

The integration of DRTA strategy and the zoom conference for teaching reading: An action research

Akhmad Sutyono¹, Tommy Hastomo^{2*}

^{1,2}STKIP PGRI Bandar Lampung

Correspondence: tommy.hastomo@stkippgribl.ac.id*

Abstract

This present research aimed to explore the integration of Directed Reading Thinking Activity (DRTA) and Zoom conferences to improve learners' reading ability. This current study employed the DRTA strategy as the independent variable and learners' reading ability as the dependent variable. There were 30 students as the subject of this study. Reading tests, field notes, questionnaires, interviews, and observation sheets were the research instrument for collecting the data. The pre-test and post-test mean scores showed an improvement in students' reading ability using the DRTA Strategy and Zoom conference integration. Furthermore, this combination can help English learners achieve the learning target. The integration DRTA Strategy and Zoom conference offered some beneficial aspects for the students. Therefore, the students could conduct the learning process even though they must choose the online course as the learning environment in the pandemic era.

Keywords: Action Research, DRTA Strategy, Zoom Conference

Introduction

There are four skills that students must master, such as the ability to listen, write, speak, and read, as compulsory in learning English. English communication can run effectively so that there is good interaction if the four language skills are mastered to the maximum. Andrade et al. (2021) explained that students could use knowledge and information by reading a reading text. Understanding reading content is a fundamental goal in reading activities because it has various benefits, such as obtaining new information, increasing vocabulary, reducing stress, improving concentration, etc. Thus, understanding meaning is one of the essential goals of the reading activity.

However, students must study micro-reading skills before they can master reading skills (Erliana, 2011). A low level of reading ability is a problem that many middle-level students have. It happens because the digestion of meaning is difficult for students to master. There are stages of understanding the text at the level of words, sentences, and paragraphs that must be learned in

learning English. The increase in vocabulary, students critical thinking skills, and the development of concentration are various benefits if students have developed the level of reading skills by the learning targets. So that students can achieve positive things from reading, teachers must provide support so that reading activities can run optimally, one of which is by using appropriate learning strategies.

There are several achievements from applying appropriate strategies, such as remembering important information, developing ideas, connecting ideas, and activating background knowledge (Putri Utami, 2019). Teachers can do teaching reading by using various learning strategies, one of which is the DRTA (Directed Reading Thinking Activity) Strategy. DRTA Strategy is a strategy where the teacher has designed an activity plan for reading learning to improve students' reading skills based on predictions and reflections. Educators aim to implement this strategy in the classroom through active learning. Student academic achievement can be increased based on the natural learning process in the DRTA Strategy. This statement is in line with Novendiana, Tasnim & Wijaputra's (2016) idea, which explains that students' activities and thinking skills can be increased by implementing the DRTA Strategy.

Prediction activities are part of active learning in the DRTA Strategy. There are various questions regarding the reading text based on implementing knowledge building in this strategy. Meanwhile, the prediction step, the guided silent reading grade, and the proof step are the three steps in the DRTA Strategy that help students achieve learning targets. Jabri & Nadhira (2020) said that the activities in the DRTA Strategy facilitate the acquisition of a bit of information that plays a vital role in developing ideas and thinking critically. Thinking critically plays a mandatory role in completing various tasks and learning activities. Students who have critical thinking skills can process new information and process the truth of the data to think objectively in multiple situations and conditions. This current study tried to integrate Zoom conference and DRTA Strategy as the alternative method for developing students' reading ability in the pandemic era. This integration supported the researchers in conducting action research even though the learning process must be completed in an online course. The students must complete online classes because the government did not allow the learning activity in a face-to-face meetings.

Zoom conferences offered positive features as the educational technology for teaching English, such as easy access, rich features, and free application. Students' English ability could be developed using the implementation of Zoom conferences (Suadi, 2021). Using Zoom as a learning medium can support the learners to be more focused on the learning activity because the teaching activity is beyond time and place. Moreover, video recording features can facilitate the learners to re-watch the material's content. Therefore they can

comprehend and convey the learning activity independently. On the other hand, the students can actively participate in a reading activity in an online course using the breakout room features in the Zoom conference. Meanwhile, this application is free, and the learners do not need to pay the subscription fee because the instructor is responsible for this aspect.

