

# INCORPORATING DIRECTED READING THINKING ACTIVITY (DRTA) TECHNIQUE INTO EXTENSIVE READING CLASS

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**Abstract:** *This research focused on incorporating Directed Reading Thinking Activity (DRTA) technique into Extensive Reading to the Fourth semester of English Department in STKIP PGRI Jombang. This research applied a qualitative research in which observation, interview, and documentation employed as data collection techniques. The findings showed that the implementation of data can be combined by several techniques in order to develop the understanding and make the students enjoy, interest, and enthusiasm during teaching learning process.*

ركز هذا البحث على دمج إخراج القراءة التفكير آخر (DRTA) تقنية في القراءة واسعة النطاق لفصل الرابع من قسم اللغة الإنجليزية في STKIP PGRI Jombang. هذا البحث التطبيقي في البحث النوعي الذي الملاحظة، والمقابلة، والوثائق المستخدمة عن تقنيات جمع البيانات. وأظهرت النتائج أن تنفيذ DRTA يمكن الجمع بين عدة تقنيات من أجل تطوير التفاهم وجعل التمتع الطلاب، والفائدة، والحماس أثناء عملية التعليم والتعلم

**Keywords:** *DRTA, Extensive Reading, pembelajaran*

## INTRODUCTION

Since English becomes an international language, many people want to learn and master it. They can learn English both in formal and informal situation. In formal situation, students learn English at school or university under the guidance of a teacher or attending a course program. English has been widely used as the language of science and technology. Many great books and technical procedures are presented in English. Teachers and students will be demanded to have English skills if they expect to understand the idea or the message of what they are reading. English has increasingly become more important for learning of many subjects especially at the university level which relies to a great extent

on textbooks written in English. The need to master English seems to become a necessity for students to widen their insight.

The main reason for students in university to learn English is to help them acquire information in their field of study through textbooks, articles, lecture notes, technical instructions and others. Many students want to be able to read texts in English either for their careers, for study purposes or simply for pleasures<sup>1</sup>

For students of universities or colleges, proficiency in English particularly in reading skill is generally assumed to be essential for a successful study due to the reason that most of good academic textbooks in Indonesia are still written in English. In addition, BambangYudiCahyono and UtamiWidiati viewed that skills in reading texts written in English have been considered very important<sup>2</sup>. Accordingly, it is very important to train students to read and comprehend academic texts in English better.

Teaching reading usually has at least two aspects. The first aspect, it can refer to teaching learners who are learning to read in their first language for the very first time. The second aspect of teaching reading refers to teaching learners who already have reading skill in their first language.<sup>3</sup> It means, teachers should be able to master these two aspects. Not only those matters, teachers must be able to understand and have skill in teaching reading. Because of the good teaching skill, students will be able to understand what is being described. That way, teaching reading can run well, and the desired goal can be achieved easily.

The basic approach in using for teaching reading is extensive reading. Extensive reading is reading of longer passages with a focus on enjoyment and/or learning new information while reading.<sup>4</sup> Extensive reading is clearly something that should be integrated into every reading program around the world. It's important aspect of helping the students become better reader. Extensive reading can sometimes help learners get away from their tendency to overanalyze or look up words they don't know, and read for understanding. In extensive reading, often for pleasure, students need not necessarily comprehend all the details of the text. Rather, speed and skill in getting the gist are the most important criteria for training in this type of reading task. Understanding in a general way the

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<sup>1</sup> Jeremy Harmer. *How to teach English: An Introduction to The Practice of English Language Teaching*. (Addison Wesley Longman Limited, 1998), 2

<sup>2</sup> BambangYudiCahyono&UtamiWidiati. The Teaching of EFL Reading in the Indonesian Context. The State of the Art. *TEFLIN Journal*, 2006, 17(1):37-56.

<sup>3</sup> David Nunan, *Practical English Language Teaching Reading* (New York: The McGraw Hill companies Inc, 2008), 3.

<sup>4</sup> *Ibid.*, 8

author's intent, getting the main ideas, and reacting to the material personally are also reading goals when reading extensively.<sup>5</sup> From this, teacher needs some techniques or strategies to help their teaching process, especially in teaching extensive reading.

