

## Implementation Of Direct Reading Thinking Activity in Learning to Read in Arabic Lessons

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### Abstract:

This study focused on the study of the implementation of the strategy DRTA (Directed Reading Thinking Activity) in learning to read in MTsN 15 Jombang. Obstacles faced in implementing the DRTA strategy and solutions made by Arabic teachers in the face of blocks in the teaching and learning process in Class 8-F. The research method used in this study is qualitative research. This research was conducted in MTsN 15 Jombang by involving the components in the madrasah as a data source or the research subject. The methods that researchers use in this study to collect data are observation methods, interview methods, and documentation methods. Based on the data findings in the field, the researcher can conclude that in the process of implementation of the strategy DRTA in learning to read can be classified as part of the read-aloud (قراءة جهرية), reading in the liver (قراءة صامتة) and read the analytical (قراءة تحليلية). Therefore, the strategy requires students to gain the ability to understand the text of a precise reading through systematic learning steps, ranging from reading aloud or inwardly to drawing conclusions based on the assignment given by connecting various knowledge that students have before and after reading. Implementation of the DRTA strategy, there are several obstacles faced. Still, Arabic teachers also make some efforts to overcome these obstacles so that Arabic language learning in Grades 8-F can run optimally, one of which is by forming study groups and student assignments and providing motivation to students by always giving confidence about the benefits of Arabic for the future of students both in religious life in the face of the global era.

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## Introduction

Education is all forms of learning activities that take place throughout the ages received by every individual in every life activity, where this Education serves to cultivate every potential that exists in every individual (Suhartono, 2019:45). Education is an effort that can be done consciously by individuals who have planned to realize a learning atmosphere and learning process (Amelia and Ruwiah, 2020:1-23). And Hilmi (2019: 1-20) argues that Education is a systematic effort made by teachers to realize the learning process runs effectively and efficiently, starting from planning, implementation, and evaluation. Because the ability to manage learning is an absolute requirement for teachers to realize their professional competence so that teachers have a full and proper understanding of the concept of learning and teaching; in other words, efforts are made consciously to create a conducive learning environment and



process so that learners actively have personality, wisdom, noble character, and skills necessary for themselves, society, nation, and state.

Arabic is a subject that develops oral and written communication skills to understand and express information, thoughts, and feelings and develop science, technology, and culture (Abdul Hamid, 2017:45). In Arabic learning; we know four language skills, namely, skills/ability to listen, read, speak and write. With these four skills, we can see that the function of language is as a means of communication, the language of religion, and science. These four skills are all aspects of learning Arabic that cannot be separated from each other. Other aspects of learning Arabic are linguistic elements that include sound system (*ashwat / phonology*), writing system (*kitabah* al-letters/orthography), word system (*al-sharaf*), sentence system (*al-nahwu*), and vocabulary (*al-mufradat*). Learning these language elements was shown to support the mastery of the four language skills. This means that language skills must be developed in an integrated manner with linguistic elements. Thus, we will easily use it as a communication that is both oral and written, active-productive and passive-receptive. Based on some of the above descriptions, the expected indicators of Arabic language learning are students skilled in Arabic excellently and comprehensively. Nevertheless, reading skills are one of the most emphasized of the four Arabic skills.

Reading is one of the essential skills in learning Arabic, as well as listening, speaking, and writing skills. Ratminingsih (2017:67) defines reading as looking at the written text to understand its contents. Therefore, Reading is a skill that has a significant role in every human being to understand the information in writing materials in addition to listening skills, speaking skills, and writing skills.

In this regard, Dalman (2020:15) said. Reading is the heart of education. If a person reads often, his teaching will advance, and he will have broad insight. Of course, the result of reading it will be Schemata for him. This schema is the knowledge and experience that a person has. So, the more often a person reads, the greater the chance of getting Schemata which means the more advanced the education (Siti Nurbaya et al., 2018:45-60). This is the background for many people who say Reading is the same as opening a window to the world.

