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## IMPROVING ENGLISH READING SKILL THROUGH THE DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY AT NURSING STUDENT

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**Abstract:** Reading is an integral part of the entire learning process experienced by students while studying at school. Reading can increase vocabulary and knowledge of grammar and syntax. DRTA (Directed Reading Thinking Activity) is a technique that encourages students to make predictions while they are reading. The research was to describe the process reading skill understanding and improving, implementing reading strategy (DRTA) at 3<sup>rd</sup> grade students in the 5th semester of the Bachelor of Nursing study program STIKES Bina Sehat PPNI Mojokerto. The research method was Classroom Action Research (CAR) with one cycle. The result shows that The Directed Reading Thinking Activity (DRTA) strategy can help students understand the contents of the reading. Students also find it easier to answer the questions posed according to the content of the reading and also easier to retell the contents of the reading they have read using their own language according to their understanding.

**Keywords:** *classroom action, research drta, nursing student*

### INTRODUCTION

Education plays an important role to ensure the survival of the state and nation. This is because education is a vehicle to improve and develop the quality of human resources. In order to realize these objectives, it requires hard efforts from the community and the government. Indonesian society, with its rapid development, is still facing serious problems, especially with regard to the quality, relevance and efficiency of education. The Ministry of National Education is responsible for providing education and has reformed the education system (Kemendikbud RI, 2020). These efforts include improving the curriculum, the facilities and infrastructure, and the quality of teaching staffs.

Teaching and learning are two concepts that cannot be separated in teaching activities. Learning refers to what is done by individuals (students), while teaching refers to what teachers do as learning leaders. The two activities become integrated in an activity when there is a reciprocal relationship (interaction) among teachers and students during the teaching and learning process (Pennings et al., 2018). The teaching and learning process is essentially an interaction between teachers and students in order to achieve teaching objectives. In this interaction, the teacher must place himself more as a learning guide for students. Student learning activities in order to achieve teaching objectives, among others, depend on the nature of the material or the nature of the teaching material. The materials studied by students are information or facts, concepts, principles, In the interaction of learning activities in the classroom, both teachers and students have an equally important role (Hamdani, Sriadhi, & Eviyanti, 2021). The difference lies in the function and role of each. The teacher, of course, must have certain advantages compared to his students, which will be used in teaching students. For this reason, the role of the teacher in learning activities is to strive continuously to help students build their potential. Teachers must choose and determine appropriate learning strategies to achieve teaching objectives.

Reading teaching strategies are developing quite rapidly, although traditional strategies and techniques are still often used by most teachers (Reza Ahmadi, Nizam Ismail, & Kamarul Kabilan Abdullah, 2013). Reading is an integral part of the entire learning process experienced by students while studying at school. Based on the opinion expressed by (Monteiro, Jorge Santos, & Gonçalves, 2019) said that student continuously build new meanings on the basis of their previous knowledge for the communication process, the researchers used it as a reference for conducting this research. Learning activities with this DRTA Directed Reading Thinking Activity strategy activate students because they are able to build their knowledge, students must be able to make predictions from titles or pictures, and make predictions from the contents of the next paragraph and in the end students' reading comprehension skills will increase (Bella, 2021). The DRTA Directed Reading Thinking Activity strategy focuses on students' engagement with the text, because they predict and prove it while reading. DRTA Directed Reading Thinking Activity is a technique that encourages students to make predictions while they are reading. After reading segments of a text, students stop, confirm or revise previous

predictions, and make new predictions about what they will read next (Megawati, 2019). The most important thing in the communication process is the initial knowledge possessed by students. With this initial knowledge, students will easily build meaning during the reading process, so this will have an impact on their communication process.

According to (Aigul, 2019) in general, the purposes of reading are: (1) getting information, (2) gaining understanding, (3) getting pleasure. In particular, the purpose of reading is They are (1) obtaining factual information, (2) obtaining information about something specific and problematic, (3) providing a critical assessment of someone's writing, (4) obtaining emotional enjoyment, and (5) filling spare time. So far, teachers in teaching reading comprehension in English Subject course apply learning strategies that do not attract students' attention. Judging from the strategies used, teachers have difficulty finding reading learning strategies that are suitable for students' conditions and abilities. If the teacher in teaching reading only tells the students to read what is in their respective books, then asks questions from the readings they read, without knowing what the meaning of the readings they read, then reading lessons will feel very boring (An-nisa & Suwartono, 2020). Students will not be able to find the meaning of the readings they read, and it is not uncommon for some students to not want to read and play, even some of them daydream. The teaching-learning process becomes ineffective and less impressive in the hearts of students. The readings they read are meaningless, because students only receive messages passively.