Technique is one of the ways to support the success. The existence of technique is very needed in this time. There are many techniques that are used by the teacher to help the understanding of reading. One of them is Directed Reading Thinking Activity (DRTA) technique. Directed Reading Thinking Activity (DRTA), developed by Stauffer is a teaching activity intended to develop predicting, summarizing, and evaluating skills. Combining with oral retelling and/or comprehension questions, this technique can provide valuable insights into the student's knowledge of story structure and metacognitive comprehension.<sup>6</sup>

DRTA is designed to assist students in setting a purpose for reading; making, justifying, and verifying predictions; and coming to conclusion.<sup>7</sup> DRTA encourages students to make prediction 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. DRTA technique can help the students to study especially in extensive reading. As the teacher knowing that extensive reading become an important subject in reading skill. By using DRTA the teacher can improve the ability and intelligence simultaneously in teaching extensive reading.

Extensive reading in STKIP PGRI Jombang has the big influence to the students in their reading, because extensive reading is one of the course or subject in STKIP PGRI Jombang. Here, students can explore the information and knowledge about reading from the text of the material. The lecturer applied some technique to build their understanding of reading. One of the technique is Directed Reading Thinking Activity (DRTA).

From the reason above, the writer argues that Directed Reading Thinking Activity (DRTA) is one of alternative technique used in teaching reading especially in extensive reading with the following statement of the problems: (1) How is the implementation of Directed Reading Thinking Activity (DRTA)

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<sup>5</sup> Alice Omaggio Hadley, *Teaching Language in Context 2<sup>nd</sup> Edition* (USA: Heinie&Heinle Publishers,1993), 195-196.

<sup>6</sup> Arleen Shearer Mariottidkk, *Linking Reading Assessment to Instruction: an Application Worktext for Elementary Classroom Teachers 4<sup>th</sup> Edition* (New Jersey: Lawrence Erlbaum Associates, Publishers, 2005), 162.

<sup>7</sup> Jeanne Shay Schumm, *Reading Assessment and Instruction for All Learners* (New York: The Guilford Press, 2006), 241.

in teaching extensive reading?, (2) What are the advantages of using Directed Reading Thinking Activity (DRTA) in teaching extensive reading ?and (3) How are the students' responses toward the implementation of Directed Reading Thinking Activity (DRTA) in teaching extensive reading?

## THE NATURE OF READING

Reading is becoming important for the people who live in the globalization era, especially in the field of academic which requires teachers and students to read a lot of information in the process of transferring knowledge. By reading, it is expected that they are able to extract the ideas conveyed in their reading textbooks.

Reading is an essential skill for learners of English. For most of these learners, it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required.<sup>8</sup> Reading is a transaction between the text and the reader. As student read, they search for and construct meaning based on what they bring to the text and what the text bring to them. According to Searfoss and Readance, reading is a process which involves an active constructing and making meaning from print<sup>9</sup>. Reading is much more than recognizing words on page. Learning the meaning and function of words is reading is naturally basic, but the readers must also understand those words in context. Furthermore, John D Cooper states that reading is a strategic process by which readers construct meaning to a text by using the clues in the text and their own prior knowledge<sup>10</sup>. These imply that reading is a process of constructing meaning from written text; the reader interacts with the graphic symbols that represent language, his language competence and his background knowledge.

## READING COMPREHENSION

Reading comprehension is an interactive process between the writer and reader, with the expression and reception of meaning as the primary goal of both parties. A writer expresses his or her thoughts, ideas and feelings via the written word, and hopefully, this writing effectively expresses this intended

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<sup>8</sup> David Nunan, *Practical English Language Teaching*, 69.

<sup>9</sup> Searfoss, L.M. and Readance, J.E. 1994. *Helping Children Learn to Read*. (Boston: Allyn and Bacon, 1994), 23

<sup>10</sup> John D Cooper, *Literacy: Helping Children Learn to Read*. (Boston: Houhgton Mifflin Company, 2002), 45

message to a reader. The reader should actively think about what they are reading prior to, during, and after the act of reading. According to David Nunan, reading comprehension by definition refers to a process that involves actively constructing meaning among the parts of the text and personal experience<sup>11</sup>. There is a “construction process” in comprehension because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader’s mind. Similarly, Catherine Snow states that reading comprehension is the process of simultaneously extract and construct meaning through interaction and involvement with written language<sup>12</sup>. Thus, reading comprehension consists of three elements; the reader, the text, and the activity or purpose of reading. Furthermore, Nutall defines reading comprehension as activity done by a reader to achieve particular purposes such as particular piece of information, solving problem through reading, working to understand an idea or following a set of direction<sup>13</sup>.