This current study had the novelty of the research. This analysis tries to explore the integration of Zoom conference and DRTA Strategy. The needs of students in the pandemic era were why the researchers chose this topic as the research focus. Therefore, the students could benefit from online courses based on implementing learning strategies and educational technology in this current research (Mu'awanah, Sumardi & Suparno, 2021). Moreover, the learners could utilize the experiences of this integration to improve their learning outcomes. This integration also offered the learners to increase their motivation, produce various original projects, and enhance their critical thinking skills. According to the above explanation, the researchers tried to investigate whether the integration of Zoom conference and DRTA Strategy can improve learners' reading ability and explore the learners' perception of this implementation.

Methods

This present research utilized action research as the research design. The independent variable was the integration of the DRTA Strategy, and the dependent variable was reading ability. This action research had four stages: "planning, action, observing, and reflection. The researchers prepared all the teaching materials and media in the planning activity (Mason, 2010). The syllabus guided the development of the reading activity in the learning process.

The pandemic era caused the researchers to conduct the online course and choose the Zoom conference as the educational medium in this current study. Meanwhile, the researchers could develop the learners' reading ability using the DRTA Strategy. Two research instruments were employed for collecting the data: a test and a questionnaire. The use of conducting tests to investigate the improvement of reading ability and a questionnaire aimed to explore the students' perceptions toward this integration.

Participants

The population in this study was the second-semester students of STKIP PGRI Bandar Lampung. Random cluster sampling was the technique employed for choosing the research sample. This current research had thirty students as the research sample. For selecting the sample, the use of a lottery was employed by the researchers.

Instruments

This current study employed two tests for evaluating the learners' reading ability. The researchers assess the learning outcome of the learners in every meeting of the Zoom conference in the formative test as the first test. Moreover, the second test was the summative test aimed to evaluate the learners' learning outcomes at the end of each cycle. Meanwhile, the learners' perceptions toward the integration of this current study were collected using the questionnaire. The researchers used interviews, field notes, and observation activity to support the qualitative data.

Data analysis

The data of this current study were collected using interviews, observation sheets, field notes, and tests. The researchers could assess the progress of the learning activity based on the utilization of those four instruments. The learners' perceptions in this integration could be collected using these activities—meanwhile, this current study employed a t-test for collecting the quantitative data.

Results and Discussion

Finding Learners' Reading Ability

Table 1. Paired Sample Statistics for Learners' Reading Ability

	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test	67.52	30	6.23	1.10110
Post-Test	84.39	30	3.72	.66829

This present research employed a t-test to answer the first question, namely the improvement of the integration DRTA Strategy and the Zoom conference to teach reading at STKIP PGRI Bandar Lampung. According to table 1 above, the finding showed the comparison between pre-test and post test scores from the students. 67.52 was the mean score on pre-test, and 84.39 was the mean score on the pre-test. Moreover, 3.72 was the standard deviation in the post test and 6.23 was the standard deviation in pre-test. Therefore, the findings illustrated the improvement of students' reading ability based on integrating the DRTA Strategy and the Zoom conference.

Table 2. Paired Samples Test Significant Difference

Paired Differences					t	df	Sig. (2-tailed)
95% Confidence							
Interval of the Difference							
Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
-16.96774	7.51658	1.35002	-19.72484	-14.21064	-12.569	30	.000

According to table 2, the data showed that the value of Sig. (2-tailed) was 0.000 < 0.05. Therefore, this current study illustrated a substantial differentiation between learners' reading abilities using DRTA Strategy in the Zoom conference.

The Students' Perception of Using DRTA in The Zoom Conference

Table 3. Frequencies for Students' Perception (N = 30)

Scale value		N	%
1.00 – 1.80	Very negative	0	0
1.81 – 2.61	Negative	0	0
2.62 – 3.40	Moderate	5	16
3.41– 4.21	Positive	8	27
4.22 – 5.00	Very positive	17	57

Table 3 above shows learners' perception frequencies based on the integration in this current study. Thirty students were the number of students in this present research. The findings described that 17 respondents (57 %) had very positive perceptions, 8 respondents (27 %) had positive perceptions, and 5 respondents (16 %) had moderate perceptions.

