THE IMPLEMENTATION OF DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY IN TEACHING READING DESCRIPTIVE TEXT USING DISCOVERY LEARNIG

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Abstract
This study aims to find out the implementation of Directed Reading Thingking Actitivty (DRTA) strategy in reading descriptive text. This research used descriptive qualitative methods. The research used seventh-grade of SMP Pasundan 3 Cimahi. The sample of this research was 20 students. To collect the data researcher used observation. The data was analyzed by categorized, interpreted and concluded. The result showed that the implementation of teaching reading of descriptive text using discovery learning through DRTA strategy was good. It followed the procedure Discovery learning and DRTA strategy. All procedures were applied in the main activity. The students could understand about the text easily and the learning more enthusiastic in learning descriptive text. The students' felt braver in expressing their opinions, especially in predicting a text in learning reading descriptive text.

Keywords: DRTA Strategy, Reading, Descriptive Text

INTRODUCTION

Reading is a cognitive process which requires methodical exercises embraced by the educators and understudies so as to accomplish reading comprehension agreeably. According to (Purba and Lubis 2019) reading is cognitive process since general cognitive process are involved in learning to read as well as in all learning, in which if the cognitive process experiences dysfunction, it absolutely causes reading dissability. It is clear that reading is the most important language skill for all of the students at all levels starting from elementary school through the university which consists of recognition and comprehension skill. The students will get some benefit by reading, they are expected to be good at reading in order to increase their knowledge and get some information. Furthermore, according to Royal (2018) Reading is as the ability to draw meaning from the printed page and interpret this information appropriately. In other words, reading is a process of the communication from the writer's messages in writen text then the reader has to construct the meaning while they are reading the texts.

Meanwhile, according to Utomo (2019) Reading comprehension is a process that involves reasoning and recalling memory in an effort to find and understand the information that is communicated. The idea of reading comprehension is also about finding and grasping the information contained in the reading texts. Reading comprehension is also aimed at capturing important points to remember which will affect to the thinking ability and create satisfaction of being able to understand the given material.

Pre-observation found problems related in learning and teaching reading. Regarding the learning process, most of the students showed low motivation in reading. They felt that reading was difficult subject to learn. They did not know the strategies usually used in reading. Most of

them even thought that to understand an English text, they needed to master so many English vocabularies; and it was difficult for them. They even seemed difficult to open the dictionaries. In their opinion, it taken so much time. Thus, most of them preferred to use Google Translate to understand what the text was conveyed.

The teaching method, technique and strategy used by the teacher should be able to make the students active in teaching and learning process. It also should be interesting so that it can increase students' motivation in learning. One of the method that the teacher can use in teaching reading is discovery learning method. Bruner (1986 in Sari et al. 2019) states that Discovery Learning can be defined as the learning that takes place when the student is not presented with subject matter in the final form, but rather is required to organize it him self. Furthermore, (Sari et al. 2019) defined Discovery learning is the effective strategy in teaching reading comprehension in which the facts or the contents of the topic are not given by the teacher in the beginning of the lesson directly, but it must be discovered by the learners through observing and experimenting activities.

The method of Discovery learning has six steps in accordance with the opinion of the Shah (in Ellizar et al. 2018) say the step of implementing methods discovery learning:

1. Stimulation (giving stimuli)
   At this stage students are faced with something that causes confusion and is stimulated to conduct their own investigation activities. This student's confusion in line with the unfinished information presented by the teacher.
2. State the problem.
   At this stage students are directed to identify as many problems as possible relevant to the lesson material, then one of them is selected and formulated in the form of a hypothesis.
3. Data collection
   At this stage students are assigned to carry out exploration, search, and browse something in order to gather as much relevant information as possible, to prove the hypothesis that has been proposed. This activity can be done through interview activities, field visits and or library visits.
4. Data processing. At this stage students process the data and information they have obtained through interviews, observations and so on, then interpreted.
5. Verification. At this stage students conduct a careful examination to prove whether or not the hypothesis is determined, with alternative findings associated with the results of data processing.
6. Generalization. At this stage the student gives a conclusion that can be used as a general principle and applies to all the same events or problems taking into account the results of verification.

One of the strategies that help the students to reading comprehension called DRTA (Directed Reading Thinking Activities) strategy. This strategy inspires students to be a better reader and raises thinking skill that will present to increase the purpose of learning English in an effective way to enhance the reading skill. Russell (1969 as cited in Utami 2019)) was designed DRTA strategy to promote the students to make a sense of the text during the activity of reading. Directed Thingking activity (DRTA) serves several purposes, to encourage students to be active and thoughtful readers, to activate students' prior knowledge, to teach students to monitor their understanding of the text as they're reading, and to help strengthen reading and critical thinking skills. The key point of the Direct Reading Thinking Activity (DRTA) strategy is the existence of an active process, the occurrence of problemsolving activities, and the reader uses prior

knowledge to understand the reading. This strategy focuses on students' involvement with the text because students predict and prove it when reading (Jabri and Nadhira 2020).