## THE PURPOSE OF READING

Reading is one of the ways to open the knowledge and science. Most people should to do it, because it is an important thing to become guidance in future. According to Anderson that the basic purposes in reading are to looking for and get information, embrace of content, and understand of meaning text. The purpose of reading as follow:<sup>14</sup>

- 1) Reading for detail facts
- 2) Reading for main ideas
- 3) Reading for sequences or organization
- 4) Reading for inference
- 5) Reading to classify
- 6) Reading to evaluate
- 7) Reading to compare or contrast.

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<sup>11</sup>David Nunan, *Practical English Language Teaching: First Edition*, 69.

<sup>12</sup> Catherine Snow,. 2002. *Reading for Understanding: Toward a Research and Development Program in Reading Comprehension*. (Santa Monica: Rand Education, 2002), 1

<sup>13</sup> C Nutall, *Teaching Reading Skills in a foreign Language*. ( London:Heineman Educational book Ltd, 1989), 4

<sup>14</sup> Henry Guntur Tarigan, *MembacaSebagaiSuatuBahasa* (Bandung:Angkasa, 1986), 9-10.

## MODELS OF READING PROCESS

To understand the content of a particular text, one must go through a process. During the reading process, a reader might use one, two, or combination of the two models. It means when one reads, s/he does not only activate her/his language competence but also her/his background knowledge. The models of reading process include bottom-up, top-down, and interactive model.

### a. Bottom Up model

Bottom up models typically consist of lower level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer texts.<sup>15</sup>

Bottom up models which are essentially “text driven”: the reader begins essentially by trying to decode letters, words, phrases, and sentences and “builds up” comprehension in a somewhat linear fashion from this incoming data.<sup>16</sup>

It suggests that all reading follows a mechanical pattern in which the reader creates a piece-by-piece mental translation of the information in the text, with little interference from the readers own background knowledge.

### b. Top-down model

On the other hand, top down models begin with the idea that comprehension resides of the reader. The reader uses background knowledge, makes prediction, and searches the text to confirm or reject the predictions that are made. A passage can be understood even if all of the individual words are not understood. Within a top down approach to reading the teacher should focus on meaning generating activities rather than on mastery of word recognition.<sup>17</sup>

### c. The Interactive model

The models that are accepted as the most comprehensive description of the reading process are interactive model. This third type combines elements of both bottom-up and top-down models assuming “that a pattern is synthesized based on information provided simultaneously from several knowledge sources”. Murtagh stresses that the best second languages readers

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<sup>15</sup> *Ibid*, 70.

<sup>16</sup> Alice Omaggio Hadley, *Teaching Language in Context 2<sup>nd</sup> Edition*, 195.

<sup>17</sup> David Nunan, *Practical English Language Teaching 1<sup>st</sup> Edition*, 71.

are those who can “efficiently integrate” both bottom up and top down processes.<sup>18</sup>

## THE PRINCIPLES OF TEACHING OF READING

Some principles of teaching reading are in the following:

**a. *Exploit the reader’s background knowledge***

A reader’s background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that reader brings to a text: life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how the second language works, and cultural background and knowledge.

Reading can be significantly enhanced if background knowledge can be activated by setting goals, asking question, making predictions, teaching text structure, and so on.

**b. *Build a strong vocabulary base***

Recent research emphasizes the importance of vocabulary to successful reading. Teachers decided that basic vocabulary should be explicitly taught and L2 readers should be taught to use context to effectively guess the meanings of less frequent vocabulary.

**c. *Teach for comprehension***

In many reading instruction, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. Part of that monitoring includes verifying that the prediction being made is correct and checking that the reader is making the necessary adjustments when meaning is not obtained.

**d. *Work on increasing reading rate***

Often, in our efforts to assist students in increasing their reading rate, teachers over emphasizes accuracy which impedes fluency. The teachers must work towards finding a balance between assisting students to improve their reading rate and developing reading skills. It is very important to understand that the focus is not to develop speed readers, but fluent reading.

