



**THE EFFECTS OF DIRECTED READING THINKING  
ACTIVITY TO ENHANCE ENGLISH READING  
COMPREHENSION SKILLS OF GRADE  
EIGHT STUDENTS IN BHUTAN**

**BY**

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Thesis entitled

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EIGHT STUDENTS IN BHUTAN**

by  
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**HEMA RAI: THE EFFECTS OF DIRECTED READING THINKING  
ACTIVITY TO ENHANCE ENGLISH READING COMPREHENSION SKILLS  
OF GRADE EIGHT STUDENTS IN BHUTAN.THESIS ADVISOR: ASST.  
PROF. SOMCHANOK PHU-AMPAI, Ed.D., 126 p.**

The study was designed to compare the comprehension abilities of students in English reading using DRTA strategy in the experimental group and using traditional teaching method in the control group. To explore the learning satisfaction towards DRTA strategy. The research was a mixed mode research with two-group pretest – posttest design. Clustered random sampling method was used to select two sections (66 students) of grade eight students as research participants. The instruments for data collection were learning achievement test, satisfaction questionnaire and students' reflective journal. The experimental group was treated with DRTA strategy. The instruction lasted for four weeks.

Quantitative data were collected through learning achievement test and satisfaction questionnaire while qualitative data were collected through students' reflective journal. The same learning achievement test was administered as pretest and posttest to both groups. Satisfaction questionnaire was administered to experimental group and also asked to write reflective journal. The quantitative data were analyzed and interpreted using inferential statistics t-test, mean and standard deviation while qualitative data were analyzed using the coding system (open, axial and selective).

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The finding on students learning achievement showed that the posttest scores of the students in experimental group were higher than the posttest scores of students in control group with the significant value,  $p=0.00$ . The finding revealed that the use of DRTA strategy enhanced reading comprehension skills of students. The finding from the satisfaction questionnaire revealed that students in experimental group were extremely satisfied with DRTA strategy with mean of 4.86 and standard deviation 0.3. The finding from students' reflective journal also revealed that students were satisfied with DRTA strategy as it enhanced their critical thinking skills, developed comprehension skills, and enjoyed learning with their friends. Therefore, Directed Reading Thinking Activity (DRTA) enhanced the reading comprehension skills of students.

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## ABBREVIATIONS

Abbreviation	Meaning
ASSL	Annual Status of Student Learning
BCSEA	Bhutan Council for School Examination and Assessment
BHSEC	Bhutan Higher Secondary School Education Certificate
CAPSD	Curriculum and Professional Support Division
CERD	Centre for Educational Research and Development
DRTA	Directed Reading Thinking Activity
IOC	Item Objective Congruence
KR	Kuder -Richardson
MOE	Ministry of Education
NEA	National Education Assessment in Bhutan
REC	Royal Education Council
SD	Standard Deviation

# **CHAPTER 1**

## **INTRODUCTION**

This chapter presents the background and rationale of the study; research objectives; research questions; research hypothesis; scope of the study; operational definitions; and expected outcome of the study.

### **1.1 BACKGROUND AND RATIONALE OF THE STUDY**

English has been used as a medium of instruction in Bhutan since the 1960s. English curriculum consists of four modes of discourse. The four modes of discourse in English curriculum in Bhutan are reading and literature, writing, listening and speaking and language and grammar (Centre for Educational Research and Development [CERD], 2002). The purpose is to teach English literature to students and to instil them the love of different Genres. English curriculum consists of different literary pieces which are appropriate to the learners' age at a different level. (Royal Education Council [REC], 2016) states that wide care is taken to include literary pieces covering a wide geographical area and time span so that the learners can get the taste of different customs and cultures.

Though English is given paramount importance in Bhutan the performance of Bhutanese students in English is poor compared to other subjects. According to the press release from Ministry of Education (MOE, 2017), the mean mark in English for the 2016 academic year was reported to be 55.42% only, the lowest of all subjects. In the Examination of Bhutan Higher Secondary school Education Certificate (BHSEC) in 2016, only 0.28% of students could score mark in the range of 80-100 in English. While in the same mark range; 38.48% of students scored in computer application, 8.89% of students scored in economics, and 11.37% of students scored in Environmental science

(Bhutan Council for School Examination and Assessment [BCSEA], 2017). The result revealed that Bhutanese students perform poorly in English compared to other subjects.

Therefore, students should acquire competency in English in order to apply the knowledge to real life situation and across various subjects. MOE (2014), in Bhutan Education Blueprint 2014-2024, states that if children do not acquire competencies in English and Mathematics at primary level, they will encounter with learning challenges later. Thus, the achievement level of students declines as the students move to higher grades. MOE (2014) mentioned that the findings from the ASSL indicated that the overall performance of Bhutanese students is challenged in meeting not only the international standards, but also of the national standards.

One of the reason for poor performance in English could be the teaching method. English in Bhutan is mostly taught using traditional method, where teachers explain the text and students listen. There is only one way communication in the classroom. The instruction in the classroom is provided mainly through lecture. Teacher is considered as a source of knowledge while students as a passive receivers. Boumova (2008) states that the responsibility for teaching and learning is mainly on the teacher in the traditional method and it is believed that if students are present in the lesson and listen to the teacher's explanation and examples, they will be able to use the knowledge.

Bhutanese students face a lot of difficulty in comprehending the text as they lack appropriate skills. Moreover, teachers fail to use an appropriate reading strategy which adds up to the poor performance of students in comprehension. They explain the meaning of difficult words and ask students to comprehend the text with the given questions. National Education Assessment in Bhutan [NEA], (2013) concludes that Bhutanese class Ten students are way below average in reading skills in the English language, with only 38.13 in reading. This indicates that reading in English needs special attention in Bhutan. Therefore, reading comprehension is crucial in understanding the text.

Ministry of Education in Bhutan also gives a lot of emphasis in reading. The year 2015 was observed as a national reading year. Schools were also awarded the certificate for reading the maximum number of books. Subsequently, reading week has been introduced in school every year for a week. Even though students are given more opportunities to read, they struggle with reading as they are not equipped with appropriate reading strategies. Wangmo (2014) reports that Bhutanese teachers use traditional methods in the reading instruction. Therefore, effective reading strategies need to be implemented for reading.

Nevertheless, the reading problem of the students can be enriched by effective teaching strategy. According to O'Reilly and Mcnamara (2007), strategy instruction is particularly needed and effective for those who are struggling with reading. Hence, it is very important to discover various ways to improve students' reading ability and forming a good reading habit. To improve students' reading and comprehension skills, there has been a demand to use different reading strategies. To make reading efficient and effective, reading strategies and teaching approaches need to be adopted.

Apparently, students' reading comprehension can be improved by using directed reading thinking activity (DRTA) strategy as it is an active strategy to engage students in learning. DRTA improve students' comprehension skills and they are actively involved in the learning (Erliana, 2011). DRTA strategy is a student centered method. Students are actively involved in learning through different phases. These activities of predicting, confirming, and modifying predictions help students monitor their comprehension skills before, while, and after reading the text. As a result, the implementation of DRTA will help students comprehend a text.

A number of Studies reveal that the use of DRTA strategy enhances the reading comprehension of the students. In the study carried out by Abisamara (2006) states DRTA as an effective strategy for comprehending the text because it helps the student set reading purpose by making a prediction, read actively and enthusiastically, and grasp more information from what they have read. DRTA also promotes the thinking ability of the students. Furthermore, Yazdani (2015) concludes that DRTA strategy focuses on

the development of thinking skills and involves the students in active learning. DRTA is one of the methods that is intended to develop students' ability to read critically and reflectively.

A lot of research and studies have been carried out throughout the world using DRTA strategy, the studies revealed that DRTA strategy helped students boost their learning achievement in reading comprehension. Elfira, Marhum, and Mashuri (2015), suggested that English teachers can use DRTA strategy in teaching reading comprehension skills. Friska (2015), suggested DRTA strategy over conventional method. Furthermore, El-Koumy (2006) recommended DRTA strategy should be used for teaching reading comprehension skills from the outset of instructions. Therefore, the research was designed to find out the effect of DRTA strategy on students' reading comprehension skills. Moreover, the study focused on the learning satisfaction of the learners with DRTA strategy.

## **1.2 RESEARCH OBJECTIVES**

1.2.1 To compare the comprehension abilities of students in English reading by using DRTA strategy in the experimental group and the control group.

1.2.2 To explore the learning satisfaction of the students in the experimental group using DRTA strategy.

## **1.3 RESEARCH QUESTIONS**

1.3.1 Is there any significant differences between the grade 8 students' comprehension abilities in the experimental group and the control group after the instruction with DRTA strategy?

1.3.2 What is the learning satisfaction of grade 8 students in the experimental group on using DRTA strategy?

## **1.4 RESEARCH HYPOTHESIS**

1.4.1 The posttest scores of the experimental group will be higher than the posttest scores of the control group in comprehending skills.

1.4.2 The satisfaction level in the experimental group will be high after using DRTA strategy.

## **1.5 SCOPE OF THE STUDY**

### **1.5.1 Population and Sample**

The population of the study was four sections which consisted of 132 grade 8 students of one of the lower secondary schools in Western Bhutan. Each section consisted of 33 students.

The researcher used a cluster random sampling technique to select two sections. The study was carried out in two sections out of four sections of grade 8. One of the sections was an experimental group with 33 students and the other section was a control group with 33 students as well. The researcher randomly selected one group as the experimental and another group as the control group as both groups consisted of mixed ability students.

### **1.5.2 Content of the Study**

The study was carried on the story “The Magic Brocade” using DRTA strategy. The researcher consulted the English teacher of the research school in order to select the content of the study as “The magic Brocade” prior to the study. The content of the study was based on the block plan of the research school. The experimental group was taught using DRTA strategy whereas the control group was taught using a traditional method. Eight lesson plans were used for the study; each lesson was planned for 100 minutes.



Four lesson plans were used for the experimental group and the other four lesson plans for the control group.

### 1.5.3 Location of the Study

The study was carried out in two sections of grade 8 students in one of the lower secondary schools in Western Bhutan.

### 1.5.4 Timeframe

The experimental study was carried out from May to June in the academic year 2017. The study lasted for four weeks. The experimental group and the control group were taught once a week simultaneously for a duration of 100 minutes.

### 1.5.5 Variables

There were two types of variables; independent variable and dependent variable. DRTA strategy was independent variable while dependent variables were learning achievement and learning satisfaction.

#### Independent Variable

Instructional Approaches

#### Dependent Variable

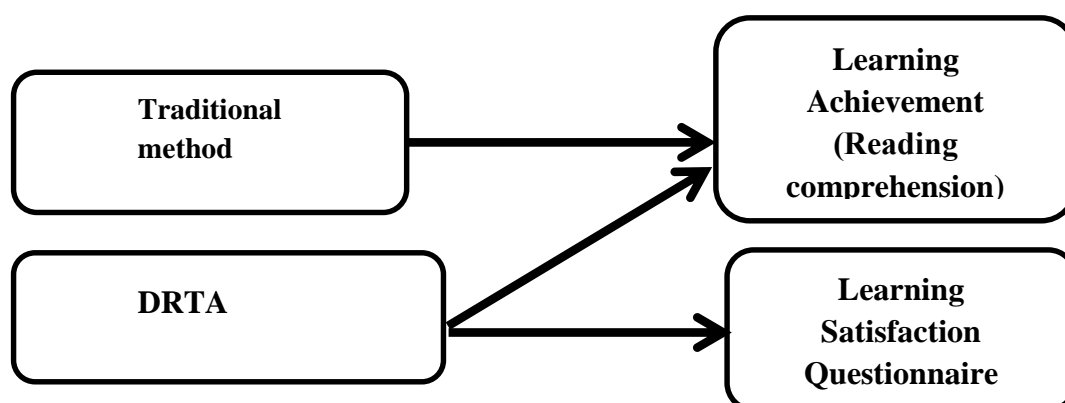


Figure 1.1 Independent and dependent variable

## 1.6 OPERATIONAL DEFINITIONS

**Direct Reading and Thinking Activity (DRTA)** refers to strategy that stimulates the students' prior knowledge, involves active participation of students in constructing the meaning of the text and monitors students' reading comprehension skills.

**Reading Comprehension Skills** refers to reading the text and answering the given questions through DRTA strategy.

**Student** refers to 66 grade 8 students of one of the Lower secondary school, in western Bhutan, who took part in the study.

**Effects** refer to the results of the learning achievement and learning satisfaction in the learners after the treatment strategy.

**Learning satisfaction** refers to the state of being satisfied in learning through DRTA strategy.

**Traditional Method** refers to a method of teaching where teachers teach using textbook, chalk, and chalkboard and students are passive listeners. Teachers dominate the classroom instructions.

## 1.7 EXPECTED OUTCOME OF THE STUDY

1.7.1 The study would acquaint the students with the reading strategy which would enhance their comprehension skills.

1.7.2 The study would increase the level of learning satisfaction among students.

1.7.3 The findings of the study would be helpful for English teachers in Bhutan to improve their teaching strategy.

มหาวิทยาลัยรังสิต  
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## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter presents the theoretical background and related literature. It includes the standard of reading in English in Bhutanese curriculum, the reading process, comprehension skills, directed reading thinking activity, and reflective journal. It also includes the learning theories which support directed reading thinking activity and some related research conducted which support the instruction using directed reading thinking activity to enhance comprehension skills.

#### **2.1 STANDARDS FOR READING AND LITERATURE IN BHUTAN**

Many reforms in the curriculum in English underwent since the start of modern education due to decline in the standards of English in schools of Bhutan. Curriculum and Professional Support Division (CAPSD, 2005) found out that teachers were talking and explaining the text while students were passive especially in class seven till twelve. Many teachers felt that the standard was deteriorating, as students were poor in vocabulary, cannot construct a sentence and can barely write a page. If a student develops appropriate skills, it will allow them to access to a wider breadth of language that they can use in their oral and written communications.

Therefore, new English curriculum was implemented in 2007 based on the theories presented by James Moffit (as cited in CERD, 2002) in, “Teaching the universe of discourse”, it consists of four modes of discourse namely reading and literature, writing, listening and speaking, language and grammar. The aim of all the modes of discourse is the active engagement of the learners. The revised curriculum is based on learner-centered approach to classroom instruction with explicit objective stated for four modes of discourse. Therefore, the implication of standards of reading is to guide the

students to participate in negotiation about the meaning of text with her and with each other (CERD, 2002).

According to “The Silken Knot” standards for English for schools in Bhutan published by CERD (2002, p.27), followings are the standards for reading and literature:

- 1) Graduates are able to read a wide range of texts- fictions and non-fiction independently.
- 2) Graduates know the different forms of literature and the purpose they serve.
- 3) Graduates know and use appropriate reading strategies for making meaning with a variety of texts- fiction and non-fiction.
- 4) Graduates have read relevant major literacy works from Bhutan and other countries.
- 5) Graduates have an interest in books and continue to read for enjoyment and learning.
- 6) Through their reading, graduates have studied and reflected on the different ways in which people discover meaning in their lives; different expressions of fundamental values like Truth, Goodness, and Beauty; the possibilities of human achievement; and have found directions and models for their own aspirations.
- 7) Through their reading, graduates have developed a heightened sense of beauty and harmony which informs their lives.

## **2.2 LEARNING OBJECTIVES FOR READING AND LITERATURE**

According to the Curriculum guidebook published by, (CAPSD, 2005, p.7), followings are the objectives of Reading and Literature for grade 8 students in Bhutan

- 1) Use the reading strategies develop in earlier classes.
- 2) Identify the features of a variety of texts and use them to support their reading.
- 3) Recognize the denotative and connotative effects of words in the text they read.