Reading is also an activity based on the collaboration of various skills, namely observing, understanding, and thinking (Nopitaningrum, 2019:12). The partnership aims to find or obtain information, including the content and understanding of reading (Acep Hermawan, 2013:143). A student's success in reading activity is when he has the ability. Ability in the sense of being able to place and adjust words based on lexical meaning and grammatical suitability to obtain the substance. In addition, it also uses various ways to get different purposes so that it can relate the content of the text with the background of its knowledge to what it reads, as well as determine the rhetorical meaning or function of the sentence from the existing text (Hidayah, 2019:105). The ability to read also has several levels, among them, the ability to read literally, interpretative to critical reading skills that require habituation to achieve the highest level of reading knowledge.

The results of initial observations in the field showed that previously teachers had applied this strategy, especially in teaching reading. However, students' reading skills in Grade 8-F MTsN 15 Jombang are less effective. This is possible because the teacher only tells students to read and memorize the text at home without paying attention to whether students understand.

In the end, students are exposed to presenting their memorization in front of the class. Even more concerning, students carry out these activities at every hour of the lesson.

Other problems contributing to the teaching and learning activities (KBM) Arabic language are the objective conditions in the institution that organizes these activities, such as less Learning media, Limited Time, and an environment that does not support it. And also, in the process of teaching and learning Arabic both in public and private educational institutions, are still seen some teachers in the condition of not being able to understand skilled in choosing to set the existing facilities appropriately and have not been able to implement teaching strategies following the needs of the language skills taught material. The opposite is still monotonous in one drill and assignment learning strategy.

Related to the above problems and the development of Science and technological progress, teachers should organize and use active, creative, and innovative learning strategies. The strategy should make it easier for students to understand the subject matter and allow them to be fully involved in the learning process. Thus, targeted learning objectives can be achieved effectively and efficiently.

One of the strategies developed by teachers in learning to read is the strategy DRTA (Directed Reading Thinking Activity). This strategy encourages and guides students to make predictions about the content of the text to be read and become active readers and think in deepening their understanding and trains students to concentrate and think hard to understand the scope of reading seriously and is used for critical thinking skills (Nurul Astuty, 2018: 24-35). DRTA is a strategy that focuses on students' involvement in predicting and proving their predictions when they read a text. In addition, the advantages of the DRTA strategy compared to other reading strategies are with the help of images (Eka Lutfiana et al., 2021: 112–141). Meanwhile, according to Hasanah (2018:197-225), DRTA has an exciting side when accompanied by image media so that a pleasant learning climate is achieved and attracts learners' attention. Because only in a state of joyous and happy learners will efficiently actualize all their hidden potential.

## Methods

### 1. Research Approach

The research approach used in this study is qualitative. Qualitative research intends to understand the phenomena of what is experienced by the subject through the description in the form of words and language, in a particular context that is natural, and by utilizing various scientific methods. Bog and Dan Taylor stated that descriptive qualitative approach in the form of speech or writing and behavior of observed people. Through qualitative research, researchers can recognize subjects and feel and see what they experience in their daily lives in the field (Basrowi and Sukidin, 2016:25). Thus, it can be said that research using a descriptive approach is a problem-solving procedure studied by describing or describing the state of the research object based on the facts found as they are.

According to the above explanation, it can be concluded that the qualitative approach is a study in which researchers as the main instrument in collecting descriptive data in the form of written or oral words from people or phenomena that can be seen, so the approach in question is descriptive in which the symptoms and sensations are carefully described and explained systematically, accurately, primarily the phenomenon observed here the implementation of the

strategy DRTA (Directed Reading Thinking Activity) in learning reading skills in students in Grades 8-F MTsN 15 Jombang.

## 2. The Presence Of Researchers

The presence of researchers is significant and needed in qualitative research because the fact of research is a crucial instrument in searching for and collecting the desired data in this study. Researchers simultaneously act as planners, implementers of data collectors, data analysts, and data interpreters and ultimately become reporters of research results. The presence of researchers here aims to obtain accurate data and information. Before the researcher went to the field, the researcher first submitted a research permit, and after being allowed, the researcher went down to the research site to conduct research. Please note that at the time of entering the location, the researcher positions himself as a person who has known his position by the object, meaning that information as a source of data is first informed about the purpose of researching so that the existence of the researcher does not affect the behavior of the observed subjects, the researcher makes adjustments to the situation that gives the impression that the research conducted will not harm the individual or group observed. So that the presence of researchers does not affect the behavior of students surveyed, as said Nasution (2010:108) that researchers must undoubtedly be able to adjust to the situation and not stand out so as not to affect the fairness of the behavior of people observed so that their behavior is reasonable with the presence of researchers challenging to know.