The previous study showed that is the behaviour of the students is better than that before the implementation of DRTA. The students become motivated, active, enthusiastic, paid attention to the teaching learning process, and got involved in the teaching learning process (Tafsir and Suprihadi 2019). Another result showed that Directed Reading-Thinking Activity (DRTA) strategy makes a good effect of the strategy in teaching reading comprehension because the students are asked to do what the teacher's instruction give and they also do as they can do, they can discuss to other friends if they do not know (Royal 2018).

DRTA strategy has structured and systematic stages in its application. According to (Tomkins and Hoskisson, 1991:285 as cited in Faisal and Lova 2018) there are three stages of the DRTA strategy:

1. Predicting: after showing students the cover of the book and reading the title the teacher begins by asking students to make a prediction about the story using question,
2. Reading: after setting their purpose for reading the students or teacher read part of the story and students begin to confirm or reject their prediction,
3. Proving: students give reasons to support predictions by writing answers to questions.

In the curriculum 2013 for class one junior school have some genres of texts, Descriptive text is one of the genres that should be mastered by one junior school. Descriptive text is used to describe a particular person, place or thing. According to Abisamra (2001, p. 1 as cited in Ginting et al., 2018) has similar opinion about descriptive text. He adds that "descriptive is the text picturing the person, place and thing with clear detail to help the readers visualize an object which is described". So, by reading a descriptive text, the readers will read their sense of impression and get a clear picture of the object which is describe. There are two generic structures of the text; identification and description. Identification is about introducing subject or thing that will be described, whereas description is brief details about who, or what of the subject. The language features of descriptive text is specific participant, use simple present tense, action verb, adjective Reading verb, noun, and adverb.

Therefore, the researcher felt interested in conducting research at SMP PASUNDAN 3 CIMAHI to find out how DRTA strategy could be carried out at the school. The purpose of this study is to describe the implementation of DRTA strategy as an effort to improve reading skill of seventh grade students of SMP PASUNDAN 3 CIMAHI.

METHOD

This reseach was conducted by using descriptive qualitative research. The reason that the researcher used descriptive research is to describe the process of students' reading comprehension through DRTA strategy. According to (Ginting et al., 2018) This research model tries to explain the actual phenomena that occur through the subjective thinking of researchers based on field data collected during the research process. This research was conducted at SMP PASUNDAN 3 CIMAHI. The respondent of this research was the students.The instruments was observation and the data analysis qualitative was categorized, interpreted and concluded. The data collected was analyzed presented by describing the result of observation.This research to find out the implementation DRTA strategy in teaching reading descriptive text using Discovery learning.

RESULTS AND DISCUSSION

Results

The implementation of scenario DRTA strategy in teaching reading of descriptive using discovery learning were conducted in four meetings started from March 19th up to March 31st 2020. On its implementation, lesson plan was used as learning guide. Observation sheet was also used to investigate the implementation of teaching reading by using discovery learning.. The results of the implementation of scenario are explained below:

1. First Meeting

In this pre-activity, the class began by greeting. It was that continued by checking attendance and praying. Most of the students responded the greeting by saying " Good Morning Mom, I am fine thank you". They got the explanation of the material would be learned, which was about definition and generic structure of descriptive text.

In the main activity, the first stage of discovery learning was implemented. The students worked in a group of fours. They were given prediction sheet. On the sheet, there was "Cat" picture. Here, they were asked to guess what the content of the text about. Only some students read the text. Most of them just talked with their chair mates. The second stage of discovery learning which was problem statement. The students expressed opinion about their prediction of the text. "Yes, I think my prediction is correct. Maybe it has three colors white yellow and black ". The other students kept silent which indicated they did not understand about the text or the instruction.

Another stage of discovery learning was data collection. The students were given prediction sheet. They were asked to fill out the sheet by writing down their prediction of the text. In addition, they were also asked to find out the generic structure of descriptive text along with its aim or social function. Most of them did the instruction. Only five of male students who did not read a text. They just talked with their friend. Then, the activity was continued to the fourth stage of discovery learning, which was data processing. At this stage, the students checked their prediction, whether it was correct or not. They also discussed the generic structure of descriptive with the other member of the group. Only some students who actively did discussion. The other students kept silent.

The next stage was verification stage. The teacher and students discussed the answers to questions that have been worked. They were asked to present their answers. Half of the students gave a correct answer. They were also got the explanation of the aims of descriptive text and its generic structure. Meanwhile, in the last stage was generalization, the students repeated what they have learned previously. The students were asked several question related to the text and life, such as "Yes, I have a pet in my house that is snowy, it is funny and smart cat". The answer was correct. In the post activity, the students got the review of the learned material. Besides, they were also given an assignment. They were asked to describe their classmates. The task should be submitted on the next meeting.