- 4) Recognize the emotive effect of words in the text they read.
- 5) Appreciate the beauty of language by identifying the appropriate uses of symbolism, imaginary, allusion, and cadence.
- 6) Identify and discuss the use of free verse in different kinds of modern poetry.
- 7) Read text and make personal connections.
- 8) Appreciate “big” ideas expressed in literature.
- 9) Use the dictionary to understand phonetic transcriptions and the syllabic structure of words to help with reading and pronunciation.
- 10) Build their vocabulary and use pronunciation skills to pronounce new words clearly.
- 11) Employ the features of the biography of worthy personalities to make meaning in their reading.
- 12) Read at least 40 pieces of fiction and non-fiction texts.
- 13) Enjoy reading as the learning activity.

The above given objectives are for reading and literature for grade eight students in Bhutan. The objectives are focused on reading and literature which is aligned with comprehension skills.

## **2.3 READING PROCESS**

Reading is an interactive process between readers and the text whereby readers use their knowledge to construct meaning from the text. According to Healy (2002), reading is a purposeful and active process. A reader reads to understand, to remember what is understood and put the understanding to use. A reader can read for knowledge, to get the information, or for entertainment. Reading is significant in developing independent learning and helping students get access to more language input and gain knowledge about the world. Furthermore, Palani (2012) states that reading habit is essential to create a literate society in the world. Reading shapes the personality of an individual and help them to develop intellectual skills which in turn helps to create a new idea.

A bibliophile student is more likely to do well in school and pass the examination than a student who does not read. According to Owusu-Acheaw (2004), reading habits have an effect on academic performance and there is a direct relationship between reading habit and academic performance. Therefore, the teacher should encourage students to read more books. Hence, reading habit should be developed from initial stages. To make reading efficient and effective, appropriate reading strategies and teaching approaches need to be adopted. There are three models of reading strategies to enhance comprehension skills.

### **2.3.1 Bottom-up Model**

The bottom-up model of reading is the part to whole processing of the text. Bottom-up model of reading follows a linear process starting from recognition of letters, words, phrases, sentences paragraph and finally the whole text. Bartram (2014) states that bottom-up approach starts from the text, the reader can increase the ability to comprehend the text by working on different aspect of the text. The reader identifies and recognize the letter before moving with phonetics. Once reader develops phonetic awareness they begin by decoding sound of the letter in a word. Reading fluently is the final step of the bottom-up reading process.

### **2.3.2 Top-down Model**

Top-down model of reading focuses on the reader to understand the main ideas in the text rather than understanding every word. It encourages the reader to rely on their own knowledge to understand the text. Even if the readers do not understand each word they grasp the meaning of the text as a whole. Top-down processing starts from the reader, the reader should rely on prior knowledge to understand the text (Bartram, 2014). In order to comprehend the text, readers do not need to understand the meaning of every word in the text. The readers analyze the text as a whole.

### **2.3.3 Interactive Model**

Interactive model of reading was developed by David E. Rumelhart in 1977. The reader uses background knowledge and knowledge of word structure to interpret the text. The reader interprets the text based on word structure and prior knowledge. It is the combination of both bottom-up and top-down approach. Schoenbach, Greenleaf, and Murphy (2012) state that reading is not a direct process of taking out the words from the text rather a process of problem-solving which is related to ideas, memories and knowledge evoked by those words and sentences.

## **2.4 COMPREHENSION SKILLS**

Comprehension is a process in which a reader constructs the meaning by reading the text based on their prior knowledge, previous experiences and the information in the text (Pardo, 2010). Furthermore, the RAND Reading and Study Group (2002) support that comprehension is the method of extracting and constructing meaning through interaction and involvement with written language. Comprehending the texts read and fluent reading is the product of long-term efforts and improvement (Lee, 2007). According to Novita (2014), comprehension skills of students improve when students are familiarized with new vocabulary in the beginning of the lesson. The goal of comprehension is to retain knowledge and information after reading the text and to apply it when needed.

Pardo (2004, p.272) mentions that “comprehension is a process in which readers construct meaning by interacting with the text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relation to the text”. Comprehension is the ability to understand what we read, as it requires interpretation, explanation, application and self-monitoring. Comprehension is the reason for reading. When readers read without understanding the text, they are not really reading. According to Dakin (2013), comprehension is about looking at the text through a critical lens rather than reading the text.



Furthermore, Woolley (2011) agrees that the goal of comprehension is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. The reader should possess cognitive, motivation and various types of knowledge. In order to comprehend a text, a reader must be able to read the words if there are too many unfamiliar words the reader will not be able to understand the passage as a whole. Pancare (2017) argues that phonetic approach helps reader read the words but does not focus on comprehension of the words. When we use only the phonetic approach a reader may read the text without understanding. Thus, a reader must have appropriate reading skills and should be fluent in reading to comprehend the text. Therefore, reading is an act and comprehension is an effect of the action.

Everyone will have a different level of comprehension based on experiences. A good reader should set a goal and should be actively engaged in the text while reading. To comprehend a text, a reader should have a wide range of capacities and abilities. Owing to the various interpretation of comprehension, comprehension occurs at three levels.

#### **2.4.1 Literal Comprehension**

It is when a reader understands the text at a basic level. The reader needs to understand the word meaning and the main idea in the text. Dakin (2013) mentions that Literal comprehension is what the students gain from the information that is clearly stated by the author. According to Huggins (2009), literal comprehension is the basis for inferential and critical comprehension.

#### **2.4.2 Inferential Comprehension**

It is the process of connecting information within the text and one's own prior knowledge and drawing conclusion that is not explicitly stated in the text Mc-Namara and Kendeou (2011). The reader needs to draw the conclusion after reading the text. The reader needs to generalize and predict what will happen next. Readers' prior

knowledge influence the inferential comprehension, readers who have more knowledge about the topic better understand the text.

### **2.4.3 Critical Comprehension**

It involves about making a critical judgment about the information given in the text. A reader who thinks critically is an effective reader. Huggins (2009) states that critical comprehension involves readers to make a judgment about the reading materials based on the quality of writing, the determination that it is fact or not opinion, the objectivity of the author, and whether the text is believable.

## **2.5 ASSESSMENT OF COMPREHENSION**

Assessment is the key component in learning as it helps students learn. It determines whether or not the objectives are being met. The Assessment motivates the learners to obtain high grades. Assessment also helps teachers to see if their teaching has been effective. According to Jabbarifar (2009), assessment is a process that includes four basic components: measuring improvement over time, motivating students to study, evaluating the teaching methods and ranking the students' capabilities in relation to the whole group evaluation. Furthermore, Issacs, Zare, Herbert, Coombs, and Smith (2013) state that the purpose of an educational assessment is to make a judgment or decision. Weeden, Winter, and Broadfoot (2002, p.20) classified the purpose of assessment into four categories:

Diagnostic assessment- indicates how current performance differs from expected performance. Can be used to identify specific problems that a pupil may be experiencing.

Formative assessment- an assessment that helps pupils learn; results in actions that are successful in closing the gap between current and expected performance.

Summative assessment- an assessment that is used to certify or record end of course performance or predict potential future attainment; the final product of a unit or course; an examination grade.

Evaluative assessment- assessment information that is used to judge the performance of schools or teachers; league tables.

A teacher needs to adopt a variety of assessment tools for effective assessment. The teacher needs to set the purpose of assessment. Gronlund (2003, p.18-22) mentions the guidelines for effective assessment:

- 1) Effective assessment requires a clear conception of all intended learning outcomes.
- 2) Effective assessment requires that a variety of assessment procedures be used.
- 3) Effective assessment requires that the instructional relevance of the procedures be considered.
- 4) Effective assessment requires an adequate sample of student performance.
- 5) Effective assessment requires that the procedures be fair to everyone.
- 6) Effective assessment requires the specifications of criteria for judging successful performance.
- 7) Effective assessment requires feedback to students that emphasizes strengths of performance and weaknesses to be corrected.
- 8) Effective assessment must be supported by comprehensive grading and reporting system.

Formative assessment begins during pre-activities when students begin to make predictions. It continues until the text has completed. Students make predictions throughout the entire text. Students identify what happened in the text through their predictions, especially when they find out their prediction wasn't accurate.

Summative assessment starts out with students in the classroom discussing with a classmate what their predictions were throughout the text and which predictions were accurate. The teacher walks around and listen to what the students told their partner about their predictions throughout the story “The magic Brocade”.

Comprehension is a mental process and it can only be assessed indirectly through observation. It can be assessed through reading aloud, answering the questions, group discussion, peer and self-assessment, interview, and questionnaires.

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

Directed Reading Thinking Activity (DRTA) is a reading comprehension strategy that is used in reading to guide students in asking questions about a text, making predictions, and then reading to confirm or modify their predictions. DRTA strategy encourages students to be active and thoughtful readers. Thus, it strengthens reading and critical thinking skills of students. Moreover, DRTA strategy stimulates students’ prior knowledge, involves the active participation of students in constructing the meaning of the text and monitor students’ reading comprehension skills.

Stauffer (1969), developed the Directed Reading Thinking Activity (DRTA) to encourage students’ thinking. Students develop their purposes of reading when they are asked to predict what the text is about based on the title and illustration in the text. They can change their prediction and explain their prediction during class discussion. DRTA establishes a positive instructional environment. A general sharing of background knowledge and experience is invited as the teacher and students move towards a common goal of understanding. El-Koumy (2004) mentions that DRTA engages students in thinking about what they read in three phases. The DRTA process demands students to be active readers, which enable them to comprehend the text. The three phases of DRTA strategy guide students step by step in the reading process.

For DRTA lessons, a teacher should divide the section of the text to provide good prediction points. Students read the text to confirm their prediction before moving

to the next portion of the text. They can either confirm or reject their prediction. Students discuss the confirmation or rejection of prediction by referring the information gathered from the text. This process continues until the entire text has been read. According to Elfira et al. (2015), DRTA strategy encourages students to use their mind while reading, thus making them thoughtful and active learner as they comprehend the text. Both the teacher and students can be assisted during teaching and learning when DRTA strategy is being implemented. Therefore, Teacher and students should be active throughout the reading process.

From the above explanation, it can be concluded that DRTA strategy activates students' prior knowledge, encourages them to make the prediction, stimulate them to think critically and guide them in reading. After reading segments of a text, the students stop, confirm or revise previous predictions, and make a new prediction about the next segment of the text. Having the skill of making the prediction is the main advantages of DRTA reading technique.

## **2.7 PROCEDURE OF DRTA FOR READING**

The Directed reading Thinking Activity engages students in a step by step process that guide them through the text. DRTA is designed to assist students' progress through the text.

According to (all about adolescent literacy. Resources for parents and educators of kids in grade 4-12, 2017), a teacher should follow the three given procedure while implementing DRTA strategy. The elaboration of DRTA for reading is designed based on the following steps: Teachers direct and stimulate students' thinking prior to reading a passage by scanning the title, chapter headings, illustrations, and other explanatory materials. In this stage, teacher assists the students to predict about the text. The teacher also facilitates discussion and let students share their predictions of each selection of the text. Teachers should have students read up to the first preselected stopping point in the text. Students read the text to gather information about their prediction. At the end of the reading, teachers should have students go back through the text and think about their

predictions. Students should verify or modify the accuracy of their predictions by finding supporting statements in the text. It is carried out through conferring the materials read. Moreover, it helps students to interpret the material read.

According to Barrera, Liu, Thurlow, and Chamberlain (2006, p.3), the procedure of DRTA are: a teacher chooses a text based on students' instructional level and divides it into chunks to maintain readers' interest. The students then set a purpose for reading by making predictions about the text. Students read a chunk of a text at a time to determine whether their predictions about each chunk are correct. Finally, students use evidence from the text to prove or disprove their predictions in a group of discussion. Teacher can guide students thinking by asking questions such as "why do you think so?" or "can you prove it?" Students then have an opportunity to revise their prediction if necessary, set new prediction for the next chunk of text, and continue the process.

Glass and Zygouris-Coe (2006, p.2) explain the procedure of DRTA in four steps as follows:

- 1) Prediction - Students reflect on what they think will be covered in the text. This step helps students set a purpose for reading. Begin by scanning the title, chapter headings, illustrations, and other explanatory materials. Have students make predictions on what they think the reading will be about.
- 2) Read - The teacher should divide the reading up into sections. This is usually a few paragraphs or pages. Students read the first section of text.
- 3) Confirmation - During this step, students engage in a discussion about what they have read. Initially, the teacher will lead this discussion by asking thought provoking or reflective types of questions. It is at this stage that students will either-confirm, reject, or refine their predictions and justify their ideas with reference to the text. Students then make new predictions.
- 4) The cycle of steps 1-3 continues until the text is read.

In conclusion the process of DRTA is predict, read, and to verify the predictions of a text with the use of leading questions and continue the process until the last section of the text. DRTA is carried out with the use of prediction chart as shown in Table 2.1.

Table 2.1 DRTA prediction chart

Prediction Chart		
Questions	I predict	What happened?
1	My prediction Why?	Was my prediction correct? Proof?
2	My prediction Why?	Was my prediction correct? Proof?

Explore Comprehension Strategies and More (n.d).

## 2.8 ADVANTAGES OF DRTA STRATEGY

### 2.8.1 Set the Purpose for Reading

Directed reading thinking activity demands students to set the purpose for reading by making prediction. Ningtyas (2015) mentions that in prediction phase students are encouraged to use context clues and set up the purpose of reading. Therefore, DRTA strategy promotes reading. According to Glass and Zygouris-Coe (2006) directed reading thinking activity (DRTA) engages students in a step-by-step process that guides students through understanding and thinking about the text.

### 2.8.2 Making Sense of the Text

In DRTA strategy students need to use their prior knowledge and experiences, decoding skills, and context clues to make sense of the text. According to Lowe (2006) DRTA encourages students to be active readers, and to make connection as they read the text. Furthermore, DRTA invites students to infer and make predictions, which ultimately synthesize their knowledge with the important content and themes of the text.

### **2.8.3 Improve Reading Comprehension**

Directed reading thinking activity promotes comprehension by encouraging students to think critically about the text. This strategy is carried out in different phases that enhance reading comprehension of students. The teacher encourages students to make predictions about the specific portion of the text then read the text to confirm about their prediction. In order to confirm the prediction, students have to thoroughly read the text. Lowe (2006) states DRTA as a metacognition strategy that teaches students to set a purpose for reading as they develop their thinking processes.

### **2.8.4 Maintain Reader Interest**

The text is divided into small chunks when DRTA strategy is implemented to maintain reader interest. Students develop curiosity about the unseen part of the text when they are done with one part of the text. Sabtu (2009) claims that the purpose of DRTA is to increase curiosity about particular text and text types.

## **2.9 REFLECTIVE JOURNAL**

A reflective journal is a record of students' learning experiences. "A reflective journal is a steadily growing document where learners record their reflections and thoughts on what they are learning and how it is changing their belief system about language teaching and learning" (Gambhir, 2010, p.1). "A reflective journal is a means of recording ideas, personal thoughts and experiences, as well as reflections and insights a student have in the learning process of the course"(Chan, 2009, p.1). The act of reflecting on thoughts, ideas, feelings, and learning encourages the development of logical thinking skills and differentiate what they know from what they don't know. A reflective journal is a way of thinking in a critical and logical way about the work.

The purpose of reflective journal writing is to encourage students to think about their own writing. Robert (2015) states that journal writing improves writing skills, and helps develop positive attitude towards various problems and issues. "Writing journal



can allow students to reflect on new knowledge learned in class, solidify their learning experience by recording their evolving thought process as they progress further in the course, learn new materials, and form new conclusions” Stevens and Cooper ( as cited in Walraven,2017, para.2). Journal writing on regular basis enhances students’ critical and reflective thinking.

