



Improving Students' Critical Thinking in Understanding Texts by Implementing Directed Reading Thinking Activity (DRTA) Strategy

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ABSTRACT

This study examines the application of Directed Reading Thinking Activity (DRTA) strategy in improving students' critical thinking skills when understanding texts. Critical thinking is essential for students to analyze, evaluate, and synthesize information effectively. This study highlights the importance of incorporating interactive reading strategies in educational practices to foster deeper comprehension and critical analysis in students of Akper Kesdam I/BB Padang. The method used in this study is classroom action research with a sample of 41 TK II students who are studying English for Nursing. The learning outcomes of students who obtained completeness in the pre-cycle or pre-test are still included in the category of less than good (very low) with an average value obtained of 56.80 or 24.39%. After conducting cycle I, there was an increase in the average value of 66.20 or 43.90% and after reflection continued to cycle II, the average value of students was 81.20 or 82.92%. It can be concluded that the implementation of the Directed Reading Thinking Activity (DRTA) strategy can improve the students' critical thinking in reading. The implications of these findings suggest that educators should adopt the DRTA strategy to improve reading engagement and critical thinking in diverse learning contexts.

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1. Introduction

English is an international language that has experienced very rapid growth due to the needs of the world community. Even in some countries, English is used as a second language after the national language, while in some other countries English is used as a national language based on the ethnicity and nation of its population and English is considered the only tool to unite the nation. In today's era of globalization, English language skills are a very important skill, especially in the fields of health and nursing, as it is the lingua franca in many countries, including in the medical context. Nursing students who master English will be better able to communicate with international patients, colleagues, and other health professionals. This not only improves the quality of care provided, but also broadens

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their horizons about global nursing practice. Additionally, much medical literature, research, and educational resources are available in English. By mastering this language, nursing students can access the latest information and share their knowledge with the wider medical community. This is essential for their professional development and to ensure that they can provide evidence-based care to patients. The ability to understand and analyze materials in English also supports the development of critical skills needed in nursing practice, which ultimately enhances nursing students' career opportunities. Many healthcare institutions and hospitals around the world are looking for nurses who can communicate well in English. Thus, English language instruction in nursing programs not only helps students adapt to diverse work environments but also prepares them to be competitive professionals in the global marketplace.

One of the important language skills in modern society and academic circles is reading, since it is declared that someone who cannot read well will have difficulty in developing their education and getting a decent job in society. In general, the characteristics of good reading skills are: (1) the ability to understand or capture the contents of the reading comprehensively; (2) the ability to assess the reading critically; and (3) the ability to use the reading creatively to solve life's problems (Smith, Snow, Serry, & Hammond, 2021). For this reason, reading as a language skill needs attention from all parties. Based on the results of observations that researchers have conducted at grade II in the English for Nursing course, the ability to understand texts more deeply to be able to interpret implicit information has received less attention from students. The reading materials given by lecturers are read only as references for completing assignments without trying to dig deeper into information, either written or implied. It is also worsened by the condition where lecturers rarely give assignments that encourage students' reading activities. So far, lecturers in teaching courses reading always uses the lecture method and is continued with a closed evaluation.

The learning carried out by the lecturer above, turned out to be less than satisfactory. Students' understanding of capturing the contents of the reading comprehensively became shallow. This affects the low creativity of students. It is proven that the results of reading learning are still below expectations. Based on the above facts, researchers try to put forward the idea of reading comprehension interactive models with exercises to answer questions and summarize. One important component in learning reading comprehension in order to increase student creativity is to examine each reading material accompanied by answering questions as an exercise. This activity aims to accelerate students' understanding of the text being studied. The next activity is summarizing. In summarizing, students read while making notes (Ehri, 2020). This task requires students to be diligent in reading and careful in finding the information needed. This summarizing activity is also effective in helping students understand the contents of the reading. Thus, this study will test the extent to which the influence of question-form exercises with summary-form exercises in improving reading learning outcomes.

This condition is certainly contrary to the learning objectives of students at the Nursing Academy of Ksdam I/Bukit Barisan which is a diploma education that requires students to find more reading references outside the classroom because the percentage of learning practices is greater, so reading various reading sources is a fundamental skill that is very important for nursing students, especially in the context of English courses. First, good reading skills allow students to understand various medical literature and research that is often published in English. By mastering this skill, students can access the latest information on nursing practice, the latest techniques, and relevant research, all of which contribute to improving the quality of patient care.

