (DRTA) Pada keterampilan membaca cerita pendek siswa SD kelas IV. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian Deskriptif. Data dikumpulkan dengan wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa implementasi model direct reading thinking activity (DRTA) dilakukan melalui tiga tahapan, yaitu kegiatan prabaca, kegiatan membaca dan kegiatan pascabaca. Pada kegiatan prabaca, guru memberikan stimulus dengan memperlihatkan gambar serta memberikan petunjuk judul dari cerita pendek yang akan dibahas sehingga siswa bisa langsung terarah dalam memprediksi. Pada kegiatan membaca, guru memberikan kebebasan peserta didik untuk membaca bacaan dan mulai menyamakan dengan hasil prediksi siswa. Pada kegiatan pascabaca guru memberikan kebebasan peserta didik untuk menyampaikan hasil prediksi tentang isi cerita pendek yang sudah dibuat secara lisan.

Kata Kunci: DRTA, Keterampilan Membaca, Cerita Pendek

INTRODUCTION

Reading is an activity that combines seeing the writing and understanding the contents of the writing, both in the outside and in the heart, so that it can express the imagination of a reader. For children in the elementary school age range, around the age of 6-10 years, indicators of reading ability are being able to read simple reading books and being able to learn vocabulary that is often used. This reading skill can be seen from the skills in capturing the contents of the reading, summarizing the reading, answering questions and retelling what is in the reading. Conditions in the field many students experience reading difficulties, especially at the beginning of reading where the symptoms are in the form of difficulties in learning sentence components and difficulties in capturing several pieces of information at one time. Factors

causing reading difficulties are lack of attention from parents, inappropriate use of reading media, inappropriate selection of reading learning models and lack of motivation and concentration on the part of the students themselves. So, we need a learning model that attracts students to want to read and use learning model aids that are in accordance with technological advances.

The previous research, namely Alvista and purwanti (2022) raised research with the title "The Effect Of Drta Learning Model Assisted With Comic Media On The Reading Ability Of Students In Class IV Elementary School" This study used a quantitative method with research results There is an effect of Direct Reading Thinking Activity (DRTA) learning model assisted by comic media on students' reading comprehension ability, which can be seen from the Simple Linear Regression Test and obtained a significance level of $0.000 < 0.05$ with a percentage value of $R^2 = 0.573 = 57.3\%$, then this regression model can affect the participation variable. So it can be concluded that the Direct Reading Thinking Activity (DRTA) learning model assisted by comics media affects the reading comprehension ability of fourth grade students at SDN Genuk Ungaran Barat. While research according to Lusyani (2019) entitled "The Effect Of Direct Reading Thinking Activity (Drta) On Students' Reading Comprehension" with the results of the t-calculated research is 14,136 with the value of df is 58 while the result of t-table in the significant levels $t_{0.05} = 1.684$ and $t_{0.01} = 2.423$. Since the t-calculated is higher than the t-table ($14.136 > 1.624 < 2.423$), it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It is concluded that Directed Reading Thinking Activity (DRTA) effects on student's reading comprehension.

In contrast to previous research, the 1st study used the DRTA model with the help of comics and the 2nd study which applied DRTA in high schools, in this study the researchers will use the DRTA model using digital images with the aim of how to implement the Direct reading thinking activity model assisted by images digital in elementary school students. where in this day and age children are accustomed to side by side with technology. In addition, this study aims to find out how students respond to the implementation of the Direct reading thinking activity model on reading skills. The use of ICT media that supports the learning process in class is in the form of using computers and projector screens. Direct Reading Thinking Activity (DRTA) is a learning model in language learning where the strategy used involves students in a reading by predicting, summarizing and evaluating reading so that reading activities are more enjoyable. Collaborative use of technology and appropriate learning models can improve students' reading skills. Utilization of reading skills in elementary school students can enrich

vocabulary, increase reading speed and facilitate understanding of meaning and word structure. And in the end, as rapid progress in technology will be followed, the quality of the nation's generation will increase.