## **2.10 LEARNING THEORIES**

### **2.10.1 Schema Theory**

Schema theory introduced by Frederic Charles Bartlett later developed by educational psychologist Anderson (2008) states that comprehending a text requires activating an existing schema or creating a new schema that organizes the information. Schema theory proposes that people translate information about a situation based on their prior knowledge. A learners’ background knowledge is referred to as schema in reading literature, which includes all experiences that a reader relates to a text: life experiences, educational experiences, knowledge of how text can be organized rhetorically, knowledge of how first and second language works, knowledge on cultural background. Schema theory assumes that written text does not carry meaning by itself. A text provides direction for readers how to construct meaning from their previously acquired knowledge. Comprehending the text is an interactive process between reader’s background knowledge and the text. Schema influence the absorption of new knowledge to the learner. It helps the learner to understand the rapidly changing environment and the world.

Al-Issa (2016) States that when students are familiar with the text, aware of the level of text and genre, have skills to decode words and recognize how they fit in a sentence, they are in a better position to comprehend their assigned reading. To understand a text a reader should not only possess linguistic knowledge but also general knowledge of the world and the knowledge activated during reading. Therefore, students’ background knowledge should be activated before reading the text. Understanding the text depends on the schema of the reader while reading. According

to An (2013), schema theory guides readers as they make sense of new experiences, enable them to make a prediction about what they might expect to experience in a given context. Reading comprehension schema is often used to assist second language learning. According to Anderson (2008), a reader comprehends a message by activating schema that gives a good account of the objects and events described in the message. It requires reading numerous texts in the particular language. If we fail to create schema while reading the text it will ultimately hamper comprehension skills.

Schema theory has an association with the directed reading thinking activity strategy where students acquire knowledge based on their schema. Students are encouraged to make predictions and evaluate their predictions after reading the text. Moreover, a teacher should develop the schema of students by relating one thing with another while carrying out reading activity. Schema is activated when a student sees the text and starts reading the text. Teachers can increase learning by helping students develop the schema. Students are motivated to read a lot if their schema is activated during all the three reading process, pre-reading, during reading, and after reading. Therefore, their comprehension skills are developed which will help them to excel in their academic performance too.

### **2.10.2 Cognitive Theory**

Cognitive learning theorists believe that learning of individual person arises through internal processing of the information. Children construct the meaning of a thing through their own understanding. Learning is a result of child's cognitive process. Cognitive refers to all the activities, processes, and products of the mind. Furthermore, Wijayanti (2013) mentions that the principles of cognitivism are sensation, perception, attention, encoding and memory. Thus, Sincere (2011) mentions out that learning is a comprehensive evaluation of the present experiences by analyzing the past experiences.

Cognitive theory has an impact on individual emotional and behavioral responses because it is a process in determining on how a person thinks, understand and knows (Wijayanti, 2013). Therefore, a cognitive theory is based on assimilation,

accommodation, and equilibrium. Assimilation is when people translate information in a form they can understand. Accommodation is when people adapt current knowledge in response to new experiences. Equilibrium is when people balance assimilation and accommodation to create a stable understanding.

Cognitive theory is associated with directed reading thinking activity as students construct new knowledge based on their mental ability. The different process of learning can be described by analyzing the mental process of an individual. With the effective cognitive process, learning will become easier and can retain the knowledge for a longer period of time.

### **2.10.3 Gestalt Theory**

Gestalt theory was proposed by Kohler, Koffka, and Max Wertheimer. Gestalt theorists believe that the experiences and perceptions of learners have a significant impact on the way they learn. Optimum learning occurs when the instruction is related to real life experiences. Kearsley (2003) states that Gestalt theory applies to all aspects of human learning, though applies directly to perception and problem-solving. The learning is presented as a whole instead of separate parts. According to Lawrence (2017), it enables learners to develop and improve critical thinking skills when similar groups are linked together and contrasted with groups that present different ideas.

The principles of Gestalt theory are:

- 1) The learners should be encouraged to discover the underlying nature of topic or problem.
- 2) Gaps, incongruities, or disturbances are an important stimulus for learning.
- 3) Instruction should be based upon the laws of organization: proximity, closure, similarity, and simplicity. (Kearsley, 2003, p.25)

Gestalt theory is interrelated with directed reading thinking activity as students construct knowledge based on prior knowledge. It depends on learner's past and current experiences and perceptions to acquire new information.

This particular study on using DRTA is based on the above learning theories. Learning through DRTA strategy is based on the Schema, Gestalt and Cognitive theory because our previous knowledge is important to comprehend the text. A teacher should activate schema of the students while facilitating the reading activity so that the knowledge is retained for longer period of time. Moreover, a teacher should provide an opportunity for students to explore and experience so that students are motivated and their schemata are activated. Student activities should be based on student-centered approach in order to engage all the students actively in the classroom. When students interact with their friends while reading, it helps in their cognitive development which ultimately leads to learning. Moreover, teacher needs to know the cognitive ability of students so they can introduce cognitive conflict at a reasonable level, where students can resolve it through assimilation and accommodation.

## **2.11 RELATED RESEARCH**

A number of research on DRTA approach were carried out in different countries around the world in various grades. Some of the recent studies have been discussed below.

Ningtyas (2015) carried out a research on improving reading comprehension of the grade VIII students at SMP N9 Magelang through directed reading thinking activity that consisted of 29 students. The study was carried out in two cycles. Each cycle consisted of two meetings which included reconnaissance, planning, actions, observation and reflection. DRTA was implemented during the action of research. The researcher found that students' reading comprehension was significantly improved through DRTA. It was found that there were significant improvement of the students' reading comprehension in the aspects of vocabulary interpretation, generating the main idea, identifying the detail information of the text and also students' participation during the reading lesson. Furthermore, DRTA strategy motivated students' to read and boosted their interest towards the text.

Friska (2015) carried out research to investigate the effect of directed reading thinking and reading interest on students' reading comprehension to 8th grade of MTS Jamiyyah Islamiyyah Pd. Aren. The study was carried out with two classes of 8<sup>th</sup> grader, one class as an experimental group and another class as the control group. The study was a quantitative study with quasi-experimental design. DRTA was used with the experimental group. It was found that the class was interactive while using DRTA. It was also found that there was a significant difference in comprehension skills when DRTA was implemented.

A study titled "to investigate the effects of directed reading thinking activity through using cooperative learning on English secondary stage students' reading comprehension" was carried out by Odwan (2012) in Jordan. The study consisted of 42 eleventh grade students, 22 students in the experimental group and 20 students in the control group. The research design was pre-test post-test one experimental group and one control group. Mean, standard deviation and analysis of covariance (ANCOVA) were used to analyze the data. The study found out that there was a statistically significant difference at ( $\alpha = 0.05$ ) in the experimental group. Therefore, DRTA improved the reading comprehension of students.

A study by Yazdani (2015) on the explicit instruction of reading strategies: directed reading thinking activity vs. guide reading strategies was conducted on 63 Iranian students of grade one in shahed high school. They were randomly divided into two experimental and one control group. The research design was a pre-test post-test control group in quantitative quasi-experimental design. The study lasted for ten weeks. The study found out that both the strategies improved students' reading comprehension skills. However, directed reading thinking activity had a more significant positive effect than guided reading.

In a study carried out by El-Koumy (2006) titled 'the effects of the directed reading thinking activity on EFL students' referential and inferential comprehension'. The participants were 72 first year secondary students of Menouf secondary school for boys was administered a pre-test post-test control group experimental design. The

students were randomly assigned to an experimental group and a control group. The data were analyzed using the multivariate analysis of variance (MANOVA) and the T-test. The data collected from the research showed that DRTA is an effective strategy for developing both referential and inferential comprehension skills.

Elfira et al. (2015) conducted a study on improving reading comprehension of the grade VIII students through directed reading thinking activity (DRTA) strategy. The objective of the study was to find out whether DRTA strategy could improve the reading comprehension of grade VIII students at SMP Negeri. The study was purposive sampling technique where only one class was given pre-test and post-test. The research design was pre-experimental design. The data were collected through observation and test. The data collected through observation were analyzed descriptively, the data for the test were analyzed using SPSS. The study found that DRTA is an effective strategy to improve reading comprehension of students.

Somadayo, Slamet, Nurkamto, and Suwandi (2013) investigated the effect of learning model DRTA (directed reading thinking activity) toward students' reading comprehension ability seeing from their reading interest. The study was conducted at the junior high school ternate with 79 people. SPSS was used to analyze the data. The study found out that the reading comprehension of students taught with DRTA learning model was better than students taught with PQRST and DRA model. Students with high reading interest understood the text better than students with moderate and low reading interest. Learning interest and appropriate reading strategy play important role in reading comprehension skills of the students.

Ari (2014) carried out a study on the effects of SQ3R and DRTA strategy used by fifth-grade students on comprehension. The study was conducted with 97 fifth graders in Aksaray city centre. The design of the study was random design model with the pretest-posttest control group. Five narrative texts were used considering the steps of the strategies. Pre-test and post-test data collected from the students were analyzed using t-test and ANOVA. The findings revealed that there was a significant difference

in the post-test scores of students taught with DRTA strategy than the students taught with SQ3R strategy and students in control group.

A study by Agustiani (2016) on the effects of DRTA and LC strategies on students' reading comprehension achievement of narrative texts based on English score levels was conducted on 48 tenth graders of Man Baturaja school. They were randomly chosen on the basis of their English score levels and assigned equally into LC and DRTA group. Reading comprehension test was administered to students before and after the intervention. The result indicated that both LC and DRTA strategies made difference on students' reading comprehension significantly ( $p < 0.000$ ). There was a significant difference in students' reading comprehension achievement between students in DRTA and LC groups ( $p < 0.03$ ). However, there was no significant interaction effect of strategies used and English score levels on students' reading comprehension achievement ( $p > 0.87$ ).

A study was carried out by Stahl (2008) titled 'the effects of three instructional methods for the reading comprehension and content acquisition of novice readers'. The study was carried on 31 second graders in two demographically similar schools, in the same school district, in a midsize Midwest City. A replicated Latin square, within-subjects repeated measures design was employed that examined four treatments: 3 interventions groups (PW, KWL, and DRTA) and a control group. Data were analyzed using ANOVA using the group as the unit of analysis. The result showed that picture walk and DRTA had statistically significant effects on the reading growth as measured by timed maze task. KWL did not yield significant effects on measures of comprehension or content acquisition.

Erliana (2011) carried out a study on improving reading comprehension through directed reading thinking activity (DRTA) strategy at Islamic state college Palangka Raya on 33 students of the second semester of English education study program. The study was mixed mode research. Achievement test, observation, field notes, and questionnaire were used to collect the data. The result depicted that DRTA not only improves students' comprehension but also increases their motivation in learning.

In a study conducted by Seftika (2016) titled 'Directed Reading Thinking Activity (DRTA) strategy to teach reading'. The participants were second semester students majoring English of STKIP Muhammadiyah Pringswen which comprised of sixty students. The study employed quasi-experimental design. The instrument used for data collection were reading test. The finding of the study revealed that students' reading comprehension increased after applying DRTA strategy. By using DRTA strategy students can activate their prior knowledge of a topic/ content to be read, hypothesize about what might be addressed in the text, and established meaningful purposes for reading the text.

Chaemsai and Rattanavich (2016) conducted a study to compare the English reading comprehension and ethical awareness of grade seven students using DRTA strategy and traditional approach on the tales of virtue based on His Majesty the King's teaching concepts. The participants of the study were grade 7 students of Triamudomsuksanomklao School, Bangkok, Thailand. Clustered random sampling was used to select 50 students and divided into two groups. The instruments used for data collection were test and questionnaire. The study lasted for ten weeks. The data were analyzed using one-way MANOVA and t-test for dependent samples. The result showed a significant difference in English reading comprehension and ethical awareness of learning English reading between both the groups. Students taught with DRTA strategy had significantly higher English reading comprehension and increased ethical awareness.

The study to find out the influence of reading comprehension by using DRTA and KWL strategies was conducted by Andriani (2016), with 90 grade eight students of SMP Muhammadiyah 1 Rawa Bening. Purposive sampling technique was used to select the participants. The study was quasi-experimental with three groups' pretest-posttest design. The data were analyzed using t-test. The result revealed that there was a significant difference in reading comprehension achievement of students taught with DRTA and KWL strategies.



Arianti (2003) carried out a study to investigate the significance and effectiveness of teaching narrative text inference by using DRTA strategy. It was a pre-experimental design with one group pretest-posttest design. The study was conducted with 34 grade XI students of SMA Negeri 5 Pontianak. Multiple choice questions with 30 items were used to collect the data. The data were analyzed using t-test and effects size formula. The result indicated that DRTA strategy increases students' ability of narrative text-based inference-making significantly.

Kompyang (2017) conducted a study to investigate the effect on reading comprehension of eleventh grade students who were taught with DRTA in cooperative learning setting and who were taught with DRTA only. The research was an experimental research with the post-test only control group. The study was conducted with 65 students of SMA N 3 Singaraja who were selected through random sampling technique. Reading comprehension test were used to collect the data. The data obtained were analyzed by using t-test assisted with SPSS 22.0. The findings revealed that the students who were taught by using DRTA in cooperative learning setting achieved better reading comprehension than who were taught by using DRTA only.

Mansyah (2012) carried out a study on DRTA: a strategy for integrating a reading purpose and critical thinking of students in reading text. The study was conducted with one section of grade eight students of SMP Rahmat Surabaya. The data were collected through observation. The study concluded that DRTA encouraged students' morale in reading. It provided them a purpose of reading and challenged their knowledge to predict a substance of the topic. Moreover, DRTA encouraged students to develop critical thinking skills.

## 2.12 CONCLUSION

All the related research and studies discussed above showed that Directed reading thinking activity strategy is an effective strategies to enhance comprehension skills. DRTA has a positive impact as it enhances students' comprehension skills, improve vocabulary of students and students are motivated through DRTA strategy. Students could write freely when DRTA strategy is executed since they know they will not be graded for the correctness of their answer as it is a risk-free strategy.

Directed Reading Thinking strategy is found to be an effective teaching strategy in comprehending the text. It is carried out in three phases namely pre-reading, while reading, and after reading. Students' background knowledge is activated through the title, illustrations, or based on some statements from the text. They predict in pre-reading phase. Students read the text and evaluate their prediction. After reading the text, they had to verify or modify the accuracy of their prediction by finding the supporting statement in the text. DRTA strategy motivates the learners to enhance their reading comprehension skills. Therefore, DRTA is considered a successful strategy to be used by teachers to improve reading comprehension skills of the students.

By using DRTA strategy, students are motivated to read critically and reflectively. It equips the readers with the ability to determine the purposes of reading, the ability to extract, understand the text, and assimilate information, the ability to make predictions to examine reading materials based on the purposes of reading, the ability to pass judgments, and finally the ability to make decision based upon information gathered from reading. These foster students' independence when reading. It engrosses students in an active process where they must use their intellectual abilities and their own ideas. In such a way, it will improve their participation and reading comprehension.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter presents the description of the general procedure that was adopted to collect data for the study. It describes the research design, population and sample, research instruments, data collection and data analysis.

#### **3.1 RESEARCH DESIGN**

This study employed mixed mode (quantitative and qualitative) research methodology. Cameron (2015) states that mixed method research represent research that comprises collecting, analyzing, and interpreting the quantitative and the qualitative data in a single study or series of studies that examine the same underlying phenomenon.

The study aimed to find the effects of Directed reading thinking activity to enhance English reading comprehension skills of grade eight students in Bhutan. The study also intended to find out the learning satisfaction of students regarding the effectiveness of the reading strategy. The research was an experimental research with two group pretest-posttest design. Figure 3.1 illustrated the research design.