The ability to dig up information is an important skill in the learning process, especially in the context of higher education. This skill involves the ability to search for, evaluate, and use information from various sources to build deeper knowledge. In the context of nursing education, this ability is crucial because students are expected to be able to access and analyze complex medical information for appropriate clinical decision making. This is certainly very much related to the learning process that is built by focusing learning on students who make lecturers as facilitators in the process of acquiring knowledge called the students' center learning model.

The learning model oriented towards student's center learning has indeed been developed for quite a long time at Akper Kesdam I/BB Padang, although based on the results of the initial data review through interviews conducted with four students about the process of implementing a competency-based curriculum with the student's center learning model, most students stated that student's center learning was considered burdensome because students were required to find the material themselves in a short time, then present it without being given an explanation first by the lecturer teaching the course. Based on the interviews conducted by the researcher, the student's center learning model was considered to have advantages or difficulties, depending on how students perceive the learning model itself. The ability that must be mastered as a bridge to reach the mastery of cognitive abilities, namely perception. Perception is a process that involves the entry of messages or information that enter the human brain, and will affect humans in the process of remembering and thinking (Djamarah, 2011).

The implementation of student-centered learning as a learning model should also be aligned with the selection of appropriate teaching techniques, especially if the purpose of learning is to make students interested in exploring deeper information about reading materials, especially related to their future career needs, one of which is exploring more information about various information in the Nursing Schedule. Although learning with a learning model places students as the center of the teaching and learning process, which allows them to be actively involved in learning, there are many things that make them less interested in exploring deeper information on reading, so it is necessary to apply teaching techniques that help students to be interested in developing their cognitive abilities through readings that they find themselves, and provide critical opinions about the information in it. One teaching strategy that is oriented towards a learning model that has a goal like this is Directed Reading Thinking Activity (DRTA). Directed Reading Thinking Activity (DRTA) in the student-centered learning model encourages students to make predictions about the contents of the text before they read it. This activates their prior knowledge and engages them in the critical thinking process. When students read, they can verify or revise their predictions, which encourages discussion and collaboration between them. In this way, students learn more deeply and are engaged in the learning process, thereby improving understanding and retention of information.

In addition, this approach also improves students' communication skills. In student-centered learning, they are encouraged to share their thoughts and analysis with their classmates, which not only enriches their learning experience but also builds important social skills in the nursing world. Thus, the application of the students' centered learning model with the Directed Reading Thinking Activity (DRTA) strategy in teaching text comprehension not only improves reading skills but also prepares students to become more prepared and adaptive professionals in a dynamic work environment. By implementing the Directed Reading Thinking Activity (DRTA) technique, students are given the opportunity to develop reading and critical thinking skills independently. In this context, the students' center learning model helps students not only receive information, but also analyze, evaluate, and reflect on their understanding of the texts they read.

The DRTA (Directed Reading Thinking Activity) strategy is designed to improve students' reading and critical thinking skills. This strategy involves three main steps: making a prediction, reading to confirm or refute the prediction, and discussing the results. This process not only encourages students to be actively involved in reading, but also helps them explore information in a more structured and reflective way (Anaktototy, & Lesnussa, 2022). In the context of the Directed Reading Thinking Activity (DRTA) Strategy, the ability to dig up information can be improved through active interaction between students and reading materials. By making predictions before reading, students are encouraged to think about what they know before and how new information can relate to existing knowledge. Iser (2022) stated that in digging up information by making predictions about reading results is in line with constructivism theory, which states that learning occurs when individuals build new knowledge based on previous experiences and knowledge.

In addition, discussions that occur after reading in the Directed Reading Thinking Activity (DRTA) strategy provide opportunities for students to share their understanding and explore different perspectives. This creates a collaborative learning environment, where students can help each other explore information more deeply and critically (AlJanaydeh & AlJamal, 2021). The ability to explore information is an important skill in education, especially in the context of higher education and professions such as nursing. This skill includes the ability to search for, evaluate, and use information from a variety of sources to build deeper knowledge. In an increasingly complex world, students need to be trained to be effective information seekers in order to make informed decisions in clinical practice. The DRTA (Directed Reading Thinking Activity) strategy is a learning method designed to improve students' reading and critical thinking skills. According to Kucuk (2017), the Directed Reading Thinking Activity (DRTA) strategy involves a process in which students make predictions about the content of the reading, read to confirm or refute those predictions, and then discuss the results. This process not only increases students' engagement in reading but also helps them explore information in a more structured and reflective way. In the context of the Directed Reading Thinking Activity (DRTA) strategy, the ability to explore information can be improved through active interaction between students and reading materials. By making predictions before reading, students are encouraged to think about the knowledge they already have and how new information can relate to that knowledge. This is in line with constructivism theory, which emphasizes that learning occurs when individuals construct new knowledge based on previous experiences and knowledge (Huang & Chang, 2019).