Direct Reading Thinking Activity (DRTA)

Direct Reading Thinking Activity (DRTA) is a learning model commonly used in learning whose indicators include reading skills. In the learning process in elementary school a teacher must provide learning that is able to lead students to achieve learning goals. According to Abidin (2012) in the Direct Reading Thinking Activity (DRTA) learning model there are 3 stages, namely;

- a. Pre-reading Stage** This activity is carried out by students before reading, namely: (1) the teacher introduces the reading, by conveying some information about the content of the reading; (2) students make predictions about the reading they will read. If students are not able, the teacher must provoke students to make predictions. It is endeavored to produce many predictions so that groups that disagree will arise.
- b. Reading Stage** This activity is carried out by students while reading, namely: (1) students read silently the discourse to check the predictions they have made. At this stage the teacher must be able to guide students to carry out reading activities to find the meaning of reading, pay attention to students' reading behavior, and help students who find it difficult to understand the meaning of words by giving illustrations of words, not directly mentioning the meaning of the word, (2) testing predictions, At this stage students are required to check the predictions they have made. If the predictions made by students are wrong, students must be able to show the location of the error and be able to create a new picture of the actual content of the discourse.
- c. Post-reading Stage** The activity is to provide fundamental training. This stage is carried out by students to activate their thinking skills. Some of the activities carried out by students were re-testing stories, retelling stories, making pictures, diagrams, or reading concept maps, and making character journey maps (journeys that describe the whereabouts of the characters in some of the events they experience).

Reading Skills

Reading skills in elementary schools are divided into 2 stages, namely the initial reading stage which is applied in low classes and advanced reading or comprehension which is applied in high classes. Beginning reading at the elementary school level begins with activities to recognize letters and recognize sound symbols which are the stages in the process of mastering reading techniques and capturing reading content. According to Latifah (2016) the indicator of being able to read begins if students are able; (a) If students are able to distinguish letter shapes (b) Students can recognize a picture and letters, syllables (c) Students do not find it difficult to learn at the beginning (d) Students' initial reading skills are increasing.

While reading comprehension or advanced reading is the highest level of reading skills. Reading comprehension is reading continuation of the initial reading skills. According to the level of understanding, reading ability can be grouped into 4 levels namely; literal understanding, interpretive understanding, critical understanding and creative understanding (Dalman, 2017) from the 4 levels we can conclude that if someone can conclude the content of the reading and can convey the ideas that exist in the content of the reading, it means that they have mastered 4 levels of reading skills. According to Tarigan (2008) there are several aspects of reading comprehension namely; (a) Understanding simple meanings (lexical, grammatical) (b) Understanding significance/meaning (author's intent and purpose) (c) Evaluation/assessment (content/form) (d) Flexible reading speed, which is easily adapted to circumstances.

METHODS

The research method used in this research is to use qualitative research using a descriptive approach which aims to describe a teacher/educational staff in implementing the DRTA model on students' reading skills. The data in this qualitative research are descriptive data which are generally in the form of words, pictures or recordings. The use of this approach aims to describe people's behavior, field events, and certain activities in detail and depth.

According to Sugiyono (2009) Qualitative research methods were used because in this study data collection was not guided by theory, but guided by facts found during field research. So, the data analysis carried out is inductive based on the facts found and can then be constructed into a hypothesis or theory. In this study, the researcher intends to describe in detail the implementation of the DRTA (Direct Reading Thinking Activity) model assisted by digital

images on short story reading skills in Class IV SDIT Salsabila. This study used research subjects consisting of 20 students. The instruments used in this study are:

a. Observation

Observation according to Sanjaya (2014) is a data collection technique by observing directly or indirectly about the things that are observed and recording them on an observation tool. In this study, researchers carried out direct observation activities by observing how the direct reading thinking activity model was implemented in the reading skills of SDIT Salsabila Al-Husein students.

b. Interview

An interview is a conversation with a specific purpose by two parties, namely the interviewer as the submission or questioner and the interviewee as the answerer to the question (Moleong, 2017). In this study, researchers used structured interviews, in which the interviewers set their own problems and questions to be asked with the aim of finding answers according to the formulation of the problem.

c. Documentation

According to Sugiyono (2015) documents are records of events that have already occurred. Documents can be in the form of writing, pictures, or monumental works of a person. Documents in the form of writing, for example diaries, life histories, stories, biographies, regulations, policies. In this study, researchers collected documents regarding various activities, such as photos of learning process activities.

RESULT AND DISCUSSION

Result

The results of research Implementation the Direct Reading Thinking Activity (DRTA) Learning Model on Short Story Reading skills conducted by means of observation, interviews and documentation, it can be seen that the steps taken in using the direct reading thinking activity model are in the class as follows:

First, Pre-reading Activities, (1) the teacher writes the title of the short story text that students will read on the blackboard. After that the teacher asks students to predict the contents of the reading text that will be read based on the title. (2) the teacher at this stage displays the image that is displayed on the screen which is in line with the reading text that will be read by

students. (3) After that, the teacher gives directions to students to predict what the contents of the short story text will be about.