2. Second meeting

Similar to the first meeting, the pre-activity was began by greeting, checking the students' attendance, and introducing the topic learned. There was also some questions related to previous material. Only half of the students were actively participated in answering the question. In the main activity, discovery learning was divided into six steps. First the students worked in a group of six groups. The students hot the review about the generic structure of descriptive text. The students were then given prediction sheet. On the sheet, there was "Classmate" picture. Here they were asked to guess what the content of the text about. Students observed the pictures

presented by the teacher. Then, they predicted the contents of the story from the title and images provided. Only half did teacher instruction. Then, they read of the text.. After students read the first part of the text, students closed the text.

The second stage of was problem statement. The students were given opinion about their prediction of the text. There were some students who answered the question. The third stage were they filled out the prediction verification sheet by writing down the prediction. They were also asked to identify the generic structure of the text. Some of them felt not confident when trying to utter their prediction. They were afraid if their prediction was not correct. Then, the students did a discussion. Almost all of the group did discussion. Only some students were just talking. After that, the students were asked to present their answers. Most of students gave a correct answer. They had a correct prediction, and could identify the generic structure of the text.

In the last stage, the students repeated what they have learned previously. "What is the text about?" do yo have a classmate? "Can yo tell me about it?". Some students gave the answer such as "Yes, I have a best classmate her name is hany. She is kind, easygoing, helpful and beautiful. She is also popular among teachers in my school". The students paid attention while the teacher explained the material previously.

The activity was then closed by giving a conclusion of the learned material. The observation on the second meeting revealed that the learning process was more conducive than before. The students began to actively interact with their friends. They also actively answered the question given. More than half of them could give a correct prediction and identify the generic structure of the text.

3. Third meeting

Alike the two previous meeting, the activity was started by greeting, checking the students' attendance, and introducing the topic learned. The students response was very good, in which all students replied the greeting excitedly. In the third meeting, the students learned about the language features of descriptive text.

In the main activity, particularly on the first of the stage discovery learning, the student were asked to work in their group. They were then given a text with the theme "Father". By looking from the title and picture, they were asked to make a prediction of the content of the text. All of the group did the instruction well. After they made a prediction, they were asked to read the text. They were also instructed to identify language feature of the text. All students actively participated in delivering their opinion. At this meeting, students seemed to be more active.

On the next stage, the students had to share their discussion result. All of them could make correct prediction. They also could actively to mention about the adjective, verb and noun in the prediction text. Some of them asked about how to used simple present tense in the descriptive text. After getting the answer, the students could identify language features of descriptive text.

In the last stage of discovery learning, the students were instructed to make a conclusion about the material that they have learned in the previous three meetings. This aimed to find out their understanding. All of the students could answer the question. After that, the students were given the information that they would do the test. They were also given opportunity to ask some questions related to the material that they still did not understand. Some of them asked about

how to pronounce the vocabulary of the descriptive text because there was a new words that they did not know. After getting the answer, they did the test. They had to make a descriptive text with the title " My favorite idol". All of students could complete the task quite well.

In the post activity, the students were led to conclude the material they got. They could follow the learning process well and could explore new knowledge. The lesson then was closed.

From the three meetings above, it can be concluded that the scenario of teaching reading of descriptive text sing discovery learning through DRTA strategy implemented well.

Discussion

Based on the result of the study, it can be conluded three points. First, the implementation of scenario in teaching reading by using discovery learning through DRTA strategy are conducted in three meetings. There are three teaching activities: Pre- activity, main activity and post activity. The procedure of discovery learning are conducted in main activity. It has stimulation, problem statement, data collection, data processing, verification and generalization.These six stages are in accordance with the procedures of discovery learning proposed by Shah (in Ellizar et al. 2018). Regarding DRTA strategy, the procedure also applied in main activity. The learning was more conductive than before. The students began to actively interact with their friends. They also become more active in discussion. This is in accordance with the procedure of DRTA formulated by (Utami 2019) which found that DRTA was effective strategy in teaching reading text.

The above result are in line with the observation data. In observation, students' interaction with their friends increased in each meeting. At the first meeting, the students' interaction actually did not seem well. This was because most of them kept silent in the class. They did not understand about the material of descriptive text. However, at the second meeting, the interaction ra n well. The students actively interacted with their friends. Most of them did the discussion to answer the problem given by the teacher. It is supported by (Kurniati and Suprihadi 2019) who say that the behavior of the students was better than that before the implementation of DRTA. The students become motivated, active, enthusiastic, paid attention to the teaching learning process, and got involved in the teaching learning process. This implied that DRTA had many benefits for learners especially dealing with learners' behaviors.

CONCLUSION

The students have a good response to the implementation of reading descriptive text. In their opinion, DRTA strategy helps to monitor students' comprehension through three stages; predicting, reading and proving. From three stages above, prediction has an important role in DRTA strategy because in this stage the students are actively used their critical thinking skill. It is proven by the activities that students have been done during the teaching learning process in the pre reading stage.

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