In addition, discussions that occur after reading in the Directed Reading Thinking Activity (DRTA) strategy provide opportunities for students to share their understanding and explore different perspectives. Research by Alshahrani (2020) shows that group discussions can improve understanding and retention of information, as well as encourage students to think critically about the information they obtain. This creates a collaborative learning environment, where students can help each other dig deeper into information. Overall, the use of Directed Reading Thinking Activity (DRTA) strategy in teaching can significantly improve students' ability to explore information. By integrating this strategy into the curriculum, educators can help students develop the skills necessary to be an effective and critical information seeker, which is essential in nursing practice and other health care fields.

Overall, the use of Directed Reading Thinking Activity (DRTA) strategies in teaching can significantly improve students' information seeking abilities. By integrating this strategy into the curriculum, educators can help students develop the skills necessary to become effective and critical information seekers, which are essential in nursing practice and other health care fields. In addition, reading in English helps nursing students develop the medical vocabulary needed for everyday communication with patients and colleagues. A good understanding of medical terms in English is essential, as many official documents, guidelines, and practice manuals are written in the language. By reading a variety of sources, students can improve their English language skills, which in turn will strengthen their ability to communicate effectively in a clinical setting. Finally, reading also contributes to the development of critical thinking and analytical skills in nursing students. Through the analysis of texts and literature, students can learn to evaluate information, compare points of view, and formulate arguments based on evidence. These skills are essential in nursing practice, where sound, evidence-based decision-making is key to providing safe and effective care to patients. Thus, reading not only improves English language skills but also prepares nursing students to become more competent and responsive professionals.

According to Mustafa (2020) this Directed Reading Thinking Activity (DRTA) focuses on student involvement in reading texts, because students predict and prove it when they read. DRTA learning strategy or Directed Reading Thinking Activity is a strategy to develop comprehensive reading skills, critical reading, and develop students' experience acquisition based on the form and content of reading extensively. Initially, students are invited to make predictions about what happens in a text through pictorial media that can encourage students to think about text messages, especially implied

information that they can know. Then in making predictions, each student's predictions will be different because students think according to their own way of thinking, and lecturers must accept the predictions put forward by students. According to Lusyani (2019) Directed Reading Thinking Activity (DRTA) strategy) is an English learning activity that focuses on student involvement with texts, because students prove it and predict when they read.

Directed Reading Thinking Activity (DRTA) strategy when translated into Indonesian means direct reading and thinking activities. Directed Reading Thinking Activity (DRTA) strategy is a reading strategy that focuses on student involvement with reading texts, because students make predictions and prove their predictions when reading texts. Directed Reading Thinking Activity (DRTA) strategy is directed to achieve general goals so that students involve the thinking process when reading (Rahim, 2011). The Directed Reading Thinking Activity (DRTA) strategy is directed to achieve the general goal so that students can involve the thinking process when reading because in reading a reader must involve his experience when translating the ideas conveyed by the author. The translation of ideas begins when students predict the reading text. After predicting the reading text, it is continued by reading the reading text so that students find the ideas conveyed by the author to prove the predictions that have been made previously. This idea translation activity ends by confirming the predictions that have been made according to the reading text that has been read. In the Directed Reading Thinking Activity (DRTA) strategy, students are encouraged to make temporary predictions about the story in the text, then students read the reading text to confirm the predictions they have made about the reading text. The Directed Reading Thinking Activity (DRTA) strategy can stimulate students to think before reading, stimulate students' memories, and focus students' minds on finding the information they are looking for so that it can make it easier for teachers to involve students in the learning process. So, the Directed Reading Thinking Activity (DRTA) strategy is a learning strategy that can be applied to emphasize direct thinking activities when students read and guide students to be actively involved in the process of learning reading comprehension skills. The purpose of the Directed Reading Thinking Activity (DRTA) strategy is to activate student involvement in the learning process, gain knowledge from reading texts more easily because lecturers take an effective role as student guides to interpret the contents of the text, enable students to set reading goals, and understand reading texts better. The following are the steps for implementing Directed Reading Thinking Activity (DRTA) strategy summarized from various theoretical sources:

1. Introducing the Topic and Making Predictions

In the initial stage, the teacher introduces the reading topic to the students. The teacher then asks the students to make predictions about the content of the reading based on the title, pictures, or initial information provided. This step aims to arouse students' interest and engagement and encourage them to think critically about what they will read (Huang et al., 2021).