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<sup>18</sup> *Ibid.*, 72.

e. *Teach reading strategies*

Strategic reading means not only knowing what technique to use, but knowing how to use and integrate a range of strategies. A good technique to sensitize students to the strategies they use is to get them to verbalize or talk about their thought processes as they read. Reader's can listen to the verbal report of another reader who has just read the same material , and it is often revealing to hear what other readers have done to get meaning from passage.

f. *Encourage readers to transform strategies into skills*

An important distinction can be made between strategies and skills. Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a technique that has become automatic. This characterization underscores the active role that readers play in strategic reading. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious from technique to skill.

g. *Build assessment and evaluation into your teaching*

Assessing growth and development in reading skills from both a formal and informal perspective requires time and training. Both qualitative and quantitative assessment activities should be including in the reading classroom.

h. *Strive for continuous improvement as a reading teacher*

The quality of the individual teacher is integral to success of second/ foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what work best. The good reading teacher actively teaches students what to do. To succeed, you need more than classroom tips and technique: you need to understand of the reading process.<sup>19</sup>

## EXTENSIVE READING

Extensive reading is reading of longer passages with a focus on enjoyment and/or learning new information while reading.<sup>20</sup> Extensive reading plays a key role in top-down approaches reading. Extensive reading means read many books

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<sup>19</sup> *Ibid*, 74-77.

<sup>20</sup> David Nunan, *Practical English Language Teaching Reading*, 8.



(or longer segments of text) without focusing on classroom exercises that may test comprehension skills.

According to Douglas H Brown, extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc).<sup>21</sup> Extensive reading is often for pleasure, students need not necessarily comprehend all the details of the text. Rather, speed and skill in getting the gist are important criteria for training in this type of reading task. Understanding in a general way the author's intent, getting the main ideas, and reacting to the material personally are also reading extensively.<sup>22</sup>

The goal of extensive reading is to improve reading skills by processing a quantity of materials that can be comprehended and pleasurable. Teachers who implement extensive reading set up an open library (in the classroom or school library) where students can select from an assortment of reading materials. The teacher's job is to guide the reader to materials that are comprehensible, letting the students make their own choices.<sup>23</sup>

According to Tricia Hedge, the opportunities that extensive reading affords learners of all ages and levels of language proficiency make it a useful resource. Learners can build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning.<sup>24</sup>

## THE TEACHING OF EXTENSIVE READING IN STKIP PGRI JOMBANG

The objectives of extensive reading course in STKIP PGRI Jombang are students will have an access to enlarge their reading skill with various materials particularly which related to their study. It is as example to introduce the students to the material of literature works as they are going to get it at the next semester. This stage can also be a stage to present a coherent and integrated sequence which will enhance understanding of reading comprehension so this activity is expected to:

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<sup>21</sup> Douglas H Brown.. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. (New York: Longman. 2001), 33

<sup>22</sup> Alice O, Hadley, *Teaching Language in Context 2<sup>nd</sup> edition* (USA: Hennie & Heinle Publishers, 1993), 197-198.

<sup>23</sup> Gebhard, J. *Teaching English as a Foreign or Second Language: A Teacher Self-development and Methodology Guide*. (Michigan: The University of Michigan Press, 2000), 208

<sup>24</sup> Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University Press, 2003), 204-205.

- 1) Enable students to achieve fluency in the areas of vocabulary recognition and reading comprehension skills
- 2) Equip students with effective extensive reading strategies
- 3) Make reading a positive, encouraging experiences for all students
- 4) Develop the culture of reading and critical thinking skills
- 5) Encourage students to take charge of their own reading development
- 6) Produce independent readers who value reading as a life-long pursuit

In STKIP PGRI Jombang, this course introduces to the major literary genres of narrative fiction, poetry, and drama and examines the interrelationships between language and aesthetic experience. Literary works will serve as the basis for study of the ways in which writers consciously employ language to create aesthetic expressions which reflect experiences of the senses, emotions, intellect, and imagination, as well as ways in which human experience itself is shaped by language.

The instructional purposes of this course is after finishing the section, the students would be able to have a comprehensive understanding on reading skill with all sections provided. They will know the problem in reading section and how to deal with. Thus, at the complication of this course students will demonstrate ability to:

- 1) Use effectively extensive reading technique
- 2) Develop an ever-expanding fun of recognized words and their meaning
- 3) Read not just for information or to perform a task, but also for pleasure
- 4) Establish personally relevant reading goals.

Based on the explanation above, it can be conclude that extensive reading can improve student's knowledge. Extensive reading gives the big influence in increasing students' reading. So, students to be active in learning process especially in reading class.