## 3. Collection Procedure

Data collection procedures data collection is the central core of research activities; to obtain the data needed for research, several methods will be used.

### a. Observation Method

Observations used for data collection in this study is direct Observation. Direct Observation is made directly on the object under investigation (Zainal Arifin, 2011:159). In direct Observation, researchers collect data that is not moved, such as classrooms, teacher rooms, principal rooms, executive rooms, and or infrastructure of educational institutions. Observation is a data collection tool carried out by systematically observing and recording the symptoms investigated (Cholid Narbuko and Abu Ahmad, 2014:70). Observation is carried out openly. With this technique, researchers can examine and observe the subject's behavior and actual events. So it's not made up. Observation can be done in situations both inside and outside the classroom.

Through observation of phenomena that appear in the field are written as objective facts that can later complement the validity of the data; in this case, the researcher, as a non-participant observer, goes to the location by looking at the state, process, and behavior of the object under study, this method uses and direct sensing of an object, condition, situation, process or behavior. Therefore, the data collected through this observation method in the form of data on (1) the state of the school environment and supporting facilities in the process of Arabic, (2) the process of teaching and learning activities in Arabic lessons in Class 8-F MTsN 15 Jombang (3) student behavior during the process of learning Arabic takes place.

### b. Interview Methods

An interview is an oral question and answer between two or more people directly.<sup>13</sup> so that in this study, researchers used a type of structured Interview. According to Sugiyono (2014:189), a structured Interview means that in conducting an interview, a researcher has

prepared a research instrument in the form of alternative written questions that have been trained. With this structured Interview, each respondent is given the same questions, and the data collector records them. The Interview is a data collection technique if the researcher wants to conduct a preliminary study to find the problems that must be studied and also if the researcher wants to know things from the respondents more profoundly. The number of respondents is small/slight. So, in implementing the Interview, the interviewer will bring interview guidelines that outline the things that will be asked. Researchers use this type of Interview to aim for less clear data that can be invited back to the respondents so that the data obtained is complete and valid. The informants who were interviewed and the topics or things that became the subject of questions are as follows: (1) Head of Madrasah, which is about the brief history of MTsN 15 Jombang, (2) teachers of Arabic language subjects, which is about how the atmosphere of teaching and learning, motivation to learn given to the students, what strategies are used, and so forth, of course in the process of teaching and learning Arabic. (3) students, namely about the difficulties faced in learning Arabic in Class 8-F MTsN 15 Jombang, and the motivation of learning.

#### c. Documentation Methods

The documentation method looks for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas, and so on (Suharsimi Arikunto, 2002:135). To implement the documentation method, researchers investigate written objects such as books, magazines, documents, regulations, meeting minutes, daily notes, etc. So, documentation is a data acquisition technique, both written and images. Using documentation methods for researchers aims to collect written data that provide information per the required. Implicitly, the documentation method here is closely related to direct observation because it refers to documents. The data or information sought in using this method, namely, data on records related to research problems documented by MTsN 15 Jombang about the application of DRA (Directed Reading Activity) strategies in learning reading skills. In addition, through this method, it is also sought about the number of educators and educational personnel, including education and their positions, the number of students, educational facilities, and infrastructure.

#### d. Data Analysis

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing data into categories into units, synthesizing, compiling into patterns, choosing which ones are important and which will be studied, and making conclusions that are easily understood by oneself and others (Sugiono, 2013:317). Given in this study, the researchers used a qualitative approach. Thus, this study aims to produce descriptive data about the background of the present state and the interaction of the social environment, individuals, and groups. The Data collected during the researcher's research needs to be analyzed and interpreted carefully, painstakingly, and carefully to obtain an objective conclusion. When the data and information obtained have been studied and interpreted, it will be known about implementing the strategy DRTA (Directed Reading thing Activity) in learning reading skills in students in Grades 8-F MTsN 15 Jombang.