2. Reading to Confirm or Refute Predictions

After making predictions, students then read the prepared text. While reading, they are asked to note information that supports or contradicts the predictions they have made. This process helps students focus on details and understand the context of the reading better (Kucuk, 2021).

3. Discussion and Reflection

After reading, the instructor facilitates a group discussion where students can share their findings. This discussion provides an opportunity for students to explore different perspectives and deepen their understanding of the material. The instructor can ask guiding questions to encourage further reflection and analysis (Alshahrani, 2021).

4. Summarize and relate to previous knowledge

In the final stage, students are asked to summarize the information they have learned and relate it to existing knowledge. This helps them to build connections between new information and what they already know, and strengthens their understanding (Huang et al., 2021).

5. Evaluation and Feedback

The instructor provides feedback on the process and results of the discussion. Evaluation can be done through quizzes, written assignments, or group presentations to assess students' understanding of the material. This feedback is important to help students understand areas for improvement and strengthen their critical thinking skills (Kucuk, 2021). Here are the components could be used to evaluate student's critical thinking:

- a. Main Idea
Determine and understand the main idea of the text being read, namely what is the author's main focus.
- b. Important Details
Identify important information or facts that support the main idea, including data, examples, and arguments presented.
- c. Relationship between concept
Analyze how various concepts or information in a text relate to each other and build a more holistic understanding.
- d. Meaning of Words
Explore the meaning of words or phrases that may not be familiar, and understand the context of their use in the text.
- e. Conclusion and Inference
Develop the ability to draw conclusions from presented information and make inferences based on context.
- f. Author's Perspective
Understand the author's point of view, including biases, goals, and context that may influence how information is conveyed.
- g. Critical Question
Asking critical questions that can dig deeper into the themes, arguments, and implications of the text being read.
- h. Personal Reflection
Relate information in the text to personal experiences or prior knowledge to deepen understanding.

2. Method

This type of research was classroom action research or classroom action research referring to the action research model developed by Kemmis and Mc. Taggart, this research was carried out in four main stages, namely: plan (planning), act (action), observe (observation), and reflect (reflection) in the first cycle and second cycle (Meesuk, Sramoon, & Wongrugsa, 2020). Research activities began with initial observations to obtain initial data regarding student activities when learning to read and the level of students' ability to find the main idea of a paragraph. The research subjects were third semester students of the Kesdam I/BB Padang Nursing Academy, consisting of 41 students.

The data collected in this research was qualitative data which was strengthened by quantitative data. Quantitative data was obtained through the results of tests carried out by students at the beginning of the research and at the end of each cycle, while the qualitative data in this classroom action research were in the form of sentences that described the activities of lecturers and students, as well as situations that occurred in learning. Qualitative data collection was carried out by carrying out several activities, namely: (1) observation to collect data in the form of student activities during reading lessons, both before the action and during the action. Other things that were also observed were a number of lecturers' actions in learning to read before and during the action, whether they had applied the inquiry method or not, (2) the check list given to fellow lecturers was used as an effort to strengthen the accuracy of initial research estimates, whether the lecturers had not used the inquiry method in learning to read or already., then a checklist for students before

and after the action which is useful for obtaining data regarding the level of student activity in learning activities and students' opinions regarding learning to read before and after asking for the inquiry method, (3) field notes (field notes) which contain situations and conditions that occur during learning so that lecturers can carry out self-reflection, (4) interviews with fellow lecturers.

The data obtained can be used as a source of data regarding lecturers' knowledge of inquiry methods and the extent to which reading comprehension learning has been implemented, (5) documentation in the form of field notes, photos and videos containing events in learning, (6) competency tests to find ideas main paragraph. The competency test was carried out before the action, at the end of cycle 1, and at the end of cycle 2. The question material in the reading competency test to find the main idea of the paragraph includes: (1) questions related to the ability to find the main sentence and main idea. The ability to differentiate the main sentence from the main idea is very important because so far students still often equate the main idea with the main sentence, (2) questions related to general understanding of the main idea and matters related to the main idea. This understanding was obtained after students experienced the process of thinking, innovating, and the process of trying to find the main idea, (3) questions that aim to measure students' ability to write paragraphs with variations of questions about writing paragraphs based on the main sentence and main idea that have been determined and writing paragraphs based on the main idea. from the students themselves. In this case, reading comprehension skills are combined with writing skills with the aim of knowing and ensuring that students really understand what is being taught.