## **DIRECTED READING THINKING ACTIVITY (DRTA)**

### ***a. The Nature of Directed Reading Thinking Activity (DRTA)***

Directed Reading Thinking Activity (DRTA) developed by Stauffer (, is a teaching activity intended to develop predicting, summarizing, and evaluating skills. Used into oral retelling and/or comprehension question,

this technique can provide valuable insights into the student's knowledge of story structure and metacognitive comprehension.<sup>25</sup>

Directed Reading Thinking Activity (DRTA) is an instructional approach that requires students to predict, set purposes for reading, and actively seek evidence in the text to support prediction. DRTA is designed to help students establish purposes for reading, to generalize, analyze, induce, assimilate, and integrate information, to read critically and reflectively, and to engage in higher levels of cognitive reasoning.<sup>26</sup>

The purpose of the Directed Reading Thinking Activity (DRTA) is to help students read critically and reflect upon what they read. This technique helps students determine a purpose for reading, carefully examine the text, and remain engaged throughout the lesson.<sup>27</sup>

Based on the explanation above, it can be conclude that DRTA is a way of teaching students to read closely and purposefully. DRTA also the technique that guides students in asking question about a text, making prediction, and then reading to confirm or refute their prediction. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension.

**b. *The Procedure of Directed Reading Thinking Activity (DRTA)***

The DRTA presented earlier in the chapter prepares students to use thinking skills in reading. Directed Reading Thinking Activity (DRTA) activates students' prior knowledge and is an opportunity to expand discussion that develops and clarifies students' new understandings.

According to Stephanie S. Dalton, DRTA has the procedure as follow:

- a) Students make prediction about what they will read based on title, illustration, cover remarks, and review, and their prior knowledge.
- b) Students then read the first section of text.
- c) The teacher guides the students in examining and analyzing the text.

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<sup>25</sup> Arleen Shearer ,*Linking Reading Assessment to Instruction: an Application Worktext for Elementary Classroom Teachers 4<sup>th</sup> Edition*, 2000), 162.

<sup>26</sup> Barbara J. Guzzeti, *Literacy in America: an Encyclopedia of History, Theory, and Practice*, (California: ABC-CLIO Inc, 2002), 134.

<sup>27</sup> Judy T. Brunner, *I Don't Get It: Helping Students Understand What They Read* (New York: Rowman& Littlefield Education Publishers, Inc, 2011), 56.

- d) The students revise and narrow their prediction in the same manner as in Directed Thinking Activity (DTA), until they validate their prediction by reading the full text.
  - e) Preparation for DRTA requires text chunking to support the DTA prediction and validation cycle.
  - f) In addition, text analysis assists students with vocabulary or other previewing needs in order to develop thinking skills through the activity.<sup>28</sup>
- c. ***The Advantages of Directed Reading Thinking Activity (DRTA) in Teaching Extensive Reading***

Every technique in teaching learning process always has advantage. Directed Reading Thinking Activity (DRTA) also has advantages in teaching and learning process. Directed Reading Thinking Activity (DRTA) is a teaching technique that guides students in making predictions about a text and then reading to confirm or refute their predictions. It one of strategies that often implemented by teacher in teaching reading.

The advantages of Directed Reading Thinking Activity (DRTA) in teaching extensive reading are:

- a) DRTA helps students develop critical reading skill also their reading comprehension.
- b) DRTA helps students increase their knowledge. Information, new expression, and new vocabulary in reading especially in extensive reading.
- c) DRTA gives the opportunity to expand discussion that develops and clarifies students' new understandings.
- d) DRTA encourages students to be active and thoughtful readers, enhancing their comprehension. It activates students' prior knowledge and encourages them to connect new learning to that prior knowledge.
- e) DRTA teaches students to make predictions and to monitor their understanding of the text as they are reading - all of which helps strengthen the students' reading and critical thinking skills.

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<sup>28</sup> *Ibid.*, 124-125.