Second Reading Activities, (1) at the reading stage the teacher gives directions back to students to read the reading texts that are distributed by the teacher based on their choices of the pictures chosen by students. (2) After reading the text the teacher evaluates the results of student predictions, by asking questions about how the predictions are made, whether there are similarities or content that is in line between the predictions and the reading.

Third Post-reading Activities, at this stage the aim is to make students activate their thinking skills. The activity carried out at this stage is that students are asked to retell short stories in the contents of the reading.

Based on the results of research that has been carried out through the observation stage, it shows that the implementation of the direct reading thinking activity model on short story reading skills in grade IV SD is significant because it is supported by the results of interviews conducted with elementary school teachers. The teacher states that the use or application of the direct reading thinking activity model is effective. At the beginning of the implementation of student learning they still looked confused with the teacher's direction in predicting the reading to be discussed. After the teacher gave the second clue using pictures, students became enthusiastic in guessing or predicting. Students who were initially passive became active; who were initially confused became focused and showed interest in the teacher's directions. It can be seen that students are able to write down or make predictions about reading content and follow all the steps of the direct reading thinking activity learning model.

Discussion

In the learning process the class teacher chooses the direct reading thinking activity model to apply to short story reading skills. In the learning process the steps applied are in accordance with the steps in accordance with the existing theory. Namely carrying out the 3 stages in the direct reading thinking activity learning model. It can be seen from figure 1 below:



Figure 1. Learning Activities Using the Direct Reading Thinking Activity Model

Figure 1 shows the learning process where students respond to what is asked by the teacher. The picture above shows the process at the pre-reading stage where students are asked to make predictions about how the contents of the short story text or reading will be studied.



Figure 2. Student Activities In The Process Of Reading Short Stories

Whereas in Figure 2 it can be seen that students' activities at the reading activity stage can be seen children reading short stories with different titles. In the picture, it can be seen that the child is very focused on reading short stories. After reading, students are given instructions to retell the short stories they have read. At this stage, it is called post-reading activities

However, there are a number of things that may need to be improved in the application of this direct thinking activity model, namely when applying the teacher must provide a novelty to assist the application of this model. for example, the use of more interesting media, such as using media images with multiple clicks which might be packed with advances in technology, not only using ICT tools, but must be combined with better learning media and teaching materials. The teacher must be able to direct students to focus more on paying attention to every instruction ordered by the teacher. From some of the shortcomings, the direct thinking activity model is effective in the learning process because students are required to be active and think critically. in line with the research conducted by Jabri and Nadhira (2020) entitled "Enhancing Student Reading Skills through Strategy of Directed Reading Thinking Activity (DRTA)" stating that the data analysis show the potential of the Strategy of Directed Reading Thinking Activity of students in class V of SD Negeri 41 Enrekang to improve their

reading ability. The data showed when applying the Directed Reading Thinking Activity (DRTA) strategy in Indonesian subjects has significantly increased and it can be seen from the learning outcomes using Directed Reading Thinking Activity (DRTA) students who completed as many as 19 (97.90%) and as many as 2 (2.10%) students did not complete. And another research conducted by Apriliana (2022) “The Effect Of DRTA and KWL Strategies On Students' Reading Comprehension Skills In Terms Of Their Reading Interest” the result from this research is DRTA and KWL strategy is quite effective in improving reading comprehension ability of fourth grade students. Through DRTA strategies students are capable to mention the whole content material of the text, pick out and discover the important idea, inform all the text of the textual content in line with a sequential plot, give an explanation for the content of the story absolutely, and write down information and opinions within the textual effectively. From the two studies above as well as from the results of observations and interviews in the research, it can be concluded that the use of DRTA in reading skills is very effective for use in class.

CONCLUSION

Based on the results of research on the implementation of the direct reading thinking activity learning model on short story reading skills, the researcher concluded that it is important to use learning models in elementary schools, especially in the language learning process. The use of the DRTA model in this study shows the implementation of the first stage, namely pre-reading activities in which the teacher provides stimulus to students by giving directions from short story titles and providing further directions using pictures. After that proceed to the second stage, namely reading activities where students here are directed to read in accordance with the short story text that has been selected when directed to predict the pre-reading stage and then proceed to the last stage in the DRTA model, namely the post-reading activity stage, where at this stage the teacher directs students to retell what they have read.

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