Discussion

Learners' Activity Outcomes

The students could improve their learning outcomes after integrating the Zoom conference and DRTA Strategy. This statement was in line with the finding of the mean score of pre-test (67.52). Therefore, DRTA Strategy was the

appropriate learning strategy for improving students' reading ability. It facilitated the learners to predict while reading (Andriani, 2017).

Integrating the DRTA Strategy in the Zoom conference could affect the learners' reading ability. This statement was in line with the finding from Yazdani & Mohammadi (2015), which stated that using DRTA Strategy could positively affect the students and improve their reading comprehension. There were some steps for conducting the DRTA Strategy. First, the students can conduct a prediction while reading, which can enhance the student's critical thinking. Moreover, the students can also develop their creativity using the DRTA Strategy because the prediction activity in this technique can confirm the truth of the information in the text, expanding the students' creativity aspect. Last, the students can improve their learning motivation because they will be satisfied if the prediction in the reading activity is confirmed. It will make them more engaged and affect the students' emotions positively.

Meanwhile, DRTA Strategy played a significant role in solving the students' reading problems. Faisal & Lova (2018) conveyed that students' difficulties in reading aspects could be solved using DRTA Strategy. Using the DRTA Strategy could facilitate the learners in predicting the material content. Therefore the learners could solve the difficulties based on the prediction ability as a crucial role in this learning strategy. Furthermore, the teaching-learning activity acquired the benefits of using this strategy, and it affected the learners' reading ability in English subject. This statement was in line with Lubis (2018), who said that DRTA Strategy was an alternative strategy for teachers to improve students' learning ability in English subjects. Therefore, the learners could develop their creativity and critical thinking because they could predict the material content as the key feature of this learning strategy.

Integration of DRTA Strategy in Zoom Conference

The pandemic era caused the teacher as the educator to integrate the learning strategy and educational technology. In this current study, the researchers decided to use Zoom conference as education technology and DRTA Strategy as the learning model for teaching reading in the virtual classroom. The mobilization of students and teachers must be limited because of the spread of the coronavirus. Therefore, this integration was expected to facilitate the learners to expand their reading ability, especially in English Language Teaching at STKIP PGRI Bandar Lampung.

Zoom is an application of video conference that the researchers chose as learning media for teaching reading. This application offered some benefits that could support the learning activity in the virtual classroom (Pengnate & Rattanapong, 2021). Moreover, Zoom conferences also had features that could facilitate learning activities in virtual classrooms, such as video streaming, live

chat, polling, break-out room, and video recording. This current study utilized those features and integrated them with DRTA Strategy in teaching reading to improve the student's learning outcomes.

The learners could learn English subjects beyond time and place because of the critical features of Zoom as the learning media (Chamran, Nurieva, & Garaeva, 2021). Moreover, the video recording facilitated the learners to re-watch the content material conducted outside the virtual classroom activity. Meanwhile, the students could utilize the break-out room to use the DRTA Strategy in a small group. Therefore they could be more focused on discussing and expanding their reading comprehension. Finally, the learners could access the live chat feature to make conversation as the forum discussion in the reading activity for improving their independent learning in English Language Teaching.

In summary, this current study concluded that the integration of the DRTA Strategy and Zoom conference was the appropriate method according to the findings in this study. This integration helped the learners improve their reading comprehension in learning English subjects. This combination also offered many benefits for the students. Even though the students could not attend the face-to-face meeting, the teachers could conduct virtual classrooms to teach reading modernly (Cheung, 2021).

Learners' Perception of Integrating DRTA Strategy in the Zoom Conference

In this section, the researchers described the learners' perception of integrating the Zoom conference and DRTA Strategy. This present research found a high level of participation of students in learning English subject. The benefits of the Zoom conference as educational technology could improve the students' involvement in English issues. For example, the learners could use live chat to start discussions for guessing the type of content in the reading activity (Rahayu, 2020). They could convey the ideas confidently because the instructors could facilitate the students in conducting the learning activity independently. Therefore, they could perform the teaching-learning effectively, and this activity supported the learners more independently to deliver a new idea in the reading activity. The previous research stated that DRTA Strategy could increase the student's participation in reading subjects (Setiartin, 2018).