### Research Design

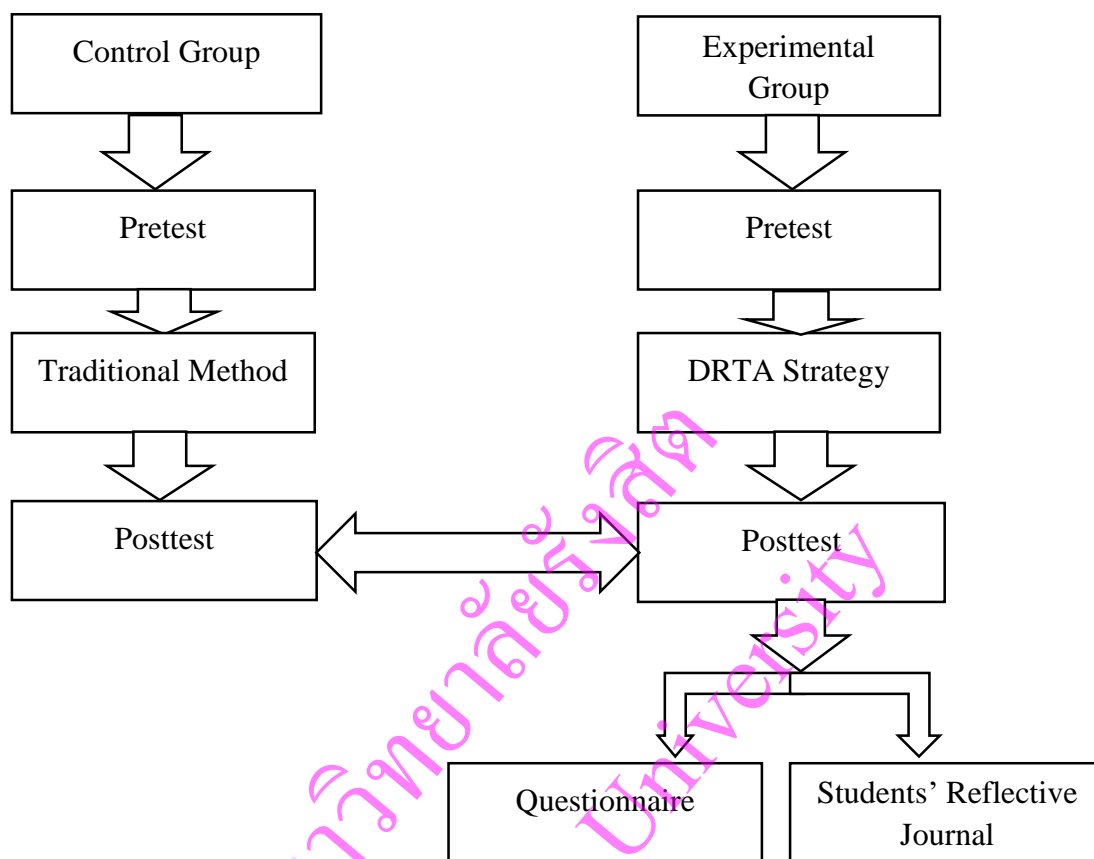


Figure 3.1 Research Design

## 3.2 POPULATION AND SAMPLE

### 3.2.1 Research population

The population of the study was four sections which consisted of 132 grade 8 students in a lower secondary school in Western Bhutan. Each section consisted of 33 students.

### 3.2.2 Sample

The researcher used cluster random sampling technique to select two sections. The study was carried out in two sections out of four sections of grade 8. The researcher randomly selected two groups out of four groups as all groups comprised of mixed ability students. One sections was an experimental group with 33 students and the other section was a control group with 33 students. The experimental group was taught using DRTA strategy while the control group was taught using traditional method.

### 3.3 RESEARCH INSTRUMENTS

The Quantitative data were collected from the pretest, posttest and questionnaires administered in the experimental group. The Qualitative data were collected from students' reflective Journals. Table 3.1 showed the instruments being used for each research objective.

Table 3.1 Research instruments used for each objective and question

Objectives	Questions	Instruments
1) To compare the comprehension abilities of students in English reading by using DRTA strategy in the experimental and the control group.	Is there any significant differences between the grade 8 students' comprehension abilities in the experimental group and the control group after the instruction with DRTA strategy?	Pretest and Posttest
2) To explore the learning satisfaction of the students' in the experimental group using	What is the learning satisfaction of grade 8 students in the experimental group on	Questionnaire and Students' Reflective Journal

Table 3.1 Research instruments used for each objective and question (Cont.)

Objectives	Questions	Instruments
DRTA strategy in reading texts.	using DRTA strategy in reading the text?	

### 3.3.1 Intervention Instruments

#### 3.3.1.1 Lesson plans

Eight lesson plans of 100 minutes each on the story “The Magic Brocade” incorporating DRTA strategy were used during the experiment. The researcher taught simultaneously once a week in both the experimental group and the control group. The experimental group was taught using DRTA strategy and the control group was taught using the traditional method. (A sample lesson plan is attached in Appendix I).

### 3.3.2 Quantitative Data Collection Instrument

#### 3.3.2.1 Learning Achievement test

The Quantitative data in this study were collected by conducting tests to the participants. An achievement test comprising of 20 multiple choice questions from the story “The Magic Brocade” was developed for pretest and posttest. The pretest was administered at the beginning of the study and later used again as the posttest that was administered at the end of the experiment. The questions used for pretest and posttest for both groups were the same. The pretest and posttest were administered to assess and compare the achievement level between the experimental and the control group. (The achievement test questions are attached in Appendix E)

### 3.3.2.2. Questionnaires

In order to find the satisfaction level of the students towards DRTA strategy, questionnaire comprising of 15 items were administered to the experimental group after the intervention. The data for the questionnaire were collected through five-point Likert scale; the rating scales are as follows: 5- Strongly agree, 4- Agree, 3- Neither agree nor disagree, 2- Disagree, and 1- Strongly disagree (Vagias, 2006). (The satisfaction questionnaire is attached in Appendix G)

Table 3.2 Likert scale range explanation

Level of opinion	Scores	Scale for means
Strongly agree	5	4.51-5.0
Agree	4	3.51- 4.50
Neither agree nor disagree	3	2.51-3.50
Disagree	2	1.51-2.50
Strongly disagree	1	0.00-1.50

### 3.3.3 Qualitative Data Collection Instrument

#### 3.3.3.1 Students' Reflective Journal

At the end of the treatment, all the participants in the experimental group were made to write a reflective journal based on the satisfaction level of Directed Reading thinking Activity. The participants were familiarized about a reflective journal with a sample. Students' reflective journal were collected to support the quantitative data on the satisfaction level of students with DRTA strategy. (The guidelines for reflective journal are attached in Appendix K)

### 3.4 VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENTS

According to Thompson (2013) validity and reliability are two essential aspects in evaluating an assessment process, be it an examination of knowledge, a psychological inventory, a customer survey, or an aptitude test. Miller, Linn, and Gronlund (2009) define validity as the adequacy and relevance of the interpretations and use of assessment results. Miller et al. (2009) refer reliability to the consistency of assessment results.

#### 3.4.1 Content Validity

The research instruments in this study were validated by 3 experts including an expert from Rangsit University, Thailand, head of English Department, and a teacher from Tshaphel Lower Secondary School in Haa, Bhutan. Item Objective Congruence (IOC) of the instruments were calculated to see if the items aligned with the research objectives. IOC was computed for the lesson plans, the learning achievement test, and satisfaction questionnaire.

IOC result index ranges from -1 to +1.

If the rating is +1, it means that the item clearly matches stated objectives.

If the rating is 0, it means that item is unclear or not sure whether the measures meet the objectives or not.

If the rating is -1, it means that the item clearly does not match objective or ensure that that the measures do not meet the stated objective.

If the value for any test item is between 0.67 and 1.00, the item is considered for accuracy and acceptable and if the value is below 0.67, the item needs to be changed. The formula for calculating the IOC is  $\sum \frac{r}{n}$  where; 'r' is the sum of the scores of individual experts and 'n' is the number of experts.

Learning achievement test was validated by experts using IOC (the rating of the IOC of achievement test is attached in Appendix F)



Satisfaction questionnaire was validated by experts using IOC (the rating of the IOC of satisfaction questionnaire is attached in Appendix H)

Lesson plans were validated by experts using IOC (the rating of the IOC of lesson plan is attached in Appendix J)

### 3.4.2 Reliability

The achievement test with 35 multiple choice questions were tried out with one section of grade 8 students (consisting 33 students) of the research school which was neither the control group nor the experimental group prior to the experiment. Kuder-Richardson formula (KR-20) was applied to find out the reliability co-efficient of the achievement test. The KR-20 coefficient was 0.726 which was greater than 0.70 and proved that the achievement test was reliable. Then 20 items were selected for pretest and posttest.

Similarly, 40 satisfaction questionnaire statement were tried out with the same section of grade 8 students. Cronbach's Alpha was computed to check the reliability of the questionnaire. The Cronbach's Alpha ( $\alpha$ ) was 0.844 which indicated that the instrument was good and reliable.

Table 3.3 Description of Internal Consistency using Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

(Cronbach's Alpha: Simple Definition, Use and Interpretation, n.d).

## **3.5 DATA COLLECTION PROCEDURES**

### **3.5.1 Ethical Consideration**

#### **3.5.1.1 Approval**

An approval letter from the Director General, Ministry of Education of Bhutan was obtained about the research. This was followed by seeking permission from dzongkhag Education officer and the principal of the school and concerned teacher teaching grade 8 English prior to the study.

#### **3.5.1.2 Anonymity of the participants and confidentiality of their views**

The anonymity and the confidentiality of the participants were maintained by the researcher. Students' opinion and reflection were kept confidential.

## **3.6 DATA ANALYSIS**

### **3.6.1 Test Scores**

A comparative statistical analysis using paired sample t-test was done within the group i.e. analysis of pretest and posttest of the experimental group as well as the control group. The comparison between pretest and posttest scores of the two groups was done by conducting independent t-test to assess and compare the learning achievement of grade 8 student using DRTA strategy and the traditional teaching. The inferential statistics t-test with  $p < 0.05$  level of significance was used to infer the results. Furthermore, Posttest scores of both the groups were computed through percentage and frequency to infer the result.

### **3.6.2 Learning Satisfaction**

The data were analyzed to study the learning satisfaction of the learners after incorporating DRTA strategy. Mean and standard deviation (SD) of the questionnaire were computed to examine students' satisfaction towards DRTA strategy in the experimental group.

### **3.6.3 Students' Reflective Journal**

Content analysis was carried out for the students' reflective journal. The content analysis was carried out by using a coding system (open, axial, and selective) based on Grounded Theory of Corbin and Strauss (2008).

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## **CHAPTER 4**

### **RESULTS AND DATA ANALYSIS**

The purposes of this study were to compare the comprehension abilities of students in English reading by using DRTA strategy in the experimental group and the traditional method in the control group, and to explore the learning satisfaction of the students' in the experimental group using DRTA strategy in reading the text. The data were analyzed based on the achievement test, satisfaction questionnaires and students' reflective journal.

The results are presented as follows:

- 4.1 Analysis of achievement test scores
- 4.2 Analysis of students' satisfaction questionnaire
- 4.3 Analysis of students' reflective journal

#### **4.1 ANALYSIS OF ACHIEVEMENT TEST SCORES**

The first objective of the study was to compare the comprehension abilities of students in English reading by using DRTA strategy in the experimental and the control group. The pretest and posttest were administered to both the groups. A comparative statistical analysis was done using paired sample t-test within the group and independent t-test between the groups. Mean, standard deviation and significance value, frequency of scores and percentage were used to infer the results.

#### 4.1.1 Comparison of Pretest and Posttest within the group

The comparison of pretest and posttest was done in terms of mean, and standard deviation.

Table 4.1 Comparison of Pretest and Posttest within the group

	Mean		Mean Difference	2-tailed significance	Standard Deviation	
	Pretest	Posttest			Pretest	Posttest
Control group	9.91	16	$16 - 9.91 = 6.09$	.000*	2.8	2.6.
Experimental group	10.76	19.09	$19.09 - 10.76 = 8.33$	.000*	2	1.1

Significance level (p) <0.05- significant\*

As presented in Table 4.1, the mean of pretest and posttest of the control group were 9.91 and 16, the mean difference was 6.09. The Standard deviation in the control group was 2.8 in pretest and 2.6 in posttest respectively. The mean of pretest and posttest of the experimental group were 10.76 and 19.09 respectively. The mean difference was 8.33. The standard deviation of pretest and posttest of experimental group was 2 and 1.1 respectively. The significance value (p) 0.00 denotes that there was statistically significant increase in scores of the posttest than the pretest in both groups. However, the mean difference in the experimental group was significantly higher than the mean difference of the control group.

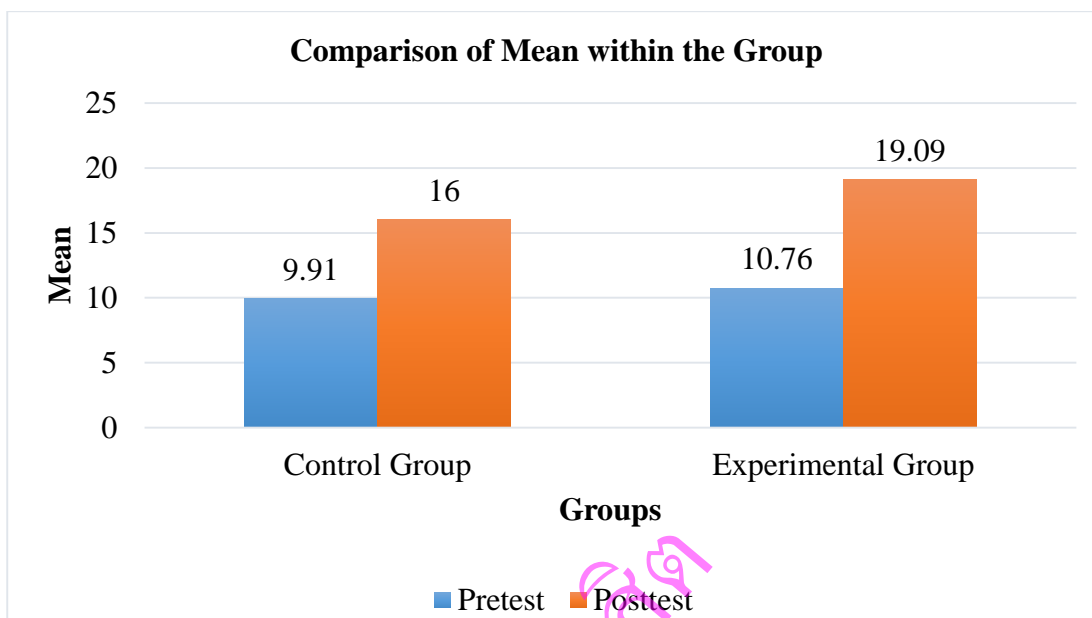


Figure 4.1 Comparison of Pretest and Posttest within the group

The comparison of pretest and posttest between the groups was done in terms of mean and standard deviation.

Table 4.2 Pretest and Posttest Comparison between groups

Group	Test	Mean	Mean difference	Standard Deviation	2-tailed significance
Control	Pretest	9.91	$10.76 - 9.91 = 0.85$	2.8	.157
Experimental		10.76		2	
Control	Posttest	16	$19.09 - 16 = 3.09$	2.6	.000*
Experimental		19.09		1.1	

Significance level (p) <0.05- significant\*

As shown in Table 4.2, the mean difference of the pretest between the groups was 0.85. The 2- tailed significance value (p) for pretest was .157 which indicated that there was no significant difference between the pretest means of two groups. Therefore, it was noted that the learning ability of students in both groups were equal at the beginning of the experiment.

The mean difference of posttest between the control group and the experimental group was 3.09 as shown in Table 4.2. The 2-tailed significance value ( $p$ ) of the posttest was .000 which is lower than significant value  $p < 0.05$ . This indicated that the mean of the experimental group was significantly greater than that of the control group. The posttest scores of the experimental group were much higher than the posttest scores of the control group. Therefore, experimental group performed better than the control group after the intervention.