## THE IMPLEMENTATION OF DIRECTED READING THINKING ACTIVITY (DRTA) IN TEACHING EXTENSIVE READING

### a. Preparation

In teaching learning process, the teacher must prepare all of their material and equipment. Things that must be drawn up before teaching are as disclosed by Mrs. Rosy Anjarwati such as (1) Preparing lesson plan. (2) Preparing material from the relevant books. The teacher took from Developing Skill's book. The topic of reading text was about Silent Village and Modern Cavemen, (3) Preparing student's work sheet and hand out, (4) Preparing teaching media and (5) Preparing evaluation

### b. Activity

In the first and the second observation at Wednesday, March 20 & 27, 2013 with 32 students, teacher using Directed Reading Thinking Activity (DRTA) technique in teaching extensive reading by the steps as follow:

The first, teacher gave motivation to the students about reading. Teacher also introduced about extensive reading to the students. After that, teacher asked student to open the Developing Skill's book and then asks students to search a longer text. The title was "Silent Village" and "Modern Cavemen". The teacher gave time to the students to read silently. The teacher began to ask "What do you think this is going to be about?" "What do you know about Silent Village and Modern Cavemen?" with content material teacher might ask: "What words do you think will be in the passage?" All students' prediction was accepted. Then teacher divided the students into some group. Each group consists of 5-6 students. Teacher asked the group to divide their group to read the long text or story, to comment the text by their own language, to look for unfamiliar words and synonym, to look for the mean of topic from the text or story, and ask students to summarize and to find moral value from the text. The group should prepare in order to present in front the class. Each student should be confident and brave to present their idea. At last, teacher gave some comment and conclusion about the presentation.

In the third and the fourth observation at Wednesday, May 01 & 08, 2013, with 35 students, as usually teacher gave some motivation to the students. In this moment, teacher gave new material about long story. The story taken from Jane Eyre story and this story consist of nine chapters with the different title in each one. In the first chapter the title of the story is "Gates head". Teacher explained the first chapter and read aloud the

story in front of the class. After that teacher choose some students to read the story by standing near their seat. After choosing some students to read the story, teacher divided the students into some group. It consisted of five until six students. After that, teacher distributed the material that contains of chapter two by the title “Lowood”. Teacher shared the title and asked “What do you think about Lowood? Now, I want you to see the pictures in the book and also I want you to work with your group to predict this chapter, this story still related with the previous story”. Teacher asked the group to discuss and predict about what would be happened in the next story, describe the characteristic of the subject (character) in the story, and retell the story from the first chapter. The students started the discussion with their group. Teacher asked the group to present their result of discuss in front of the class. Each student should have given the comment about the story. It purposed to train them to be active students, self-confident, and autonomous. Having finished presented, the students were given reinforcement at the end. In the last meeting teacher asked the students to make a long story or text in a free topic. They could find from internet, newspaper, article, reading book but students must retell the story by their own language.

c. Evaluation

In the last teaching learning process, teacher gave some review about the material studied and assessed the students. Teacher also gave some writing assignment. These writing assignments were designed to permit students to demonstrate that they have read and reflected on the assignment and would provide the class as a group with initial ideas for discussion. Subsequently, teacher could evaluate the student’s ability to comprehend the text. They could read English language well, and they could understand the content and its meaning of what they’ve read. Teacher observed the students in learning process in learning process when they read. From this activity, teacher could evaluate their fluency. Moreover, corrected of grammar, punctuation, and coherence to be evaluated too.

## **THE ADVANTAGES OF USING DIRECTED READING THINKING ACTIVITY (DRTA) IN TEACHING EXTENSIVE READING**

There are several advantages of using Directed Reading Thinking Activity (DRTA) technique in teaching extensive reading. This is in according to an interview with Mrs. Rosy Anjarwati: some advantages of Directed Reading Thinking Activity (DRTA) technique are:

- a) Encourages students to be more active in reading English learning process.
- b) Stimulates students to have high self-confident in reading
- c) Helps students increasing their knowledge, information, new expression, and new vocabulary item from the text.
- d) Helps students establishing purposes for reading namely, to generalize, analyze, induce, assimilate, integrate information, and read critically and reflectively.
- e) Requires active participation from the reader
- f) Encourages students to have positive attitude toward technique
- g) Encourages the students to have silent reading.

### **THE STUDENTS' RESPONSES TOWARD THE IMPLEMENTATION OF DIRECTED READING THINKING ACTIVITY (DRTA) IN TEACHING EXTENSIVE READING**

Based on the interview and observation that had done by researcher, it show that there are many positive respond from the students toward the implementation of DRTA technique in teaching extensive reading, such as: *The first*, the students think that using the technique of DRTA is suitable in teaching extensive reading. The students feel enjoy and enthusiastic in teaching learning process. It can be seen when they forced to give comment and predict the topic of the text that they never know before. It can develop their thinking and their knowledge in reading.

*The second*, the students think that using DRTA technique is very interesting. They feel that using DRTA technique in teaching extensive reading can make them improve their skill in reading. They can trains their fluency and pronunciation when reading the text. Besides they feel confident and independent in extensive reading class.