In this research, data analysis was carried out using two types of analysis, namely: qualitative data analysis which was needed to describe the classroom atmosphere that has implemented the inquiry method. Data was obtained by observation and asking for opinions from both students and collaborators. Therefore, data analysis was carried out in several steps by identifying various things in the data, seeing patterns, and making interpretations. The qualitative data in this research describes expressions of student behavior, the views of students and collaborators as well as students' ability to dig the information on the text. Data presentation was carried out by describing data that has been clarified according to the main problem.

Conclusions were drawn at the final stage, (2) quantitative data analysis is used to provide an overview of the progress of learning in the classroom and to see the development of activities and the value of student learning outcomes. This quantitative data was analyzed using quantitative descriptive analysis. Quantitative data obtained through initial tests and competency tests collected in each cycle were analyzed descriptively to determine the mean and percentage of learning outcomes at the end of each cycle.

3. Result and Discussion

Description of Initial Conditions

This research was conducted in Grade II Akper Kesdam I/BB Padang. At the initial stage, observations were conducted to obtain information about the implementation of learning in this class. The observations were also conducted to obtain an overview of the implementation of the learning process and students' learning outcomes in the English for Nursing course with Reading skills. The value for this skill is still relatively low, students still find it difficult to dig up information from reading, most students are only able to find information that is written without using their critical thinking, so it is necessary to take corrective action by using teaching techniques that aim to help them dig deeper into information in the text, namely the DRTA technique. The text used during the learning process is a table text related to the "Nursing Schedule". This research was conducted in 2 (two) cycles which included planning, implementation, observation, and reflection. In implementing this research, researchers and collaborating lecturers collaborated, where researchers acted as lecturers and collaborators acted as observers of the activities of lecturers and students in the teaching and learning process. The teaching and learning process aims to improve student learning outcomes. An important factor that is one of the determinants of the success of the student learning process is

the learning strategy used when teaching material to students, meaning that learning must be interesting and not one-way. Researchers observed the classroom conditions during the learning process, collaborators observed lecturers teaching without the right learning methods. The first step taken by the researcher was to ask collaborators to observe how lecturers teach their students. Then after conducting a pre-test to students to determine the initial understanding of students before the action, namely by implementing the Directed Reading Thinking Activity (DRTA) strategy. To find out the descriptions of the difficulties experienced by students in answering questions in the reading text. Pre-cycle (initial test) is given to students.

Cycle 1

Implementation of Directed Reading Thinking Activity (DRTA) Strategy to improve students' ability to explore information, analyze information, draw conclusions and reflect on understanding through critical questions.

1) Planning

This cycle I learning is carried out with a duration of 2 x 35 minutes. The material to be studied in this cycle is reading comprehension in the reading text. Before cycle I was carried out, the researcher made several preparations, namely:

- a. Prepare a Learning Implementation Plan (RPP) in accordance with the Directed Reading Thinking Activity (DRTA) Strategy.
- b. Prepare materials that will be used by researchers in class in implementing the Directed Reading Thinking Activity (DRTA) Strategy.
- c. Prepare lecturer observation sheets and student observation sheets to observe learning.

2) Implementation

Based on the research, data was obtained regarding students' reading comprehension skills. This research is in the form of Classroom Action Research which is carried out with 2 learning cycles, where each cycle consists of 4 stages, namely planning, action, observation, and reflection. This research uses the Directed Reading Thinking Activity (DRTA) Strategy to see the improvement in students' reading comprehension skills. In this case, the researcher acts as a teacher while the observer is another lecturer. The teaching and learning process refers to the Learning Implementation Plan that has been prepared. The observer makes observations while the learning process is taking place. After all students are ready to take part in the teaching and learning process, the lecturer makes an apperception and conveys the learning objectives. Before carrying out the learning, the researcher first gives a pretest to students to find out how far the students' knowledge is before the research is carried out. The researcher carries out learning activities in accordance with the steps of the Directed Reading Thinking Activity (DRTA) Strategy in the teaching and learning process. In general, the results of the evaluation of cycle I can be described as follows:

Completion of Individual Student Learning Outcomes in the Pre-Cycle

After all students are ready to follow the teaching and learning process activities, the lecturer makes an apperception and conveys the learning objectives. Before carrying out the learning, the researcher first gives a pretest to students to find out how far the students' knowledge is before the research is carried out. The researcher carries out learning activities in accordance with the steps of the Directed Reading Thinking Activity (DRTA) Strategy in the teaching and learning process. In general, the results of the evaluation of cycle I can be described that the completeness of student learning outcomes individually in the Pre-Research Cycle begins by giving students a test to find out the students' initial abilities with questions that require further understanding and also to find out the difficulties experienced by students in understanding the subject matter to be explained. The results of the pre-cycle show that the level of learning completeness is still low with an average value of 56.80 with the number of students who completed it being 10 people and 31 people who did not complete it.

The completion of student learning outcomes in the post-test cycle I

At the end of the learning, after the lecturer has implemented the learning steps according to the Directed Reading Thinking Activity (DRTA) Strategy, the lecturer again gives a test which aims to determine the level of success of the actions that have been given. From the test results that have been obtained in the implementation of cycle I research; the results of individual student learning are shown that the level of learning completeness has begun to increase with an average value of 66.20 with the number of students who have completed it being 18 people and 23 people who have not completed it.

a. observation Stage

- Observations are carried out simultaneously with the implementation of learning activities.
- Observations were made on lecturer activities, student activities, and student learning outcomes.
- Observations are carried out in accordance with predetermined indicators, both regarding lecturer activities and student activities carried out during the learning process.

b. Observation of Lecturer Activities

In the implementation of this research, the researcher who acts as a lecturer who carries out the learning process according to the learning steps. The observer or observer who assesses the learning implementation process is another lecturer. Observers have an important role in observing the activities of lecturers and students that occur in the classroom during the research process. The lecturer observation sheet is used to see the implementation of learning held by lecturers in the classroom using the Directed Reading Thinking Activity (DRTA) Strategy

The results of the data obtained are used to see the level of learning implementation. Based on the amount of data obtained above, the researcher as a teacher in the study using the Directed Reading Thinking Activity (DRTA) Strategy to improve students' reading comprehension skills in cycle I is still relatively low with a percentage of 60% so that researchers must improve their teaching methods for students in the next cycle.

c. Observation of Student Activities

At this stage, the researcher acts as an observer who assesses student activities in the teaching and learning process according to the contents of the learning steps and the steps of the Directed Reading Thinking Activity (DRTA) Strategy. Based on the table of results of observations of student activities above, the activities carried out by the researcher who acts as a teacher during the learning process using the Directed Reading Thinking Activity (DRTA) strategy have not been optimal in improving student learning outcomes, which are still in the range of 60%.

3) Reflection

Based on the results of observations made in cycle I, a reflection was carried out on all activities in cycle I, the results of which are as follows:

- a) Students are not yet able to predict the contents of the reading text they are going to read well.
- b) Students are less active in answering questions based on predictions based on predictions of the reading text.
- c) Lecturers have not optimally implemented the Directed Reading Thinking Activity (DRTA) strategy during the learning process, so that there are still some students who are not serious when the lecturer explains the learning material.

To improve the weaknesses in cycle I, teaching and learning activities were carried out in cycle II. The evaluation of the shortcomings and solutions for implementing actions in cycle I obtained from

discussions with observers are:

- a) Students' ability in reading comprehension in cycle I was still low, therefore the lecturer implemented the Directed Reading Thinking Activity (DRTA) strategy by paying maximum attention to the steps.
- b) Lecturers must actively involve all students in learning, for cycle II evaluation teachers must be able to make students active in and researchers consult with the class teacher.

Description and Results of Cycle II Actions

The actions in this cycle II research are a follow-up to reflection I. The actions in cycle II are carried out as an effort to improve and solve problems that emerged in cycle I. The description of the research results in cycle II is as follows:

1. Planning

Based on the results of the evaluation and reflection in cycle I, the researcher will then make improvements in cycle II by paying attention to things that need to be improved. The improvements made in cycle II include the following:

- Improve the Learning Event Units (SAP) that have been created and prepare the reading texts that will be used.
- Create observation sheets for lecturers and students to observe the learning process.
- Prepare evaluation test questions based on the reading text used.

2. Implementation

The implementation of cycle II research was carried out to improve the learning process and increase student learning outcomes.