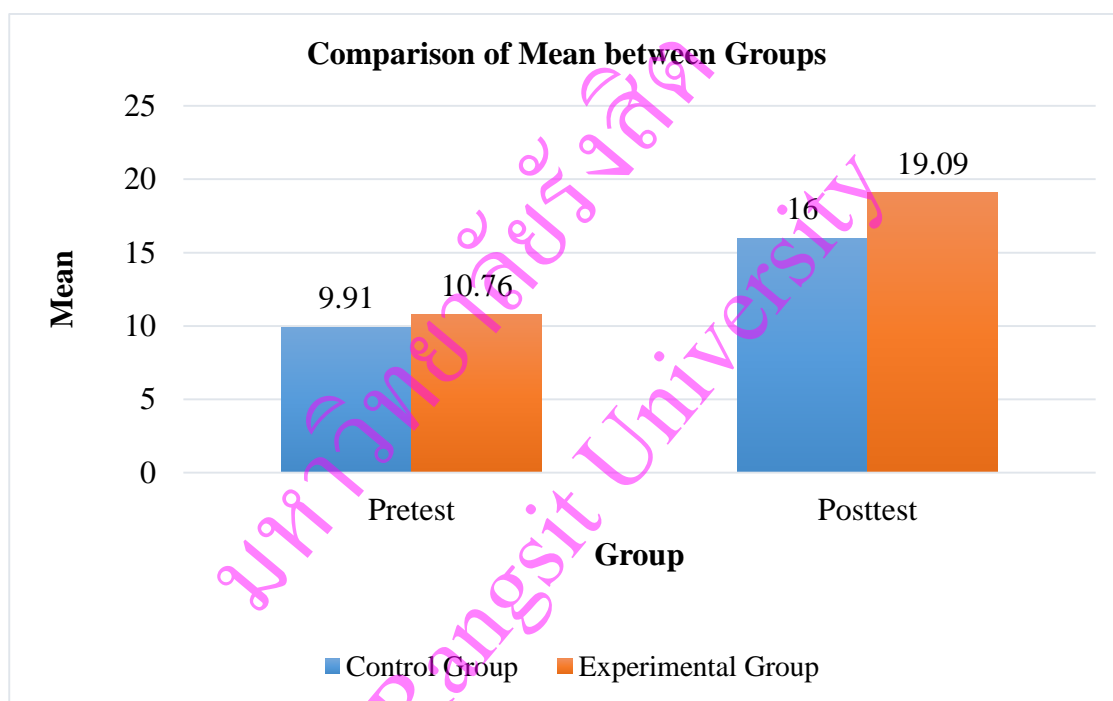


Figure 4.2 Comparison of pretest and posttest between groups

Table 4.3 Frequency and percentage of posttest scores of both groups

Scores	11	12	13	14	15	16	17	18	19	20	Total students and percentage
Control Group	1	3	2	3	5	6	2	4	4	3	33
Percent age	3.0	9.1	6.1	9.1	15.2	18.2	6.1	12.1	12.1	9.1	100%
Experi mental Group	0	0	0	0	0	1	2	6	8	16	33
Percent age	0.0	0.0	0.0	0.0	0	3.0	6.1	18.2	24.2	48.5	100%

Table 4.3 showed the frequency and percentage of posttest scores of students in the control and the experimental group. The learning achievement test was set out of 20 marks. The lowest score obtained by students in the control group was 11 and the highest was 20, while the lowest score obtained by students in the experimental group was 16 and the highest was 20. There was a vast difference between the scores obtained by students in the control and the experimental group after the intervention. Only 3 students in the control group scored 20 in posttest while 16 students in the experimental group scored 20 in posttest. However, compiling the scores by percentage, only 9.1% of students scored 20 in the control group while 48.5% of students scored 20 in the experimental group. Students in the experimental group acquired higher scores than the students in the control group in posttest. Therefore, it can be concluded that DRTA helped improve students' reading comprehension skills in English.



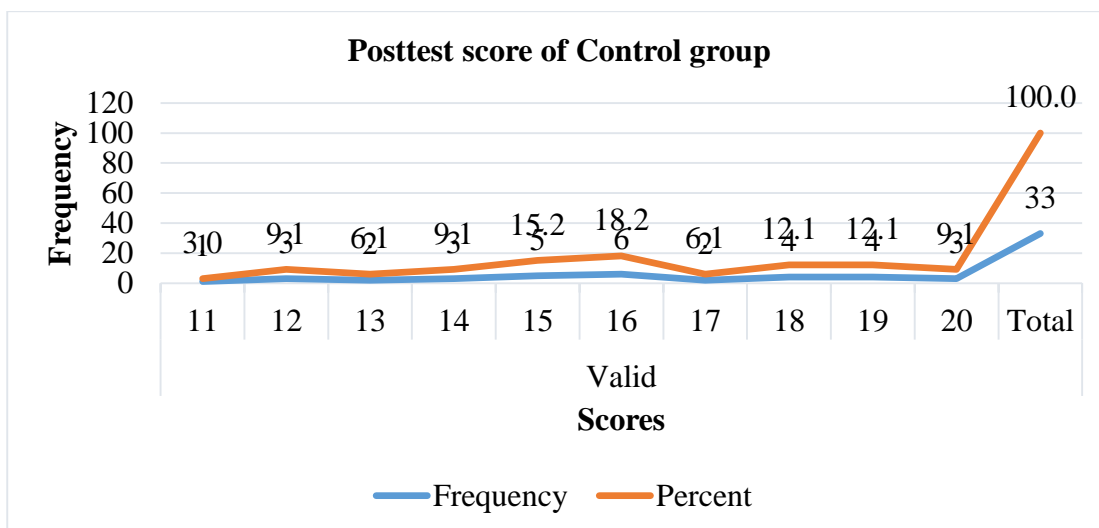


Figure 4.3 Posttest scores of the control group in percentage and frequency

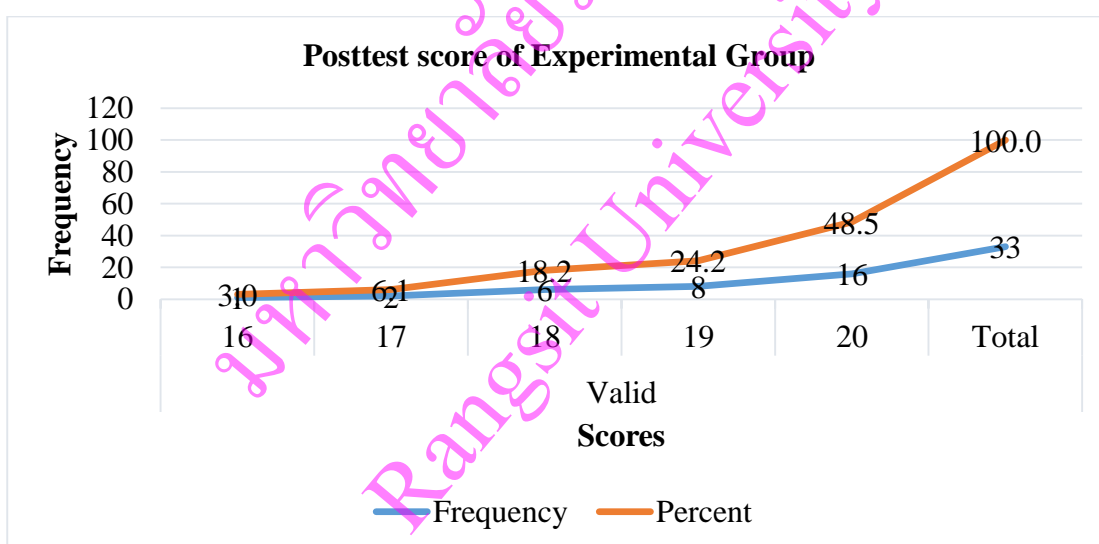


Figure 4.4 Posttest scores of the Experimental group in percentage and frequency

## 4.2 ANALYSIS OF STUDENTS' SATISFACTION QUESTIONNAIRES

The second objective was to explore the learning satisfaction level of the students in the experimental group using DRTA strategy in reading the text. The data for the questionnaires were collected through five-point Likert scale; the rating scale is as follows: 5- Strongly agree, 4- Agree, 3- Neither agree nor disagree, 2- Disagree, and 1- Strongly disagree (Vagias, 2006). The questionnaire was administered after the intervention to the experimental group. Mean and standard deviation was computed for all the statements. The result was presented in Table 4.4

Table 4.4 Mean and Standard Deviation of students' satisfaction questionnaire

Sl.no	Statement	Mean	S.D	Level of Satisfaction
1	DRTA improved my vocabulary	4.64	.489	Strongly Agree
2	It helped to build confidence	4.67	.479	Strongly Agree
3	It helped to build good relationship with my classmates	4.97	.174	Strongly Agree
4	It motivated me	4.76	.435	Strongly Agree
5	It helped me to analyze what I know	4.88	.331	Strongly Agree
6	It helped me to interact with the teacher	4.88	.331	Strongly Agree
7	It helped me to stay focus throughout the lesson	4.94	.242	Strongly Agree
8	It encouraged me to read	4.85	.364	Strongly Agree
9	It helped me to make right decision	4.82	.392	Strongly Agree
10	I enjoyed DRTA strategy	5.00	0.000	Strongly Agree
11	It helped me to activate my prior knowledge	4.82	.392	Strongly Agree

Table 4.4 Mean and Standard Deviation of students' satisfaction questionnaire (Cont.)

Sl.no	Statement	Mean	S.D	Level of Satisfaction
12	It helped me to make prediction	5.00	0.000	Strongly Agree
13	It helped me facilitate creative discussion	4.91	.292	Strongly Agree
14	I learnt a lot when discussing with my friends	4.94	.242	Strongly Agree
15	It helped me to interact with my friends	5.00	0.000	Strongly Agree
	Total	4.87	0.28	Strongly Agree

Source: Wangmo, 2014

Note: Level of satisfaction on individual items in the questionnaire: (0.00-1.50) = Strongly Disagree, (1.51-2.50) = Disagree, (2.51-3.50) = Neither Agree nor Disagree, (3.51- 4.50) = Agree, and (4.51-5.0) = Strongly Agree.

From the Table 4.4, the satisfaction level of grade 8 Bhutanese research participants in the experimental group after 4 lessons using DRTA strategy indicated “Strongly Agree” on the level of satisfaction with the mean of 4.87 and standard deviation of 0.28. Therefore, the result indicated that the students experienced a high level of satisfaction when DRTA strategy was integrated into teaching and learning the story “The Magic Brocade” in English. The highest mean of 5.00 was rated by the participant for the statement 10, 12, and 15 with a standard deviation of 0.000. The overall learning satisfaction level of students with DRTA strategy is shown in Figure 4.5.

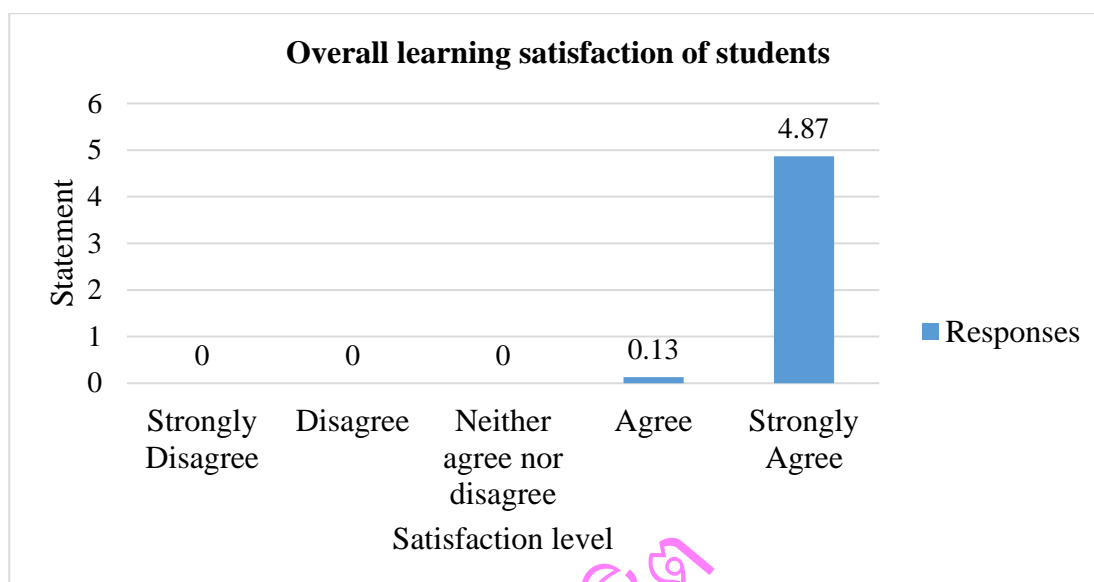


Figure 4.5 Mean scores of satisfaction questionnaire

Figure 4.5 showed the overall learning satisfaction level of students in teaching and learning the story “The magic Brocade” in English when DRTA strategy was implemented. The graph showed that almost all the students were satisfied with DRTA strategy with a mean of 4.87 for ‘strongly agree’, and 0.13 for ‘agree’. The graph also depicted that none of the students rated for ‘strongly disagree’, ‘disagree’, and ‘neither agree nor disagree’. Therefore, the researcher concluded that students portrayed a high level of satisfaction when DRTA strategy was used for teaching and learning the story “The Magic Brocade” in English.

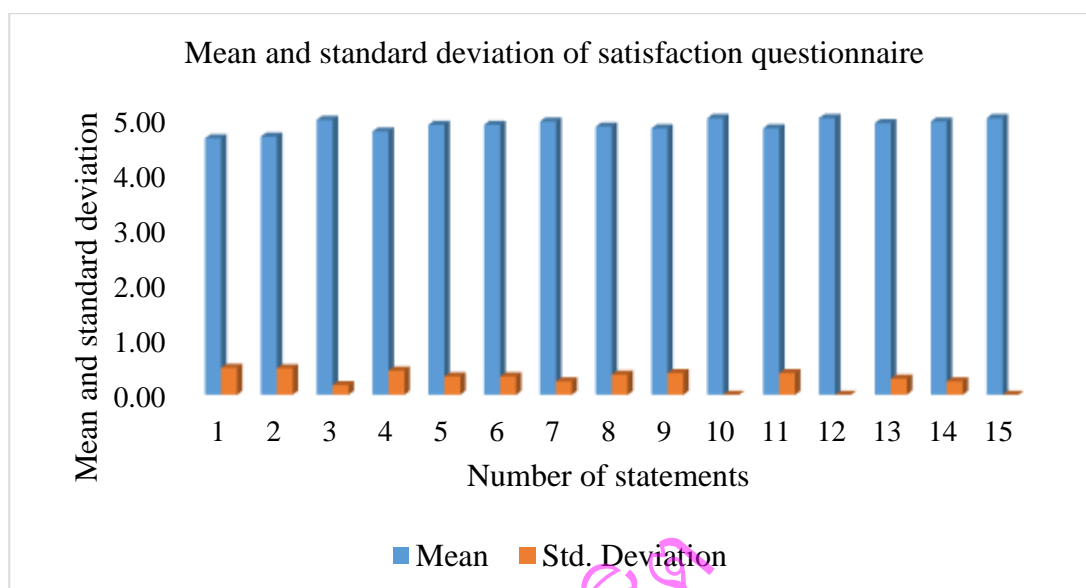


Figure 4.6 Mean and standard deviation of satisfaction questionnaires for each statement.

Figure 4.6 showed the mean and standard deviation of each statement. There were 15 statements for satisfaction questionnaire. The highest mean of 5 was rated by students for three statements [10(I enjoyed DRTA strategy), 12(It helped me to make prediction), and 15(It helped me to interact with my friends)] with the standard deviation of 0.000. The lowest mean of 4.64 was rated for one statement [1(DRTA improved my vocabulary)] with the standard deviation of .489. The lowest rated statement also fall under “strongly agree” in the level of satisfaction. The finding was clear that the students experienced a high level of satisfaction when DRTA strategy was implemented.

