

THE IMPLEMENTATION OF DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY IN TEACHING READING RECOUNT TEXT AT SMAN 6 MEDAN

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Submission date: 31-Jul-2023 05:31AM (UTC+0700)

Submission ID: 2139028058

File name: Article_Indri_Oktavani-1_edit_2.doc (57.5K)

Word count: 2714

Character count: 15128

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Abstrack

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This research aims to find out how teachers implement DRTA strategy in teaching reading recount text for tenth grade at SMAN 6 Medan. To achieve the purpose of this study, the analyst utilized descriptive qualitative strategy. The data were amassed via observing the teaching and learning process of recount text, interview with English teacher, and video recording for how the implementation of DRTA strategy. The teacher has implemented 3 stages of using DRTA strategy in teaching reading recount text, Before Reading: predicting, While reading: silent reading, After reading: confirming predictions. But in the prediction stage, the teacher did not guide the students to activate their previous knowledge.

Keywords: *DRTA Strategy, Teaching, Recount Texts*

1. Introduction

Implementation refers to the carrying out or application of any plan, technique, design, idea, model, specification, standard, or policy for accomplishing something. This means that for something to happen, implementation must come after the first thought (Ehrens, 2015). The implementation of character education at school, students must dress modestly and uphold the values and norms at school is one example of the implementation of character education. Likewise, when teacher teaches, they must have a suitable strategy that suits their students, this is also a form of implementation.

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Lei, Barlett, and Gorney (2010) claim that reading is a process of obtaining information and knowledge from what you read. Students ought to be able to get it not only what a text says, but also what it means (Haerazi & Irawan, 2020). It needs some

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