Meanwhile, the learners illustrated positive responses while the instructors utilized the DRTA Strategy in the Zoom conference. For example, the students could re-watch the recording video if they missed the instructor's explanation. This activity could facilitate the students to comprehend the material better to solve the reading difficulty in this process. Integrating this learning strategy with educational technology offered the learners a better

experience. Previous research supported this finding, stating that the instructors could conduct a learning activity effectively if they chose an appropriate strategy for facilitating the learners to acquire the learning outcomes (Nurieva & Garaeva, 2020).

On the other hand, the learners spent too much time doing the assignments during teaching-learning activities (Aini, Muslem & Marhaban, 2021). A conventional learning model forces learners to work harder in the learning process. Meanwhile, the DRTA Strategy and Zoom conference integration solved the students' problem. The learners also got some beneficial activities from this integration for improving their reading section. This integration facilitated the learners to expand their creativity and critical thinking in an online course. Therefore, the instructors conducted learning activities effectively even though this integration must be undertaken in the Zoom conference as educational technology.

Conclusion

According to the result and discussion, this current study concluded that integrating the DRTA Strategy and Zoom conference was an alternative strategy for expanding the learners' outcome. The learners could develop their creativity and critical thinking because they had to predict the material in this learning strategy. Moreover, this integration helped the students acquire the learning outcomes. The learners got many benefits from using this integration for learning English. They also could modernly conduct an effective learning process even though the students were not allowed to attend the face to face meetings.

On the other hand, the learners spent too much time doing the assignments during teaching-learning activities. A conventional learning model forces learners to work harder in the learning process. Meanwhile, the DRTA Strategy and Zoom conference integration solved the students' problem. The learners also got some beneficial activities from this integration for improving their reading section. This integration facilitated the learners to expand their creativity and critical thinking in an online course. Therefore, the instructors conducted learning activities effectively even though this integration must be undertaken in the Zoom conference as educational technology.

Meanwhile, the limitation of this current research was the small size in this research. Moreover, this recent study only used two-cycle as the second limitation. The researchers can use other variables, such as gender and age, for future research related to this topic.