### 4.3 ANALYSIS OF STUDENTS REFLECTIVE JOURNAL

This part presents the findings of the qualitative data through students’ reflective journal. The qualitative data were provided to support the quantitative data based on learning satisfaction of DRTA strategy. The students were asked to write reflective journal once after the last class. Reflective journals was categorized by coding and put into different themes as proposed by Corbin and Strauss (2008). The learning satisfaction of students could be seen from their reflective journals

### 4.3.1 Enhanced critical thinking

Some of the students felt that DRTA helped them develop critical thinking skills as it made them predict about the lesson based on some questions before the lesson. They had to think critically about the given questions. Their background knowledge was activated when they predict about the lesson.

“It enhanced my critical thinking skills” (ECTSRJ19)

“DRTA strategy improved my thinking skills as I had to write my prediction before the lesson through imagination” (ECTSRJ10)

“DRTA strategy enhanced my critical thinking skills as we had to predict some part of the story based on the given statement” (ECTSRJ19)

### 4.3.2 Developed comprehension skills

Students expressed that DRTA strategy developed comprehension skills as it was carried out in three phases. They were asked to read the text thoroughly after prediction and discuss the correct answer of the given questions in groups. Therefore, they learnt new words and meaning of words while reading independently.

“DRTA helped me to understand the text as it is carried out in three different phases, namely: prediction (before reading) while reading and after reading” (DCSSRJ11)

“I learnt a lot from my friends while discussing the answers after the prediction part” (DCSSRJ15)

“I learnt new words and meaning while reading the text” (DCSSRJ29)

“I learnt a lot while using DRTA strategy” (DCSSRJ28)

### 4.3.3 Interesting lesson

Most of the students felt the lesson was interesting and enjoyable when taught with DRTA strategy. They were excited about the unseen text. They were alert throughout the lesson. Each individual had different prediction. Therefore, it was exciting for students to listen to varied prediction.

“I enjoyed DRTA strategy as it kept me alert throughout the lesson” (ILSRJ1)

“Prediction was the most enjoyable part because there were no right or wrong answers we can predict based on our imagination too” (ILSRJ3)

“DRTA is an interesting learning strategy” (ILSRJ13)

“I enjoyed prediction part because it activated my previous knowledge” (ILSRJ11)

“Prediction part was interesting, as each person had different opinion and it makes us alert for the lesson” (ILSRJ14)

“This activity is interesting before regular class” (ILSRJ18)

“DRTA is interesting as it is student-centered strategy” (ILSRJ20)

### 4.3.4 Enhanced Interaction

Some students mentioned that DRTA helped them interact with their friends when they discussed their prediction with their friends. Students agreed that they participated better in the activities when they discussed with their friends. Therefore, there was more interaction amongst students while DRTA strategy was implemented.

“DRTA strategy helped us to interact and discuss our prediction with our friends” (EISRJ30).

“I learnt the answer to the given questions when I interact and discuss with my friends” (EISRJ25)

#### **4.3.5 Flexibility of the responses**

Some of the students felt DRTA as a flexible strategy, as they can change their prediction after reading the text. They mentioned that DRTA strategy allowed them to write the answer of the given questions freely during prediction phase. Therefore, DRTA strategy created conducive learning environment where they could share their responses freely.

“DRTA is flexible strategy whereby we can change the answer of the questions after reading the text” (FRSRJ1)

“We are not graded for the correct and incorrect answers” (FRSRJ5)

#### **4.3.6 Developed curiosity**

It was also found that DRTA strategy helped students develop curiosity about the next unseen text. The text was divided into chunks for different classes, it lead to developed curiosity about the next part of the text. They mentioned that curiosity kept them on track and love to learn a lot.

“I was curious to read the text to see whether my prediction was right or wrong” (DCSRJ22)

“I love to learn when I was curious about the unseen text” (DCSRJ2)



All the excerpts above indicated that students in the experimental group were extremely satisfied with DRTA strategy. While implementing DRTA strategy, students had to read the text in depth. Thus, it enabled them to develop comprehension skills and critical thinking skills and kept them alert throughout the lesson. DRTA strategy was implemented in groups, it enabled the students to interact with their friends and they felt the lesson interesting. Moreover, students could change their answer after reading the text, there was the flexibility of the lesson. Students were not assessed based on the correctness of their answers.

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## **CHAPTER 5**

### **CONCLUSION, DISCUSSION AND RECOMMENDATIONS**

This chapter presents the conclusion from the results of data analysis, discussion of the findings followed by recommendations.

#### **5.1 CONCLUSION**

This part concludes the findings on effects of Directed Reading Thinking Activity to enhance English comprehension skills of grade eight students in Bhutan. Both Qualitative data and quantitative data were collected to confirm the set objectives. The results are presented as follows:

##### **5.1.1 The Result of Test Score Analysis**

Pretest and posttest were administered to both experimental and control group to determine the differences in comprehension abilities in English. Pretest was administered before the intervention to both groups. The Experimental group was taught using DRTA strategy whereas the control group was taught with the traditional method. Posttest was administered after the intervention to both groups.

A comparative statistical analysis using paired t-test was done within the group. The mean difference in the experimental group was 8.33, the mean in pretest was 10.76 and the mean in posttest was 19.09 respectively as shown in Table 4.1. The mean difference in the control group was 6.09, the mean in pretest was 9.91 and the mean in posttest was 16 respectively as shown in Table 4.1. The significance value (p) was 0.00 which indicated that there was statistically increase in the scores of the posttest compared to pretest of both groups.

A comparative statistical analysis using independent t-test between experimental and control group were computed. The posttest mean difference of the experimental group and control group was 3.09 as shown in Table 4.2. The significance value (p) of the posttest was 0.00 which indicated posttest scores of the experimental group was statistically significant. The posttest scores of the experimental group was higher than the posttest scores of the control group as shown in Table 4.3.

Therefore, the study concluded that DRTA strategy improved the learning achievement of grade 8 students in English thus enhanced their comprehension abilities.

### **5.1.2 The Result of the Students' Satisfaction Questionnaire**

To find out the learning satisfaction, the questionnaire was provided to the students in the experimental group using five-point Likert scale. The satisfaction questionnaire consisted of 15 items. The highest mean score was 5 and the lowest mean score was 4.64 with the average mean score of 4.87 as shown in Table 4.4. Therefore, the results indicated that students were extremely satisfied in learning English with DRTA strategy.

### **5.1.3 The Result of Students' Reflective Journal on Satisfaction**

Students in the experimental group were asked to write a reflective journal after the treatment to find out their learning satisfaction towards DRTA strategy. Qualitative data were collected to support quantitative data based on learning satisfaction of students towards DRTA strategy. The data collected were analyzed using open, axial and selective coding system of the grounded theory (Corbin & Strauss, 2008).

The result from the students' reflective journals proved that students were satisfied with DRTA strategy. With the use of DRTA strategy in the reading text, students found easier to comprehend the text through interaction with friends and there was flexibility with their response too. Students enjoyed reading the text with the use of

DRTA strategy. Moreover, DRTA strategy helped them enhance critical thinking skills and develop curiosity which let them read further.

## 5.2 DISCUSSION

The findings of the study were: 1) DRTA strategy improved the reading comprehension of grade 8 Bhutanese students. 2) Students in the experimental group were satisfied towards DRTA strategy.

### 5.1.1 Learning Achievement Test

Pretest and posttest with the same 20 multiple choice questions were administered to both the experimental and the control group. The pretest was administered before the treatment whereas posttest was administered after the treatment to both groups. The posttest scores of participants in the experimental were higher than the posttest scores of the control group with significance value (p) of 0.00. The findings showed that the mean scores of posttest of the experimental group was higher than the mean scores of the control group as shown in Table 4.2. This revealed that DRTA strategy enhanced the learning achievement of the students compared to traditional method. Thus, it enhanced the reading comprehension of students.

The finding was similar to the studies carried out by Ari (2014) investigated the effect of SQ3R and DRTA strategies used by fifth grade students on comprehension showed that DRTA strategy significantly increased the reading comprehension of students. Agustina (2016) conducted an experimental study to investigate the effects of DRTA and LC strategies on students reading comprehension achievement of narrative text based on English score levels also showed that DRTA and LC made difference on students' reading comprehension significantly. A positive finding was revealed by Odwan (2012) that there was statistically significant difference at ( $\alpha=0.05$ ) in reading comprehension in favor of experimental group among English secondary stage students in Jordan due to DRTA strategy. Erliana (2011) whose study focused on improving reading comprehension through directed reading thinking activity (DRTA) strategy

revealed that DRTA not only improved students' comprehension but also increase their motivation in learning. Somadayo et.al. (2013) examined the effect of learning model DRTA (directed reading thinking activity) towards students' reading comprehension ability seeing from their reading interest revealed that DRTA yield a better result in reading comprehension compared to DRA and PQRST model. Yazdani (2015) investigated the explicit instruction of reading strategies: directed reading thinking activity vs. guided reading strategies also concluded that DRTA strategy had a more significant positive effect than guided reading. A study by El- Koumy (2006) on the effects of directed reading thinking activity on EFL students' referential and inferential comprehension revealed that DRTA is an effective strategy for developing both referential and inferential comprehension skills. Chaemsai and Rattanaich (2016) conducted a study to compare the English reading comprehension and ethical awareness of grade seven students using DRTA strategy and traditional approach to the tales of virtue based on His Majesty the King's teaching concepts concluded that Students taught with DRTA strategy had significantly higher English reading comprehension and increased ethical awareness. Arianti (2013) carried out a study to investigate the significance and effectiveness of teaching narrative text inference by using DRTA strategy concluded that DRTA strategy increase students' ability of narrative text-based inference-making significantly. All their findings revealed that there was a significant improvement in reading comprehension skills with the use of DRTA strategy. Therefore, the students who were taught with DRTA strategy performed better in learning achievement test.

The possible reason for high test score in posttest by the experimental group could be because the schemata of students were activated throughout the study. Therefore, schema theory and Gestalt theory supported the findings. According to Anderson (2008) comprehending a text requires activating an existing schema or creating a new schema that organizes the information. Further, the finding of the study was supported by cognitive theory. Students were actively involved to construct the meaning through their own understanding.

### 5.2.2 Students satisfaction in using DRTA strategy

A learning satisfaction questionnaire of 15 items was administered to the experimental group. The data analysis revealed a high level of satisfaction when DRTA strategy was implemented with a mean of 4.87. The data for the questionnaire were collected through five- point Likert scale; the rating scale is as follows: 5- Strongly agree, 4- Agree, 3- Neither agree nor disagree, 2- Disagree, and 1- Strongly disagree (Vagias, 2006).

Some of the reasons for students' higher level of satisfaction were due to the conducive learning environment where students were given freedom to predict about the text, share and discuss their predictions with their friends. There was flexibility to change their response to the given questions after reading the text. According to Elfira et al. (2015), DRTA strategy encourages students to use their mind while reading, thus making them thoughtful and active learner as they comprehend the text. Moreover, it is an active strategy which is implemented in three phases. El-Koumy (2004), mentions that DRTA engages students in thinking about what they read in three phases.

The students' reflective journal aimed to investigate the learning satisfaction of students with DRTA strategy in order to support quantitative data. The findings revealed that students were satisfied with DRTA strategy, as it helped them to enhance their critical thinking skills and develop comprehension skills. The students enjoyed the lesson since DRTA strategy kept them alert throughout the lesson and develop curiosity. The students also mentioned that DRTA strategy help them interact with friends and there was the flexibility of the responses.

The findings of the study were supported by Mansyah (2012) who concluded that with DRTA strategy students could freely write since they know they would not be graded on the correctness of their answers thus, the risk free method encouraged students to use critical thinking skills. The findings of the study were consistent with Seftika (2016) who revealed that DRTA enhanced the students' participation in class interaction both individual and group work discussion.

## 5.3 RECOMMENDATIONS

### 5.3.1 Recommendations for practice

The study found out that DRTA strategy enhanced learning achievement, increased level of satisfaction in English. The following recommendations have been made based on the findings of the study.

1) DRTA was found effective in English comprehension skills. Therefore, teachers can use this approach in teaching the reading text to students.

2) DRTA strategy was found as student centered approach where the students actively participate and interact with their friends. The teacher is just a facilitator while using DRTA strategy. So, English teachers must shift the mode of teaching from lecture method to DRTA method.

3) This study recommends that the lesson should be well planned while using DRTA strategy.

4) This study recommends that the students should be familiar with the procedure involved while implementing DRTA strategy.

### 5.3.2 Recommendations for future research

1) Further research may be carried out to investigate the relationship between reading comprehension and thinking skills.

2) Research may be conducted to study the effectiveness of DRTA with other grades.

3) Further research may be carried out to investigate whether DRTA strategy will bring similar outcome if used over a longer period of time.

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## APPENDICES



**APPENDIX A**  
**LETTER OF APPROVAL**



དབལ་ལྷན་འབྲུག་གཞུང་། བེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan  
Ministry of Education  
Department of School Education  
School Planning and Coordination Division



Ref No.: DSE/SPCD/SLCU-01/2017/778

Dated: May 17<sup>th</sup>, 2017

Dzongkhag Education Officer,  
Sarpang, Samtse, Paro and Haa.

**Subject: Approval to conduct research**

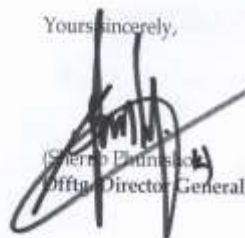
Sir/Madam,

In pursuance to letter number nil, dated May 4<sup>th</sup>, 2017, from the Dean, Faculty of Education, Rangsit University, Thailand, the following students would be conducting research.

Sl. No.	Name of student	Sample school	Research topic
1	Lhatu (student id 5906637)	Norbuling OS, Sarpang	Effects of using simulated role play in teaching history to secondary students in Bhutan
2	Kencho Lham (student id 5906722)	Panbari Primary School, Samtse	Effects of using manipulative in teaching Mathematics to enhance learning outcome of grade V Bhutanese students
3	Karma Dema (student id 5906725)	Shaba Primary School, Paro	Effects of active learning approach in teaching Science to 5 <sup>th</sup> grade students in Bhutanese classroom
4	Hema Rai (student id 5906724)	Tshaphel LSS, Haa	Effects of directed reading thinking activity to enhance English comprehension skills of grade eighth students in Bhutan

Therefore, the Ministry of Education accords approval for the data collection. However, the Ministry of Education would like to request the researcher to kindly share the findings once the research is completed.

Yours sincerely,

  
(Shermo Penjor)  
Office Director General

Copy to:

1. Person concerned, for information and follow up.
2. Office file

**APPENDIX B**  
**EXPERTS WHO VALIFATED INSTRUMENTS**

### Experts who validated the Instruments

Sl.no	Name	Position Title	Institution
1	Dr. Srisamorn Pumasa-ard	Professor	Rangsit University, Thailand
2	Mr. Sangay Tenzin	Head of English Department	Tshaphel Lower Secondary School, Haa
3	Mr. Sonam Penjor	Teacher	Tshaphel Lower Secondary School, Haa

**APPENDIX C**  
**CONFIRMATION LETTER FROM EXPERTS**

Date: 15/05/2017

Dear Hema Rai,

I have gone through your instruments and found that almost all instruments are valid for the data collection. I have rated your instruments as per the IOC (Item Objective Congruence). There are slight changes in some of the instruments and I hope you will take care of it. All comments and feedbacks are attached with the instrument.

I wish you all the best in data collection and see you soon.

Thanking you



Dr. Srisamorn Pumasa-ard

Professor

Faculty of Education,

Rangsit University

มหาวิทยาลัยรังสิต  
Rangsit University

Dear Hema Rai

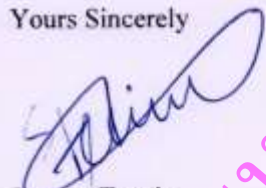
I am Mr. Sangay Tenzin, a Bhutanese English Teacher of grade eight students. I have been teaching for the past eight years in different school of Bhutan. Currently I am working as head of department (HOD) in English department Tshaphel Lower Secondary School, Haa.