With the implementation of the Directed Reading Thinking Activity (DRTA) Strategy, it is hoped that 3<sup>rd</sup> grade students in the 5th semester of the S1 Nursing Study Program, Stikes Bina Sehat PPNI Mojokerto become metacognitive readers. Metacognitive in reading is a person's awareness during the reading process whether he understands or not about the content of the text he is reading. Higher order thinking includes creative thinking and critical thinking, which includes a combination of in-depth understanding of specific topics, the ability to use basic cognitive processes effectively, understanding and control over basic cognitive processes (metacognition), as well as attitudes and traits (Nerim, 2020). In other words, metacognition can create a skilled reader who can use reading comprehension strategies effectively.

The uniqueness of a metacognitive reader is that he knows that good reading comprehension requires active reading, namely: predicting, asking, imagining, clarifying

and concluding while reading(Deliany & Cahyono, 2020). In short, a good reader is someone who when reading is always involved/aware of his thinking process to understand the text by choosing and using the right reading strategy/according to the purpose of reading and always monitoring understanding while reading.

## **REVIEW OF LITERATURE**

Learning activities with this DRTA strategy activate students because they are able to build their knowledge, students must be able to make predictions from titles or pictures, and make predictions from the contents of the next paragraph and in the end students' reading comprehension skills will increase. The DRTA strategy focuses on students' engagement with the text, because they predict and prove it while reading(Maarof & Suharjo, 2010).

Reading (reading) can increase students' knowledge, improve understanding and increase students' concentration power. Reading is not just reading, but also thinking. Thinking can actually make children think creatively. The theory says that reading is a thinking process. In this process a person will use brain cells to "digest" the writing that is read. Activities in reading are also necessary, activities in the DRTA strategy here are able to move students to focus more on reading because they are driven by the desire and desire to know the storyline. Teachers can motivate students' effort and concentration by engaging them intellectually and encouraging them to formulate questions and hypotheses, process information, and evaluate tentative solutions. The DRTA strategy is geared towards achieving common goals(Bella, 2021). The teacher observes students as they read, in order to diagnose difficulties and offer assistance when students have difficulty interacting with reading material.

Making predictions about what will happen in a text will encourage them to think about the text message. Making predictions will encourage students to apply metacognitive power, because they will think according to their own way of thinking. If students have not been able to predict what is asked, the teacher can help him.

According to (Suparman, 2021), improving reading comprehension skills by using the Directed Reading Thinking Activity (DRTA) strategy can be done based on the following steps:

### **1. Making Predictions Based on Title Hints**

The teacher writes the title of the story or chapter being studied on the blackboard, then asks one of the students to read it. Then from the title written on the blackboard, students predict what the contents of the reading text will be. All of their predictions are accepted regardless of whether the predictions they make are reasonable or not.

### **2. Making Predictions from Picture Clues**

After students make predictions from the title of the reading text, the teacher asks them to open the book and pay attention to the pictures. From the picture instructions, students can express their opinion about the pictures.

### **3. Reading the Materials**

The teacher asks the students to read the passage they have chosen. Then the teacher asks the students to connect the parts of the story with the title of the story.

### **4. Assessing Prediction Accuracy and Adjusting Predictions**

When students read the first part of the story, the teacher directs a discussion by asking questions such as: "Who correctly predicted what is told in this section?", then the teacher asks those who feel confident that their predictions are correct to read aloud to the class from the passage to support their predictions. Meanwhile, those whose predictions are wrong can tell why they are wrong. Then the teacher asks them to adjust their predictions based on the text they have just read. Some of the students may feel that their predictions are almost correct, others may discard their predictions because they do not match the original text. Then make a new prediction based on the new input.

### **5. Drawing the Summary.**

Finally, the teacher asks the students to make a summary of the story according to their respective versions. Then it can be continued by asking the values contained in the story. Students and teachers can draw conclusions and lessons from the reading. By applying the Directed Reading Thinking Activity (DRTA) strategy, it will emphasize the importance of students' predictions in motivating them for two reasons. First, it can arouse students' interest, when they find that many of their background knowledge and experiences are relevant to the topic of the lesson. Second, their interest is also maintained when their background knowledge and experience become an important part of a subject.