Completion of Individual Student Learning Outcomes Cycle II

At the end of the learning, after the lesson material has been explained by the researcher who acts as a lecturer, the next step is to give a test that aims to determine the level of success of the actions that have been given. From the test results obtained by 41 students, it was obtained that the level of learning completion of the learning completion rate had begun to increase with an average value of 81.20 with the number of students who completed it being 34 people and 7 people who did not complete it.

1. Observation

Observations are carried out simultaneously with the implementation of learning activities. Observations are made on lecturer activities and student activities carried out during the learning process.

a. Observation of lecturer activities

In carrying out this research, the researcher who acts as a lecturer carries out the learning process in accordance with the learning steps. Observer or observers who assess the learning implementation process are lecturers. Lecturer observation sheets are used to see the implementation of learning held by teachers in the classroom using the Directed Reading Thinking Activity (DRTA) strategy. The results of the observation show that lecturers are already at a 92% assessment in the implementation of DRTA compared to the implementation in cycle I, which is only 60%.

b. Observation of Student Activities

At this stage, the researcher acts as an observer who assesses student activities in the teaching and learning process according to the contents of the learning steps and the steps of the Directed Reading Thinking Activity (DRTA) Strategy. The results of student activities in the learning process carried out in cycle II showed an increase of 83% compared to cycle I, which was only 60%.

The results of the observation data on student activities above, the activities carried out by the researcher who acted as a lecturer during the learning process using the Directed Reading Thinking Activity (DRTA) strategy were optimal for improving students' reading comprehension skills, this can be seen from the observation results obtained with approximately good criteria.

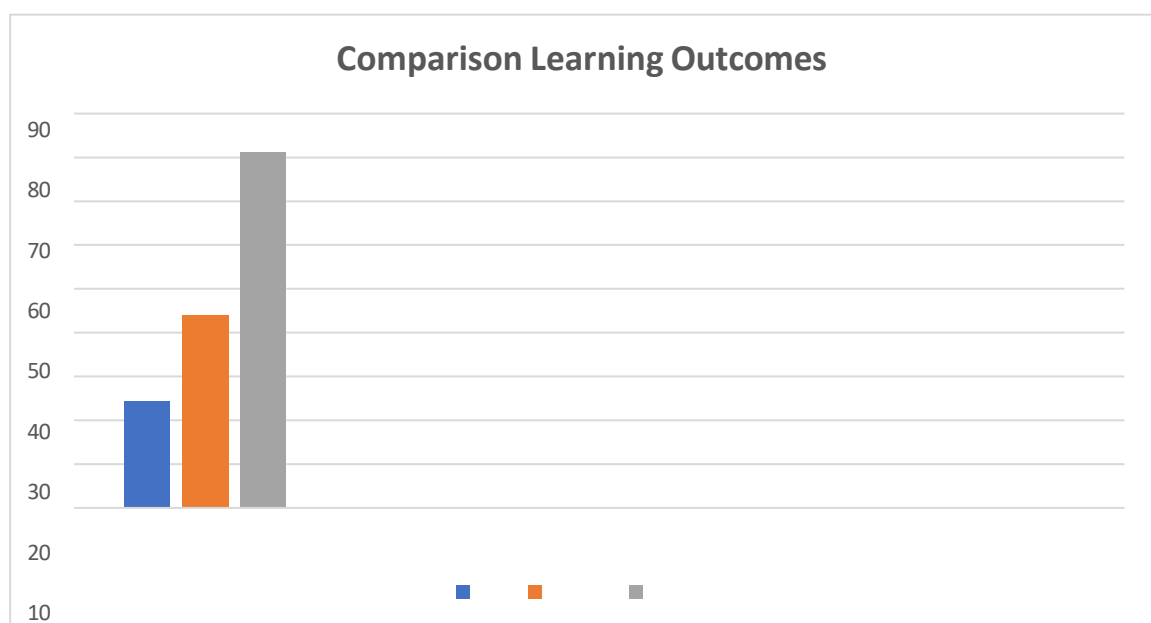
1. Reflection

From the results of the analysis in cycle I, the classical completion rate was 66.20%, while in cycle II the classical completion rate was 81.20%. Thus, the results of this study indicate that by using the Directed Reading Thinking Activity (DRTA) Strategy, students' ability to explore information using their critical thinking skills can be improved, so that no further improvement is needed, because the researcher has taken optimal action in implementing learning and has used an interesting learning strategy for students. And at the end of the learning, the researcher has given questions to measure the level of students' reading comprehension which was done after the researcher carried out learning in accordance with the steps of the Directed Reading Thinking Activity (DRTA) strategy. Thus, after seeing the results obtained in cycle II, the researcher does not need to continue to the next cycle because the learning outcomes obtained by students have increased.