This is to confirm that I have read and validated all the lesson plans, achievement test items and questionnaires that are developed for your research. I have found that your items were aligned with the objectives and the strategy focused. I have evaluated and given my best comments whenever required.

Therefore, I am hopeful that this will be obliging in your research study.

Thanking you

Yours Sincerely



Sangay Tenzin

มหาวิทยาลัยรังสิต  
Rangsit University

Dear Hema Rai

I am Mr. Sonam Penjor, a Bhutanese Teacher of grade eight students. I have been teaching for the past seven years in different school of Bhutan. Currently I am working as head of department (HOD) in Social Science department Tshaphel Lower Secondary School, Haa.

This is to confirm that I have read and validated all the lesson plans, achievement test items and questionnaires that are developed for the DRTA strategy. I have found that your items were aligned with the objectives and the strategy focused.

Therefore, I am hopeful that this will be helpful in your research study.

Thanking you

Yours Sincerely



Sonam Penjor

มหาวิทยาลัยรังสิต  
Rangsit University



**APPENDIX D**  
**CONTENT OF THE STUDY**

**The Magic Brocade-** *Kevin Crossley- Holland*

**Genre:** *Folk Tale*

*Rationale: From the woven fabric that eventually makes its way into the garments we wear we now read about amore magical creation – a brocade that illustrates the dreams and aspirations of a poor old woman. Read this folk tale and learn from those who choose to follow their heart rather than the pursuit of wealth and fortune.*

One day the widow had to go into the market place to sell some cloth she had just finished. It took her no time at all to get rid of it for everyone was anxious to buy her work. When she had completed her business she strolled among the stalls, looking at all the interesting objects for sale. Suddenly her glance was caught by a beautiful picture and she paused. In the painting was a marvelous white house surrounded by vast fields and grand walks which led to glorious gardens bursting with fruit and flowers. Between the stately trees in the background could be glimpsed some smaller buildings, and among the fluttering leaves flew rare brightly plumed birds of all kinds.

Instantly the widow fell in love with the picture and bought it. When she got home she showed it to her three sons, who also thought it was very beautiful.

‘Oh,’ sighed the widow, ‘wouldn’t it be wonderful if we lived in such a place!’

The two elder sons shook their heads and laughed.

‘My dear mother, that’s only an idle dream,’ said the eldest.

‘Perhaps it might happen in the next world,’ agreed the second son, ‘but not in this one.’

Only the youngest son comforted her.

‘Why don’t you weave a copy of the picture into a brocade?’ he suggested. With a gentle smile on his face, he added, ‘That will be nearly as good as living in it.’

This thought made the mother very happy. Right away she went out and bought all the coloured silk yarns she needed. Then she set up her loom and began to weave the design of the painting into the brocade.

Day and night, month after month, the mother sat at her loom weaving her silks.

Though her back ached and her eyes grew strained from the exacting work, still she would not stop. She worked as if possessed. Gradually the two elder sons became annoyed.

One day the eldest one said with irritation, 'Mother, you weave all day but you never sell anything.'

'Yes!' grumbled the second. 'And we have to earn money for the rice you eat by chopping wood. We're tired of all this hard work.'

The youngest son didn't want his mother to be worried. He told his brothers not to complain and promised that he would look after everything. From then on, every morning he went up the mountain by himself and chopped enough wood to take care of the whole family.

Day after day the mother continued her weaving. At night she burned pine branches to make enough light. The branches smoked so much that her eyes became sore and bloodshot. But still she would not stop.

A year passed.

Tears from the mother's eyes began to drop upon the picture.

She wove the crystal liquid into a bright clear river and also into a charming little fish pond.

Another year went by.

Now the tears from the mother's eyes turned into blood and dropped like red jewels upon the cloth. Quickly she wove them into a flaming sun and into brilliant red flowers.

Hour after hour, without a moment's stop, the widow went on weaving. Finally, at the end of the third year, her brocade was done. The mother stepped away from her work and smiled with pride and with great happiness. There it all was: the beautiful house, the breathtaking gardens filled with exotic flowers and fruit, the brilliant in the vast fields sheep and cattle grazing contentedly upon the grass.

Suddenly a great wind from the west howled through the house. Catching up the rare brocade it sped through the door and disappeared over the hill. Frantically the mother

chased after her beautiful treasure, only to see it blown high into the sky, far beyond her reach. It flew straight towards the east and in a twinkling it had completely vanished. The heartbroken mother, unable to bear such a calamity, fell into a deep faint. Carefully her three sons carried her into the house and laid her upon the bed. Hours later, after sipping some ginger broth, the widow slowly came to herself.

‘My son,’ she implored her eldest, ‘go to the east and find my brocade for me. It means more to me than life.’

The boy nodded and quickly set out on his journey. After travelling eastward for more than a month, he came to a mountain pass where an old white-haired woman sat in front of a stone house. Beside her stood a handsome stone horse which looked as though it longed to eat the red fruit off the pretty tree that grew next to it. As the eldest boy passed by, the old lady stopped him. ‘Where are you going, young man?’ she asked.

‘East,’ he said, and told her the story of the brocade.

‘Ah!’ she said, ‘the brocade your mother wove has been carried away by the fairies of the Sun Mountain because it was so beautifully made. They are going to copy it.’

‘But, tell me, how can I recover it?’ begged the boy.

‘That will be very difficult,’ said the old woman. ‘First, you have to knock out two of your front teeth and put them into the mouth of my stone horse. Then he will be able to move and to eat the red fruit hanging from this tree. When he has eaten ten pieces, then you can mount him. He will take you directly to the Sun Mountain. But first you will have to pass through the Flame Mountain which burns with a continuous fierceness.’

Here the old lady offered a warning. ‘You must not utter a word of complaint, for if you do you will instantly be burned to ashes. When you have arrived at the other side, you must then cross an icy sea.’ With a grave nod she whispered, ‘And if you give the slightest shudder, you will immediately sink to the bottom.’

After hearing all this, the eldest son felt his jaw and thought anxiously of the burning fire and lashing sea waves. He went white as a ghost.

The old woman looked at him and laughed.

‘You won’t be able to stand it, I can see,’ she said. ‘Don’t go. I’ll give you a small iron box full of gold. Take it and live comfortably.’

She fetched the box of gold from the stone house and gave it to the boy. He took it happily and went away. On his way home he began thinking about all the money he now had. ‘This gold will enable me to live very well. If I take it home, I will have to share it. Spending it all on myself will be much more fun than spending it on four people.’

He decided right then and there not to go home and turned instead to the path which led to a big city.

At home the poor mother waited two months for her eldest son to return, but he did not come back. Gradually her illness got worse. At length she sent her second son to bring the brocade back.

When the boy reached the mountain pass he came upon the old woman at the stone house, who told him the same things she had told his older brother. As he learned all that he must do in order to obtain the brocade, he became frightened and his face paled.

Laughing, the woman offered him a box of gold, just as she had his brother. Greatly relieved, the boy took it and went on his way, deciding also to head for the city instead of returning home.

After waiting and waiting for the second son to return home, the widow became desperately ill. At last she turned blind from weeping. Still neither of her sons ever came back.

The youngest son, beside himself with worry, begged his mother to let him go in search of the brocade.

‘I’ll bring it back to you, mother, I promise.’

Faint with exhaustion and despair, the widow nodded weakly.

Travelling swiftly, the youngest son took only half a month to arrive at the mountain pass. There he met the old woman in front of the stone house. She told him exactly the same things that she had told his two brothers, but added, ‘My son, your brothers each went away with a box of gold. You may have one, too.’

With steady firmness the boy refused. ‘I shall not let these difficulties stop me,’ he

declared. 'I am going to bring back the brocade that took my mother three years to weave.'

Instantly he knocked two teeth out of his mouth and put them into the mouth of the handsome stone horse. The stone horse came alive and went to the tall green tree and ate ten pieces of red fruit hanging from its branches. As soon as it had done this, the horse lifted its elegant head, tossed its silver mane, and neighed. Quickly the boy mounted its back, and together they galloped off towards the east.

After three days and nights the young son came to Flame Mountain. On every side fires spat forth wildly. The boy stared for a moment at the terrifying sight, then spurring his horse he dashed courageously up the flaming mountain, enduring the ferocious heat without once uttering a sound.

Once on the other side of the mountain, he came to a vast sea. Great waves frosted with chunks of ice crashed upon him as he made his way painfully across the freezing water. Though cold and aching, he held the horse's mane tightly, persisting in his journey without allowing himself to shudder.

Emerging on the opposite shore, he saw at once the Sun Mountain. Warm light flooded the air and flowers blossomed everywhere. On top of the mountain stood a marvellous palace and from it he could hear sounds of girlish laughter and singing.

Quickly the boy tapped his horse. It reared up and flew with great speed to the door of the palace. The boy got down and entered the front hall. There he found one hundred beautiful fairies, each sitting at a loom and weaving a copy of his mother's brocade.

The fairies were all very surprised to see him. One came forth at last and spoke. 'We shall finish our weaving tonight and you may have your mother's brocade tomorrow. Will it please you to wait here for the night?'

'Yes,' said the son. He sat down, prepared to wait forever if necessary for his mother's treasure. Several fairies graciously attended him, bringing delicious fruit to refresh him.

Instantly all his fatigue disappeared.

When dusk fell, the fairies hung from the centre of the ceiling an enormous pearl which shone so brilliantly it lit the entire room. Then, while they went on weaving, the younger son went to sleep.

One fairy finally finished her brocade, but it was not nearly as well done as the one the widow had made. The sad fairy felt she could not part with the widow's brocade longed to live in that beautiful human world, so she embroidered a picture of herself on the original work.

When the young son woke up just before daylight, the fairies had all gone, leaving his mother's cloth under the shining pearl. Not waiting for daybreak the boy quickly clasped it to his chest and, mounting his horse, galloped off in the waning moonlight. Bending low upon the stallion's flowing mane and clamping his mouth tightly shut, he passed again through the icy sea and up and down the flaming mountain. Soon he reached the mountain pass where the old woman stood waiting for him in front of her stone house. Smiling warmly, she greeted him.

'Young man, I see you have come back.'

'Yes, old woman.' After he dismounted, the woman took his teeth from the horse and put them back into his mouth. Instantly the horse turned back to stone. Then she went inside the house and returned with a pair of deerskin shoes.

'Take these,' she said, 'they will help you get home.'

When the boy put them on he found he could move as though he had wings. In a moment he was back in his own house. He entered his mother's room and unrolled the brocade. It gleamed so brightly that the widow gasped and opened her eyes, finding her sight entirely restored.

Instantly cured of all illness, she rose from her bed. Together she and her son took the precious work outside to see it in the bright light. As they unrolled it, a strange, fragrant

breeze sprang up and blew upon the brocade, drawing it out longer and longer and wider and wider until at last it covered all the land in sight. Suddenly the silken threads trembled and the picture burst into life. Scarlet flowers waved in the soft wind. Animals stirred and grazed upon the tender grasses of the vast fields. Golden birds darted in and out of the handsome trees and about the grand white house that commanded the landscape.

It was all exactly as the mother had woven it, except that now there was a beautiful girl in red standing by the fish pond. It was the fairy who had embroidered herself into the brocade.

The kind widow, thrilled with her good fortune, went out among her poor neighbours and asked them to come to live with her on her new land, and share the abundance of her fields and gardens.

It will not surprise you to learn that the youngest son married the beautiful fairy girl and that they lived together very happily for many, many years.

One day two beggars walked slowly down a road. They were the two elder sons of the widow, and it was clear from their appearance that they had long ago squandered all the gold they had. Astonished to see such a beautiful place, they decided to stop and beg something from the owner. But when they looked across the fields, they suddenly recognized that the people happily picnicking by the pretty stream were none other than their very own mother and brother-and a beautiful lady who must be their brother's wife .

Blushing with shame, they quickly picked up their begging sticks and crept silently away.



**APPENDIX E**  
**LEARNING ACHIEVEMENT TEST**

**Achievement test question for pre-test and post-test**

**Grade: VIII**

**Subject: English**

**Topic: The Magic Brocade**

**Direction:** The paper is not an exam. It will be used purely for study. Please answer it correctly as you can. This paper contains 20 multiple choice questions. Each question has four alternative answers. Choose the correct answer and write down in the space provided. (1X20=20)

1. The widow had a special talent for

- a) **Making design for birds, animals and flowers**
- b) Knitting a sweater
- c) Singing melodiously
- d) Giving speeches

Ans.....

2. In the market, the widow's attention was drawn by a

- a) Design of a fabric
- b) Set of jewelry
- c) Handsome man
- d) **Beautiful painting**

Ans.....

3. What took away the fine design from her?

- a) The whistle of a man
- b) **The wind**
- c) A bird
- d) A thief

Ans.....

4. The widow wove the brocade design for

- a) One year
- b) Two years
- c) **Three years**
- d) Four years

Ans.....

5. The fairies of the sun mountain carried away the brocade to

- a) Spoil the design
- b) Steal the design
- c) **Copy the design**
- d) Sell the design

Ans.....

6. The three sons met the old white haired woman near

- a) Wood house
- b) **Stone house**
- c) Mud house
- d) Cement house

Ans.....

7. The youngest son took only.....to arrive at the mountain pass

- a) Half a century
- b) Half a week
- c) Half a year
- d) **Half a month**

Ans.....

8. On top of the sun mountain stood a marvelous

- a) Building
- b) **Palace**
- c) House
- d) Cottage

Ans.....

9. The two eldest son became

- a) Businessmen
- b) **Beggars**
- c) Teachers
- d) Monks

Ans.....

10. Brocade was the speciality of

- a) **Chuang area**
- b) Chang area
- c) Wuyuan area
- d) Yuanyang area

Ans.....

11. .... sat in front of a stone house

- a) A young woman
- b) A princess
- c) **White haired woman**
- d) An old man

Ans.....

12. The wind took the brocade to

- a) **Sun mountain**
- b) Flame mountain
- c) Barren mountain
- d) Icy mountain

Ans.....

13. The youngest son saw .....fairies in the hall

- a) 300 fairies
- b) **100 fairies**
- c) 200 fairies
- d) 600 fairies

Ans.....

14. The fairy requested the youngest son to wait

- a) For a year
- b) For a month
- c) For a week
- d) **A night**

Ans.....

15. The word marvelous means

- a) **Wonderful**
- b) Enormous
- c) Great
- d) Vast

Ans.....

16. The youngest son mount on the .....towards sun mountain

- a) Donkey
- b) Ox
- c) **Horse**
- d) Zebra

Ans.....

17. The boy could walk very fast with the help of

- a) Leather shoes
- b) Cloth shoes
- c) Paper shoes
- d) **Deerskin shoes**

Ans.....

18. The word swiftly means

- a) Slowly
- b) Gradually
- c) Sluggishly
- d) **Quickly**

Ans.....

19. The youngest son was

- a) Cruel
- b) Bad
- c) Evil
- d) **Kind**

Ans.....

20. One fairy embroidered herself into

- a) Cloth
- b) Brocade**
- c) Wood
- d) Water

Ans.....

Thank You

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**APPENDIX F**  
**IOC OF THE LEARNING ACHIEVEMENT TEST**

### Item Objective Congruence (IOC) for the learning achievement test by experts

+1; the item clearly matches objectives or ensures that the following measures meet the stated objectives.

0; unclear or unsure whether the measures meet the objectives or not

-1; item doesn't clearly match objectives or ensure that the measure doesn't meet the stated objectives.