*The third*, the students think that using DRTA technique in teaching extensive reading makes them to be active students. It can be seen when they forced to give their presentation each group. Each person in group must be active and give their idea by own language clearly. From here, they can explore and share their idea to the other students.

*The fourth*, they feel that using DRTA technique in teaching extensive reading is good. The students believe that DRTA technique gives them

opportunity to explore their idea. DRTA technique also gives new information, add new vocabulary item/unfamiliar words from the text, students also can summarize and learn the moral value from reading text in learning extensive reading.

Finally, this technique increases students many vocabulary item. In extensive reading, there are long stories/texts of reading. The reader typically makes use of their vocabulary to help understand the written texts. Here, the students forced to open their dictionary for searching the meaning of new words from the text or story. If students don't have many vocabulary items, they will be difficult in receiving information or understanding text. Then students can improve their knowledge about reading. Based on the explanation above, the researcher can conclude that the students' showed positive/good responses toward the implementation of Directed Reading Thinking Activity (DRTA) technique in teaching extensive reading.

## CONCLUSION

Referring to the result of observation and interview, the Directed Reading Thinking Activity (DRTA) technique is a technique presented in 5 steps. They are:

1. Teacher asks the students to make group. The group consist of six students
2. Teacher read aloud the title of the story in front of the class. Students are asked to pay attention to the picture and subtitle quickly. After that, the teacher asked the students to predict the story based on the title. Question like "what do you think this is going about?" "What makes you think that?" with content material, the teacher might ask: "what do you think this passage is about?"
3. Then the students asked to make prediction. The next reading sections that have not been read or asked are covered with the paper.
4. The teacher asks the students to read silently. Reading one or two paragraph of the passage seriously to find the truth or incorrect prediction previously. The teacher gives question like "what is the content of the next paragraph about? Why do you like that?"
5. The teacher asks the students to answer questions about the content of reading or other activities.



In addition, the learning activity in Directed Reading Thinking Activity (DRTA) in teaching extensive reading is slightly different from the theory. In teaching learning process, teacher combines the DRTA technique with several strategies like skimming and scanning, reading aloud, and retelling. The reason for combining the technique is to improve the ability and habit of the students in understanding of extensive reading course. Moreover, teacher encouraged to makes the students feel enjoy and focus in the learning process.

Based on the observation that had done by researcher show that in the teaching learning process of extensive reading using DRTA technique has some advantages as in terms of:

- a. Makes the students to be active reader
- b. Helps students increase their knowledge, information, new expression, and new vocabulary from the text
- c. Helps students can easily understand the text or story.
- d. Makes the students to have more self-confident to read
- e. Encourages silent reading
- f. Makes students understand the main of topic from the text
- g. Explores their idea by own language

The students' responses toward the implementation of Directed Reading Thinking Activity (DRTA) technique are good. They felt that DRTA is interesting and enjoyable technique. Students also feel free to explore their ideas and interact with others. Referring to the finding and discussion in the previous chapter, it can be concluded that the implementation of Directed Reading Thinking Activity (DRTA) technique in teaching extensive reading at STKIP PGRI Jombang are: interesting, suitable, and effective. The students become more active and enthusiasm in teaching learning process. The students accustomed to independent learning and critical thinking. The ways the implementation of DRTA in teaching extensive reading are: (a) introduce the material which will be discuss (b) read the topic of the story and ask students to predict, retell, analyze, and summarize the story (c) divide the students into groups and ask them to discuss the material together with the group (d) ask the students to present in front of the class (e) give some comment, reinforcement, and evaluation. In the implementation of DRTA, teacher combines with several methods to develop the understanding of the material and to make the students enjoy, interest, and enthusiasm during teaching learning process.

The advantages of Directed Reading Thinking Activity (DRTA) technique in teaching extensive reading at STKIP PGRI Jombang are: (a) the students more active in reading English learning process (b) helps student increasing their knowledge, information, new expression, and new vocabulary from the text (c) the students have high self-confident in reading (d) direct the students to explore their idea and develop critical thinking (e) helps students more easily to understand the text or story (f) encourages silent reading.

The students' responses toward the implementation of Directed Reading Thinking Activity (DRTA) technique at STKIP PGRI Jombang are good. They felt that DRTA is interesting and enjoyable technique. Students also feel free to explore their ideas and interact with others

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