## **METHOD**

The type of research used is Classroom Action Research (CAR), which is a research activity carried out in the classroom. This study uses an action research model introduced by (Meesuk, Sramoon, & Wongrugs, 2020) , which is in the form of a spiral from one cycle. Each cycle consists of planning (plans), action (actions), observation, and reflection. Overall, the four stages in the CAR form a CAR cycle which is depicted in a spiral. To solve a problem, it may take more than one cycle. These cycles are interrelated and continuous. The second cycle is carried out if there are still things that are less successful in the first cycle, as well as the following cycles.

The location of the conducted research was STIKES Bina Sehat PPNI Mojokerto and the research subjects were 3<sup>rd</sup> grade students in the 5th semester of the Bachelor of Nursing study program. In general, there were two variables in this study, namely input and output variable and process variable. The input variable was the 3<sup>rd</sup> grade students at STIKES Bina Sehat PPNI Mojokerto, while the process variable was Directed Reading Thinking Activity (DRTA) strategy.

## **FINDINGS AND DISCUSSION**

### **Findings**

The outcomes of this classroom activity are depicted based on the stages in each cycle within the learning process. Here are the results:

#### ***1. Cycle 1***

##### **a. Cycle 1 . planning**

Cycle 1 was held to 3<sup>rd</sup> grade which consisted of 38 students, on Wednesday, September 21, 2021 during the first and second lesson hours with a time allocation of 2 x 35 minutes. At this stage, the researcher prepared learning tools consisting of lesson plans, student activity sheets, test questions, instruments for observing teacher and student activities, as well as supporting teaching tools.

The usage of the learning preparation Cycle 1 was carried out in agreement with the learning arrangement that had been made. The learning exercises carried out were started by conditioning the students to study. At that point, the teacher welcomed the students to sing a song entitled “I Cherish Reading”. This can be done as a shape of appreciation additionally to stir students' excitement for learning. After that, the teacher

told the students about the learning objectives and built their knowledge of field by asking questions like “Do you like reading?”, and most of the students said that they like reading story books or comics.

When entering the core of the learning, the teacher wrote a title for the passage they would read on the blackboard, with the title "The Long Horn". The teacher asked the students to make predictions about the content of the reading they would read from the title clue. Students were very enthusiastic in submitting their opinions and all raised their hands. Although their opinions sometimes did not make sense, the teacher accommodated all the responses. Then the teacher distributed one by one to the students a reading sheet with the title "The Long Horn". The students read the text on the first page. After reading the teacher again asked the students about the contents of what they read. This was done as a form of proof of the opinion they had submitted. After that the teacher asked the students to turn to the next page which contains pictures. From the pictures, the teacher asked the students to predict the continuation of the reading. Some students gave their opinions according to the pictures and imagination. Next, the teacher asked the students to read the next page and prove their prediction. The students whose prediction was correct looked very proud. Until the last picture, students seem to begin to understand the sequence and content of the reading. This is shown by their predictions that matched the contents of the reading.

After all the contents of the reading were read, the teacher asked what wisdom could be drawn from the reading. The students were always enthusiastic. The teacher related the wisdom taken from the reading into the lives of students.

Then, the teacher asked the students to tell the contents of the reading in front of the class. Only two students dared to try, while the others looked still shy and afraid. Then the teacher distributed Activity Sheet 1 which contained questions from the reading, and Activity Sheet 2 which consisted of questions.

**Table 1. Result of Cycle I**

No.	Respondent	Student Scores in Cycle 1			
		pre test	information	post test	information
1	Student	62,5	failed	77,5	passed
2	Student	68,5	failed	87,5	passed
3	Student	54	failed	45	failed
4	Student	58	failed	87,5	passed
5	Student	66,5	failed	82,5	passed
6	Student	66,5	failed	80	passed
7	Student	69	failed	75	passed
8	Student	60,5	failed	57,5	failed
9	Student	72	failed	77,5	passed
10	Student	75	passed	72,5	failed
11	Student	43	failed	43	failed
12	Student	40	failed	54	failed
13	Student	45,5	failed	72,5	failed
14	Student	50	failed	77,5	passed
15	Student	50	failed	50	failed
16	Student	65	failed	72,5	failed
17	Student	70	failed	80	pass
18	Student	69	failed	64	failed
19	Student	69	failed	80	passed
20	Student	61,5	failed	92,5	passed
21	Student	77,5	passed	85	passed
22	Student	66,5	failed	70	failed
23	Student	67,5	failed	65	failed
Score		1427		1648,5	-
Average				71,67	-
Percentage of learning goal				52,2%	-

**Teacher's Observation Results**

The outcomes about the perceptions of instructor exercises in instructing and learning exercises within the to begin with cycle were appraised as great, with a score of 28 out of a conceivable 32 and an 87.5 percent rate. The criteria of success was fulfilled when the students reached 85 percent.