#### 4. Validity Of Data

Valid Data in the study in question does not differ between the data reported by researchers with data that occurred in the research object. According to Sugiyono to obtain valid data requires examination techniques. The techniques in question are:

##### a. Extension Of Observation

Extension of observation means researchers return to the spaciousness, make observations, and interviews with data sources that have been encountered and new ones. The extension of this observation implies that the relationship between researchers and resource persons will be increasingly formed; the more familiar (no more distance), the more open to trusting each other so that no information is hidden anymore (Sugiono, 2013:366).

##### b. Increase

Perseverance increasing perseverance means observing more carefully and continuously. So by increasing endurance, then researchers can recheck whether the data has been found wrong or not. In this way, the certainty of the data and the sequence of events will be recorded definitively and systematically (Sugiono, 2013:125). Increasing diligence is done because researchers can recheck whether the data found is wrong or not. Likewise, by increasing persistence, the researcher can provide an accurate and systematic description of the data about what is observed.

##### c. Triangulation technique

Triangulation is a data collection technique that combines various data collection techniques and existing data sources (Beni Ahmad Saebani, 2008: 189). So, triangulation is a technique that seeks to check the validity of the data that researchers obtain or that has existed from research conducted from other sources. In this triangulation technique, researchers use source triangulation. Source triangulation means comparing and checking the degree of confidence of information obtained by time and different tools by comparing the results of interviews with the contents of related documents. So that in this technique, the researcher utilizes the source where the information generated in time and with different tools from each statement in the form of observation data and interview data will be checked and compared the degree of truth. The use of this source triangulation is oriented to the focus of research related to the application of the strategy DRTA (Directed Reading Thinking Activity) in learning reading skills in students in Grades 8-F MTsN 15 Jombang.

## Results And Discussion

### 1. Implementation of DRTA (Directed Reading Thinking Activity) strategy in learning reading skills in students in Grades 8-F MTsN 15 Jombang

Based on the research results conducted by researchers either from observations or interviews, reading is one of the most emphasized language skills in learning Arabic at MTsN 15 Jombang. This can be clearly understood because the primary purpose of teaching Arabic in the MA is that students are proficient in reading and understanding Arabic. The paradigm of Arabic teachers at MTsN 15 Jombang states that the ability to read is the primary tool in improving other language skills and even any knowledge that children want to achieve (Mahfudhoh, interview, 2022).

Reading skills are critical. It is the primary means to achieve the goal of language learning. Students who excel in learning the ability to read excel in other learning at all levels of Education. In this case, the one who often reads his Education will be advanced and have a comprehensive insight. So, the more often a person reads, the greater the chances of gaining knowledge and the more advanced his Education. Therefore, by reading, we can know the world, and our thinking patterns will develop (Dalman, 2014:5-6).

Based on the above description, the leading 15 Jombang in this case, especially Arabic teachers, are well aware that the ability to read is needed to improve students' knowledge of Arabic. Because reading is one of the essential skills and a skill that is not easy and simple, it requires the right strategies to be applied and implemented when learning reading skills. One of them is the DRTA strategy. This DRTA strategy is a planned and implemented learning process in reading teaching and learning activities to expand and strengthen students' reading skills.

Based on the results of observations and interviews conducted by researchers, the types of reading that have been applied by using the DRTA strategy by Arabic teachers when teaching and learning to read. Here is the explanation of the findings.

a. Reading aloud

One of the purposes of reading aloud is to maintain the accuracy of the sound of the Arabic language, both in terms of *makhraj* and other sound properties. And if the researcher sees the first habit carried out by Arabic teachers when teaching, the teacher reciting the new mufradat contained in the reading material following the *makhraj* good and actual letters. Then the students follow it repeatedly until the teacher is sure that the students' pronunciation is correct.

b. Reading in the heart

Even without realizing it, Arabic teachers have applied the activity of reading in the heart to their students because the primary purpose of reading in the heart is to understand both the points and the details (Acep Hermawan, 2013:147). While what is done by the teacher is to tell each student to repeat the reading in the text with the condition that they should not make noise and disturb other friends to obtain the basic understanding that exists in the text. The researcher observed that when this is done, a variety of notions will be mentioned by the students, but the most important thing for the teacher is the student can pronounce the meaning in question and know its meaning. Based on this explanation, there is an element of similarity between the teacher's habits and the details in the reading in the heart.