References

- Aini, Z., Muslem, A., & Marhaban, S. (2021). Investigating students' motivation and problems toward the use of Zoom platform in English teaching and learning process during the Covid-19 pandemic. *English Education Journal*, 12(4), 613–630. <https://doi.org/10.24815/EEJ.V12I4.21213>
- Andrade, O., del Rocío, D., Oleas, C., & Eugenia, M. (2021). Total Participation Techniques (TPT) for the oral communication skills development. *Repositorio PUCESA*, 7(2). <https://repositorio.pucesa.edu.ec/handle/123456789/3317>
- Andriani, D. (2017). The Influence of Reading Comprehension Achievement at the Eighth Grade Students of SMP Muhammadiyah 1 Rawa Bening by Using DRTA and KWL Strategies. *Journal of English Language Studies*, 2(1), 32–45. <https://doi.org/10.30870/JELS.V2I1.1591>
- Chamran, S., Nurieva, G. R., & Garaeva, L. M. (2021). Students' perception on the use of english subtitle on zoom during online learning process. *JELLT (Journal of English Language and Language Teaching)*, 5(2), 31–44. <https://doi.org/10.36597/JELLT.V5I2.11419>
- Cheung, A. (2021). Language Teaching during a Pandemic: A Case Study of Zoom Use by a Secondary ESL Teacher in Hong Kong: <https://doi.org/10.1177/0033688220981784>. <https://doi.org/10.1177/0033688220981784>
- Erliana, S. (2011). Improving reading comprehension through directed reading-thinking activity (DRTA) strategy. *Journal on English as a Foreign Language*, 1(1), 49–57. <https://doi.org/10.23971/JEFL.V1I1.36>
- Faisal, F., & Lova, S. M. (2018). The Development of Reading Learning Material based on DRTA Strategy as an Effort to Build a Literate Generation in Fifth Grade (5th) Of Primary School. *SCHOOL EDUCATION JOURNAL PGSD FIP UNIMED*, 8(2), 145–158. <https://doi.org/10.24114/SEJPGSD.V8I2.10198>
- jabri, U., & Nadhira, N. (2020). Enhancing Student Reading Skill through Strategy of Directed Reading Thinking Activity (DRTA). *MAJESTY JOURNAL*, 2(2), 18–24. <https://doi.org/10.33487/MAJESTY.V2I2.468>
- Lubis, Y. (2018). The Effect of DRTA Teaching Strategy and Learning Style on Students' Achievement in Reading Comprehension at Faculty of Tarbiyah Science and Teacher Training State Islamic University of North Sumatra. *VISION*, 13(13). <https://doi.org/10.30829/VIS.V13I13.300>
- Mason, D. (2010). Doing Action Research in English Language Teaching. A Guide for Practitioners. In *System* (Vol. 38, Issue 3). <https://doi.org/10.1016/j.system.2010.06.005>
- Mu'awanah, N., Sumardi, S., & Suparno, S. (2021). Using Zoom to Support English Learning during Covid-19 Pandemic: Strengths and Challenges. *Jurnal Ilmiah Sekolah Dasar*, 5(2), 222–230. <https://doi.org/10.23887/JISD.V5I2.35006>
- Novendiana, F. H., Tasnim, Z., & Wijaputra, B. A. (2016). The Effect of Using Directed Reading Thinking Activity (DRTA) Strategy on the Tenth Grade Students' Reading Comprehension Achievement at MA Unggulan Nuris Jember. *Jurnal Edukasi*, 3(3), 43–46. <https://doi.org/10.19184/JUKASI.V3I3.4309>

- Nurieva, G. R., & Garaeva, L. M. (2020). Zoom-based distance learning of English as a foreign language. *Journal of Research in Applied Linguistics*, 11(Proceedings of the 7th International Conference on Applied Linguistics Issues (ALI 2020), Saint Petersburg, 13-14 June 2020), 439–448. <https://doi.org/10.22055/RALS.2020.16344>
- Pengnate, W., & Rattanapong, C. (2021). A Study of Students' Satisfaction on English Instruction Using Zoom Application. *6th International Conference on Business and Industrial Research, ICBIR 2021 - Proceedings*, 188–191. <https://doi.org/10.1109/ICBIR52339.2021.9465873>
- Putri Utami, Y. (2019). Fostering Students' Reading Comprehension Ability through Directed Reading Thinking Activities (DRTA) Strategy. *Journal of English Language Teaching and Linguistics) e-ISSN*, 4(2), 2019. <https://doi.org/10.21462/jeltl.v4i2.250>
- Rahayu, D. (2020). Students' E-Learning Experience through a Synchronous Zoom Web Conference System. *Journal of ELT Research: The Academic Journal of Studies in English Language Teaching and Learning*, 5(1), 68–79. https://doi.org/10.22236/JER_VOL5ISSUE1PP68-79
- Setiartin, T. (2018). Increasing Ability to Understand Fairy Tale Through Directed Reading Thinking Activity (DRTA) Strategy. *CAKRAWALA LINGUISTA*, 1(1), 1–7. <https://doi.org/10.26737/CLING.V1I1.491>
- Suadi, S. (2021). Students' Perceptions of the Use of Zoom and Whatsapp in ELT Amidst Covid19 Pandemic. *SALEE: Study of Applied Linguistics and English Education*, 2(1), 51–64. <https://doi.org/10.35961/SALEE.V2I01.212>
- Yazdani, M. M., & Mohammadi, M. (2015). The Explicit Instruction of Reading Strategies: Directed Reading Thinking Activity vs. Guided Reading Strategies. *International Journal of Applied Linguistics and English Literature*, 4(3), 53–60. <https://doi.org/10.7575/AIAC.IJALEL.V.4N.3P.53>