**Table 2 Evaluation Values of Cycles I and II for Class III A Students using DRTA Strategy**

	Scores	
	Pre test	Post test
Total	1427	1648,5
Average		71,67
Percentage		52,2%

Average formula:

$$\bar{X} = \frac{\sum X}{\sum N}$$

Information:

$\bar{X}$  = average value (mean)

$\sum X$  = total student score

$\sum N$  = number of student

The average class at the time of the post test for the first cycle was:

$$\bar{X} = \frac{\sum X}{\sum N}$$

$$\bar{X} = \frac{1648,5}{23} = 71,67$$

So, the class average was in the good category.

To calculate the rate of learning accomplishment, the following equation was used:

$$P = \frac{f}{N} \times 100\%$$

Information :

P = Percentage searched

f = Number students who completed

N = Total number students

The percentage in Cycle 1:

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{12}{23} \times 100\%$$

$$P = 52,2\% (c)$$

From the calculation, it is known that in the beginning, the student's score was 71.67 at the average, and in the end, it improved 52.2%.

## **Reflection of Cycle I**

The success that has been achieved and also the failures in the first cycle are as follows:

1. The discoveries of researchers' perceptions of teacher's activities in giving exercises have accomplished a success rate of 87.5 percent, which is considered great since the goal is to reach 85 percent. The outcomes about the researchers' perceptions on the students' exercise during the learning reached 65.71%. It was within the great category. This implies that the criteria for the students' success in learning in Cycle I have been accomplished.
2. There are some students who still have difficulty in expressing their opinions or predictions during the reading process.

From several observations during the research, it can be concluded that the actions during Cycle 1 were successful.

## **Discussion**

After the process of learning was carried out in Cycle 1, the observer and teacher discussed all the actions that had been taken. In this discussion the teacher found a problem when students were asked to give predictions on the reading seen only a few students were active, only a few students seemed dominant in this class, for that in the next cycle the teacher would ask students as a whole to convey their predictions, this aims to all students can be active in teaching and learning activities. In the activity of telling the contents of the reading in front of the class, students looked reluctant, so the teacher and observers in the action in Cycle II planned to give rewards to students who dare to tell the contents of the reading in front of the class. This is intended so that students felt encouraged and motivated. The acquisition of student learning outcomes in the final learning test also still needs to be improved.

From the results of reading skills learning activities using the DRTA strategy carried out in these two cycles, several findings have been obtained as follows. The results obtained indicate that the implementation of learning reading comprehension skills using the Directed Reading Thinking Activity (DRTA) strategy works very well. From the first cycle to the next cycle experienced a significant increase. Student activity in learning has increased, both in terms of cognitive, affective, and also psychomotor. Students can understand the reading systematically in accordance with the content of the reading.

Students find it easier to answer questions according to the content of the reading and also easier to retell the contents of what they have read, especially by using language according to their understanding.

From data analysis, it is obtained that in the instructing and learning handle, it can be seen from the exercises of instructors and students who have expanded in each cycle. From the results of student achievement, it is shown that the implementation of the DRTA strategy has a positive impact on reading comprehension skills in English language subjects for 5th semester students of the S1 Nursing Study Program, Stikes Bina Sehat PPNI Mojokerto. This can be seen from the increase in the results of mastery learning in each cycle, so it can be said that classical student learning achievement has been achieved.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

The execution of the Coordinated Perusing Considering Action (DRTA) methodology on reading comprehension aptitudes of English Subject course of 5th semester students of the S1 Nursing Consider Program, Stikes Bina Sehat PPNI Mojokerto went very well. There is an increase in student' scores which indicated good results. Students have improved in terms of cognitive, emotional, and psychomotor skills. The Coordinated Perusing Considering Movement (DRTA) procedure can assist the students to read easily and answer questions faster. They are also able to retell the content of the reading text they have read.

### **Suggestions**

Since it was found out that DRT can improve students' comprehension in reading, it is suggested that teachers use this strategy more frequently.

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