c. Analytical reading

In practicing this analytical reading Arabic teacher first divided the students into several groups and told them to discuss how to read well and understand the meaning contained in the text, both the main idea and the messages contained in the text, within 10-15 minutes adjusted the amount of text read then each group read the text in turn along with the meaning and the main messages in the text. Effendy stated that the primary purpose of analytical reading is to train students to have the ability to find information from written materials (Ahmad Fuad Effendy, 2005:131). So, the effort made by Arabic teachers is an analytical reading activity to

invite students to understand and get information from the text read. The process of teaching and learning reading skills in MTsN 15 Jombang must be recognized as not optimal. This can also arise due to the educational background of Arabic teachers (Mahfudhoh S.Ag) only at the takhassus (Ma'had) level because every teaching and learning process cannot be separated from several essential components that will support the successful implementation of the teaching and learning process.

The most critical components are as follows : (1) Teacher. In implementing the teaching and learning process, the teacher is a decisive factor in teaching and learning. Suyanto and Asep Jihad stated that teachers are the main factor and influence on students' learning process. In the student's view, the teacher has authority, not only in the academic field but also in the non-academic field. Therefore, the teacher's influence on his students is enormous and decisive. The teacher's personality has a direct and cumulative effect on students' life and learning habits. Several experiments and observation results confirm that students learn a lot from their teachers (Suyanto and Asep Jihad, 2013:16). Thus, teachers must be professional in choosing and applying a method and teaching strategy that is right for the specific skills to be achieved. (2) students. In MTsN 15, Jombang students have different levels of ability to receive reading lessons caused of different educational backgrounds, namely from elementary school (SD) and Madrasah Ibtidaiyah (MI). Students from elementary school often bring less good tendencies when the teaching and learning process takes place, such as a lack of interest, feeling low because of fear of being wrong, and feeling their friends are more intelligent than them. As for students who come from MI, Arabic is no longer considered a strange subject to them because they have previously studied it. Therefore they tend to pay attention and interest in learning has been there and they realize that Arabic is a language that has been learned and must be improved.

Thus, the application of DRTA (Directed Reading Thinking Activity) strategies in learning reading skills that follow the types of skills above, little by little, will eliminate the differences between these students. And the formation of learning groups, because with the construction of learning groups that are not based on the origin of the student's school automatically, the child easily adapts to his friends and a sense of inadequacy because of the assumption that the school will disappear.

## 2. Obstacles faced by students in the implementation of the strategy DRTA (Directed Reading Thinking Activity) in Grade 8-F students MTsN 15 Jombang

Only some of the things we expect to happen are what we expect. However, with imperfection, that is the process of maturity, and perfection can be achieved, which of course, by continuing to strive always to learn from experience and make it a lesson. Similarly, regarding the problems that arise in the teaching and learning process, a teacher must be good at seeing the development of students and match the way his business produces changes or products in the learners. Based on the exposure of the data and findings of the study mentioned above, it can be seen that the obstacles faced in the implementation of the strategy DRTA (Directed Reading Thinking Activity) in learning the ability to read in MTsn 15 Jombang consist of two factors, namely external and internal aspects of the language.



The internal barriers to the language are as follows: (1) the phonetic field, which is related to the difficulty of pronouncing the same letter sounds as ح and خ and (2) the morphological field, which is related to the internal structure of the word. Like the change from Fi'il *madhi* to *fi'il mudlori*'. For example, جلس - يجلس (3), the field of syntax is that which concerns the arrangement of words in a sentence. (4) semantic field related to the meaning and meaning in the sentence. The external obstacles are (1) facilities that lack support, such as package books/supporters. (2) students' lack of interest in learning Arabic. (3) there are still children who do not know Arabic letters such as makhraj and Tajweed. (4) the economy of students who are below average to buy package/supporting books is still lacking (Mahfudhoh, interview, 2022).