Comparison of Learning Outcomes between Cycles

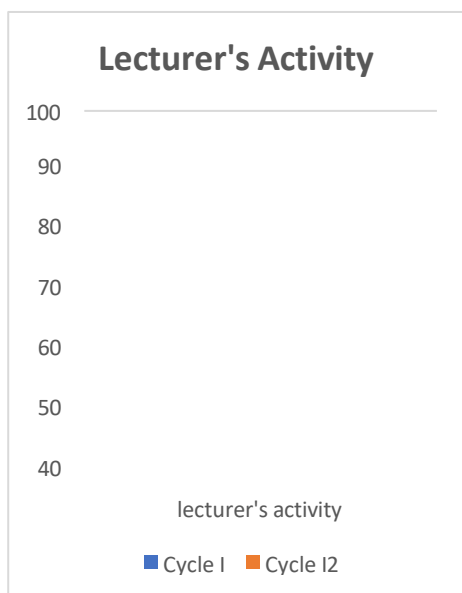
1) Comparison of Learning Outcomes between Action Cycles

From the data of individual student learning outcomes, classical and average learning outcomes of students' reading comprehension abilities starting from the pretest, cycle I and cycle II, there is a comparison of improvements. If the comparison of learning outcomes in the pretest, cycle I and cycle II is described in the form of a diagram, it will look like the image below.



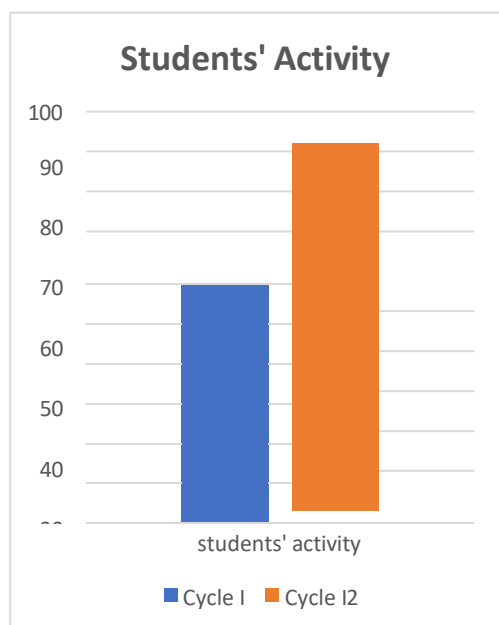
2) Comparison of the Results of Lecturer Activity Actions In Cycle I and Cycle II

Based on the results of data obtained from observations of lecturer activities in cycle I and cycle II, an increase can be seen. Where in cycle I the results of observations of lecturer activities were obtained at 60% and in cycle II increased to 92%. For more details on the increase in the results of observations of lecturer activities, it can be seen in the following diagram.



3) Comparison of Student Activity Action Results in Cycle I and Cycle II

Based on the data obtained from the observation of student activities in cycle I and cycle II, an increase can be seen. Where in cycle I the results of student activity observations were obtained at 60% and in cycle II increased to 83%. For more details on the increase in the results of student activity observations, see the diagram below.



4. Conclusion

Based on the description and discussion of the research results presented in the previous chapter, the following conclusions were obtained:

1. The implementation of learning using the Directed Reading Thinking Activity (DRTA) strategy is categorized as good. This can be seen from the results of lecturer activities in cycle I obtained as much as 60% and in cycle II increased to 92%.

2. The implementation of learning using the Directed Reading Thinking Activity (DRTA) strategy at level II of Akper Kesdam I/BB Padang is categorized as good. This can be seen from the results of observations of student activities in cycle I, which were obtained as much as 60% and in cycle II increased to 83%.
3. By using the Directed Reading Thinking Activity (DRTA) Strategy at level II of Akper Kesdam I/BB Padang, it can improve student learning outcomes, namely in the pre-cycle with an average value of 56.80 and classical completeness of 24.39%, in cycle I it increased with an average value of 66.20 and classical completeness of 43.90%. Furthermore, in cycle II the average value obtained was 81.20 and classical completeness of 82.92%. This shows that in cycle I and cycle there was an increase

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Declaration of Conflicting Interest

The authors state that there is no conflict of interest concerning the publication of this paper.

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