Based on the results of interviews with Arabic teachers above, it can be understood that the obstacles in the implementation of the strategy DRTA (Directed Reading Thinking Activity) in learning to read in Grade 8-F mtsn 15 Jombang are : (1) inadequate facilities. 2) Lack of interest in learning. (3) uniformity of children's ability to recognize Arabic letters. The internal factors of language include the following areas: (1) the field of phonetics, which is related to the difficulty of pronouncing the sounds of the same letter. (2) the field of morphology related to words' internal structure. (3) the field of syntax concerns the arrangement of words in a sentence. (4) semantic field related to the meaning and meaning in the sentence. Thus, seeing the problems that arise above, professional teachers must manage the classroom because the above issues only oriented the atmosphere of the classroom cycle, in addition to skills in applying drta strategies in learning to read, which also required expertise in classroom management.

Solutions In The Face Of Obstacles In Class 8-F Students MTsN 15 Jombang. Mahfudhoh explained that the solutions that have been and are often done by him in overcoming external obstacles in the learning process of reading ability using the above DRTA strategies are as follows :

- a. The Lack of a package book/learning companion can be overcome by telling students to copy the basic materials discussed in class with the teacher, such as copying reading materials contained in the package book/companion.
- b. The Lack of interest for some students can be overcome by always giving students confidence in the benefits of Arabic for their future, both related to religious life and the practical help they will get by being able to speak Arabic, such as providing an understanding of globalization which often requires foreign language skills.
- c. Lack of time in class can be overcome by creating study groups for students in which each group is given a task they will do and discuss together. If there are difficulties, they can ask the Arabic teacher anytime.

The solution is done in the face of barriers that are internal language is:

- a. The teacher writes letters with common phonemes on the board, then pronounces them precisely according to the nature of the letter. Then ask the schoolgirls to imitate him.
- b. The teacher explains the wazan-wazan Fi'il and then writes down examples of words that correspond to each wazan.

- c. The teacher explains the arrangement of words in the sentence and then reads it with the right harakat following its function.
- d. The teacher recites the new mufradat in the reading material following the excellent and accurate makhraj Tajweed. Then translate the mufradat into Indonesian and ask the students to solve the mufradat when it is in the reading text.

Thus, in addition to the above skills, it also requires the teacher's professionalism in managing the class. Teachers should be able to handle the classroom as a learning environment, an aspect of the school environment that needs to be organized. Those are the solutions and, at the same time, things that need to be known by Arabic teachers in Grade 8-F MTsN 15 Jombang currently and in the future in improving reading skills.

## **Conclusion**

After conducting research and discussing the object of a study entitled "Implementation Strategy DRTA (Directed Reading Thinking Activity) in learning to read in Grade 8-F MTsN 15 Jombang", it can be concluded that :

The process of implementing the drta (Directed Reading Thinking Activity) strategy in reading learning is as follows: (1) The Teacher gives a discourse following the learning Topic, (2) The Teacher recites the new mufrodad contained in the reading material following the excellent and accurate makhraj. Then the student follows it repeatedly until the teacher is sure that the student's pronunciation is excellent and correct. (3) the teacher instructs each student to repeat the reading in the text for a few moments with the condition that they should not make noise and disturb other friends to gain understanding an understanding of the main content of the reading from the text. (4) the teacher divides the students into several groups to discuss how to read well and correctly and understand the meaning contained in the text with his friend within 10-15 minutes, adjusted to the amount of text read. Then each group presented the reading text in turn, along with its meaning and messages, but all group members must be able to turn even though each person reads two or three lines. (5) Teachers conclude together.

Obstacles faced in implementing the strategy of DRTA (Directed Reading Thinking Activity) in MTsN 15 Jombang, such as less supportive facilities such as book packages/supporters, lack of student interest, and uniformity of children's ability to recognize Arabic letters.

In every difficulty, there must be a way out. Substantial efforts made by teachers or the school in overcoming these obstacles is to copy the basic materials that will be discussed in class with the teacher, giving confidence to students will benefit the Arabic language for their future both related to religious life and practical benefits that they will get by being able to speak Arabic such as providing an understanding, then pronounce it precisely according to the nature of the letter. Then ask students to imitate it.

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