Questions	Expert 1	Expert 2	Expert 3	IOC	Remarks
Question 1	+1	+1	+1	+1	Congruent
Question 2	+1	+1	+1	+1	Congruent
Question 3	+1	+1	+1	+1	Congruent
Question 4	+1	+1	+1	+1	Congruent
Question 5	+1	+1	+1	+1	Congruent
Question 6	+1	+1	+1	+1	Congruent
Question 7	+1	+1	+1	+1	Congruent
Question 8	+1	+1	+1	+1	Congruent
Question 9	+1	+1	+1	+1	Congruent
Question 10	+1	+1	+1	+1	Congruent
Question 11	+1	+1	+1	+1	Congruent
Question 12	+1	+1	+1	+1	Congruent
Question 13	+1	+1	+1	+1	Congruent
Question 14	+1	+1	+1	+1	Congruent
Question 15	+1	+1	+1	+1	Congruent
Question 16	+1	+1	+1	+1	Congruent
Question 17	+1	+1	+1	+1	Congruent
Question 18	+1	+1	+1	+1	Congruent
Question 19	+1	+1	+1	+1	Congruent
Question 20	+1	+1	+1	+1	Congruent



**APPENDIX G**  
**SATISFACTION QUESTIONNAIRE**

### Questionnaire: Students' Satisfaction on the use of Directed Reading Thinking Activity

Dear Students,

The purpose of this Questionnaire is to study your satisfaction towards using Directed Reading Thinking Activity. There are total of 15 statements of using Directed Reading Thinking Activity. There is no right or wrong responses to the statements. The responses you give will be kept confidential. So, feel free and give your honest response to all the statements.

**Direction:** Please **tick** (✓) your response to the statements. Rate your responses to each item on the scale of 1-5. The rating scale is as follows:

Scale	5- Strongly agree	4-Agree	3- neither agree nor disagree	2- Disagree	1- Strongly disagree
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Sl.no	Directed Reading Thinking Activity	5	4	3	2	1
1.	DRTA improved my vocabulary.					
2.	It helped to build confidence.					
3.	It is the wastage of time.					
4.	It motivated me.					
5.	It helped me to analyze what I know.					
6.	It helped to interact with the teacher.					
7.	It does not help me.					
8.	It encouraged me to read.					
9.	It helped me to make right decision.					
10.	I enjoyed DRTA strategy.					
11.	It helped me to activate my prior knowledge.					
12.	It helped me to make prediction.					

**Questionnaire: Students' Satisfaction on the use of Directed Reading Thinking Activity (Cont.)**

Sl.no	Directed Reading Thinking Activity	5	4	3	2	1
13.	It helped me facilitate creative discussion.					
14.	I learnt a lot when discussing with my friends.					
15.	It helped me to interact with my friends.					

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**APPENDIX H**  
**IOC OF SATISFACTION QUESTIONNAIRE**

**IOC of Satisfaction Questionnaire validated by experts**

<b>Sl.no</b>	<b>Directed Reading Thinking Activity</b>	<b>Expert 1</b>	<b>Expert 2</b>	<b>Expert 3</b>	<b>IOC</b>
1	DRTA improved my vocabulary.	+1	+1	+1	+1
2	It helped me build confidence	+1	+1	+1	+1
3	It helped me to build a good relationship with my classmates.	+1	+1	+1	+1
4	It motivated me.	+1	+1	+1	+1
5	It helped me to analyze what I know.	+1	+1	+1	+1
6	It helped to interact with the teacher.	+1	+1	+1	+1
7	It helped me to stay focus throughout the lesson.	+1	+1	+1	+1
8	It encouraged me to read.	+1	+1	+1	+1
9	It helped me to make right decision.	+1	+1	+1	+1

**IOC of Satisfaction Questionnaire validated by experts (Cont.)**

Sl.no	Directed Reading Thinking Activity	Expert 1	Expert 2	Expert 3	IOC
10	I enjoy DRTA strategy.	+1	+1	+1	+1
11	It helped me to activate my prior knowledge.	+1	+1	+1	+1
12	It helped me to make prediction.	+1	+1	+1	+1
13	It helped me facilitate creative discussion.	+1	+1	+1	+1
14	I learnt a lot when discussing with my friends.	+1	+1	+1	+1
15	It helped me to interact with my friends.	+1	+1	+1	+1

**APPENDIX I**  
**SAMPLE LESSON PLAN**

### Lesson Plan 1

<b>Class:</b> VIII	<b>Class Strength:</b> 33	<b>Subject:</b> English
<b>No. of Groups:</b> 8	<b>Period:</b> 1st	<b>Date:</b> May 2017
<b>Topic:</b> The Magic Brocade		<b>Time:</b> 100 minutes
<b>Previous knowledge of the pupils:</b> They know the meaning of magic		
<b>Learning materials:</b> explanatory chart, cello tape, a part of story printed, and Prediction chart.		

Learning Objectives	Teaching and Learning points	Teaching and Learning Strategies
1. Tell the process of Directed Reading Thinking Activity	➤ Introduce the process of DRTA strategy	➤ Group discussion
2. Predict the story by reading the title “The Magic Brocade”.	➤ Carry out the activity using DRTA process	➤ Prediction ➤ DRTA strategy
3. Read given printed text and evaluate their prediction		
4. Verify their prediction with supporting statement from the text.	➤ Reflect on their prediction	



Time	Teacher Activity	Learner Activity
15 Minutes	<p>Introduction</p> <p>Tr.: “good morning, children”</p> <p>(Brief introductory session with students)</p> <p>Tr.: ‘Do you read?’</p> <p>Tr.: “what type of text do you read”?</p> <p>Tr.: “why some of you don’t read”?</p> <p>Tr.: “Have you ever heard about Directed Reading thinking Activity (DRTA)”.</p> <p>Tr.: “Thank you! I will be with you for a month and help you read the text using DRTA strategy”</p>	<p>“Good morning, madam”</p> <p>( students introduce themselves to the teacher)</p> <p>Student expected response: Yes madam or No madam!</p> <p>Student expected response: story, poem, novels....</p> <p>Student expected response: don’t understand the text, don’t know the word meaning .....</p> <p>Std.: No madam!</p>

30 minutes	<p>Tr.: “First I will familiarize you with the process of DRTA”.</p> <p><b>Lesson Development</b></p> <p>Tr.: “Paste the chart with DRTA process on the board and explain each steps”.</p> <p>D—DIRECT: Teachers direct and stimulate students’ thinking prior to reading a passage by scanning the title, chapter headings, illustrations, and other explanatory materials.</p> <p>R—READING: Teachers should have students read up to the first preselected stopping point in the text. The teacher then prompts the students with questions about specific information and asks them to evaluate their predictions and refine them if necessary. This process should be continued until students have read each section of the passage.</p>	<p>Students listen and take notes</p> <p>Students tell the steps of DRTA strategy</p>
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15 minutes	<p>T—THINKING: At the end of the reading, teachers should have students go back through the text and think about their predictions. Students should verify or modify the accuracy of their predictions by finding supporting statements in the text.</p> <ul style="list-style-type: none"> <li>➤ Divide the class into groups</li> <li>➤ Work in groups</li> <li>➤ Tr. Write the title of the story on the board. “The Magic Brocade”.</li> </ul> <p><b>Activity I</b></p> <ul style="list-style-type: none"> <li>➤ Based on the title of the story, discuss in groups what is the story about and note down the points.</li> </ul>	<p>Students predict about the story based on the title “The magic Brocade” in groups.</p>
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25 minutes	<ul style="list-style-type: none"> <li>➤ Each group should discuss and come up with one prediction.</li> <li>➤ 15 minutes will be given to complete the task.</li> </ul> <p><b>Activity II</b></p> <ul style="list-style-type: none"> <li>➤ Each students will be given a portion of printed story</li> <li>➤ They will read and stop after every paragraph and again predict what will happen next.</li> </ul>	<p>Students will predict based on the given question complete the prediction chart.</p> <table border="1"> <thead> <tr> <th colspan="3">Prediction chart</th></tr> <tr> <th>Questions</th><th>I predict</th><th>What happened?</th></tr> </thead> <tbody> <tr> <td>How do you think the widow supported her family?</td><td>My prediction Why?</td><td>Was my prediction correct? Proof?</td></tr> <tr> <td>What attracted the widow in the market?</td><td>My prediction Why?</td><td>Was my prediction correct? Proof?</td></tr> </tbody> </table>	Prediction chart			Questions	I predict	What happened?	How do you think the widow supported her family?	My prediction Why?	Was my prediction correct? Proof?	What attracted the widow in the market?	My prediction Why?	Was my prediction correct? Proof?
Prediction chart														
Questions	I predict	What happened?												
How do you think the widow supported her family?	My prediction Why?	Was my prediction correct? Proof?												
What attracted the widow in the market?	My prediction Why?	Was my prediction correct? Proof?												

10 minutes		What do you think she was especially good at?	My prediction Why?	Was my prediction correct? Proof?
		Who is the main character in this story?	My prediction Why?	Was my prediction correct? Proof?
		How long will she take to weave the design?	My prediction Why?	Was my prediction correct? Proof?
		Students share about their prediction and reason to the class. They will read the text to confirm their prediction.		

**Activity III**

Tr.: “Now each group will share your prediction to the class”.

“You have to tell if your prediction came true or what was the different about your prediction. You have to give reason for your prediction too”.

5 minutes	<b>Lesson closure</b>  Teacher ask what questions they have about DRTA strategy and the portion of the story.	Students ask any doubt or confusion
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### Lesson Plan 2

<b>Class:</b> VIII	<b>Class Strength:</b> 33	
<b>Subject:</b> English		
<b>No. of Groups:</b> 8	Period: 1st	<b>Date:</b> May 2017
<b>Topic:</b> The Magic Brocade	<b>Time:</b> 100 minutes	
<b>Previous knowledge of the pupils:</b> They have learnt some portion of the story and they are familiar with DRTA approach		
<b>Learning materials:</b> a part of story printed, work sheet		

Learning Objectives	Teaching and Learning points	Teaching and Learning Strategies
5. Predict the story by reading the first line of the story.  6. Read given printed text and evaluate their prediction  7. Verify their prediction with supporting statement from the text	<ul style="list-style-type: none"> <li>➤ DRTA strategy</li> <li>➤ Reflect on their prediction</li> <li>➤ Prediction rubrics</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaborative learning</li> <li>➤ Prediction</li> <li>➤ DRTA strategy</li> </ul>

Time	Teacher Activity	Learner Activity									
10 Minutes	<p>Introduction</p> <p>Tr.: “Good morning, children”</p> <p>Tr.: “In our last class we learnt about DRTA strategy. Let us recall (Tr. Pause for few seconds). What are the process of DRTA strategy?”</p> <p>Tr.: “Can anyone summarize yesterday’s lesson”.</p>	<p>“Good morning, madam”</p> <p>Students tell the process of DRTA strategy</p> <p>Student response: “ we learnt about the story ‘The Magic Brocade’, it is about a window and her three sons”</p>									
10 minutes	<p><b>Lesson Development</b></p> <p><b>Activity I</b></p> <ul style="list-style-type: none"> <li>➤ Read the first sentence of the story, discuss in groups what is the story about and note down the points.</li> <li>➤ Each group should discuss and come up with one prediction.</li> <li>➤ 10 minutes will be given to complete the task.</li> </ul>	<p>Students write the prediction based on the first sentence of the paragraph</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="3">Prediction chart</th></tr> <tr> <th style="width: 33%;">Questions</th><th style="width: 33%;">I predict</th><th style="width: 33%;">What happened?</th></tr> <tr> <td style="height: 40px;"></td><td></td><td></td></tr> </table>	Prediction chart			Questions	I predict	What happened?			
Prediction chart											
Questions	I predict	What happened?									



40 minutes	<p><b>Activity II</b></p> <ul style="list-style-type: none"> <li>➤ Each students will be given a portion of printed story</li> <li>➤ They will read and stop after every paragraph and again predict what will happen next.</li> </ul>	<table border="1" data-bbox="893 286 1385 728"> <tr> <td>How long will the widow take to complete the brocade?</td><td>My prediction Why?</td><td>Was my prediction correct? Proof?</td></tr> </table> <p><b>Activity work sheet</b></p> <p>Students will predict based on the given question complete the prediction chart.</p> <table border="1" data-bbox="893 1276 1385 1892"> <tr> <th colspan="3">Prediction chart</th></tr> <tr> <th>Questions</th><th>I predict</th><th>What happened?</th></tr> <tr> <td>How will the widow react when the eldest son grumble?</td><td>My prediction Why?</td><td>Was my prediction correct? Proof?</td></tr> </table>	How long will the widow take to complete the brocade?	My prediction Why?	Was my prediction correct? Proof?	Prediction chart			Questions	I predict	What happened?	How will the widow react when the eldest son grumble?	My prediction Why?	Was my prediction correct? Proof?
How long will the widow take to complete the brocade?	My prediction Why?	Was my prediction correct? Proof?												
Prediction chart														
Questions	I predict	What happened?												
How will the widow react when the eldest son grumble?	My prediction Why?	Was my prediction correct? Proof?												

		Do you think the youngest son will act like two elder brothers? Why?	My prediction Why?	Was my prediction correct? Proof?
		Will the widow stop weaving the brocade?	My prediction Why?	Was my prediction correct? Proof?
		What will happen in 2 <sup>nd</sup> year?	My prediction Why?	Was my prediction correct? Proof?
		What will happen in 3 <sup>rd</sup> year?	My prediction Why?	Was my prediction correct? Proof?
		Do you think something bad will happen to the woman when she finishes	My prediction Why?	Was my prediction correct? Proof?

25 minutes		weaving the brocade?		
		What will be the widow's reaction?	My prediction Why?	Was my prediction correct? Proof?
10 minutes	<p><b>Activity III</b></p> <p>Tr.: “Now each group will share your prediction to the class”.</p> <p><b>Follow up</b></p> <p>Teacher will provide feedback and comments</p>	<p>Students share about their prediction and reason to the class. They will read the text to confirm their prediction.</p>		
5 minutes	<p><b>Lesson closure</b></p> <p>Teacher will summarize the lesson and clarify their doubt if any.</p>	<p><b>Home work</b> ( extended activity)</p> <p>➤ Write the summary of today's lesson.</p>		

**APPENDIX J**  
**IOC OF LESSON PLAN**

**IOC for Lesson Plan**

Sl.no	Lesson Plan	Expert 1	Expert 2	Expert 3	IOC
1	Experimental lesson 1	+1	+1	+1	+1
2	Experimental lesson 2	+1	+1	+1	+1
3	Experimental lesson 3	+1	+1	+1	+1
4	Experimental lesson 4	+1	+1	+1	+1
5	Control lesson 1	+1	+1	+1	+1
6	Control lesson 2	+1	+1	+1	+1
7	Control lesson 3	+1	+1	+1	+1
8	Control lesson 4	+1	+1	+1	+1

**APPENDIX K**  
**GUIDELINES FOR JOURNAL**

**Guidelines for reflective Journal**

1. What did you learn through DRTA strategy?
2. Which part did you enjoy the most?
3. What part you dislike in the class?
4. What were your learning problems in this class?

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**APPENDIX L**  
**SAMPLE STUDENTS' REFLECTIVE JOURNAL**



### Sample Students' Reflective Journal

1) I enjoyed the reading part because when I was reading I found many difficult words to learn. I also enjoyed the story. As when I went on reading I found many ~~more~~ challenges that the youngest son faces.

2) I dislike the thinking part because I from child hood only I used to hate the thinking part. It is all because I was careless to think and I never used to think much and answer. I always write what I know only.

3) I had no learning problems in the class because madam teaches teaching style is very good and I can understand easily. That is also the 'DRIP' strategies were very good and because of madam's style of teaching I am able to understand easily.

2) When I follow the learning strategy 'DRIP' I learn that most of the activities is carried out by students. I learned that teacher have to direct us so I also learned this strategy can improve our learning, listening, writing, and reading skills.

3) Reading Thinking and predicting was much easier because It is an open ended activity and there is no right or wrong answer and also it makes us to know more about the next part and it makes us interesting.

4) Verification the prediction was bit difficult because it makes us in doubt whether the answer written is wrong or right and it also makes us bit less interesting.

- 2) I learn that story from top to bottom without any difficulties using this method, and knew that the team ~~work~~ is better than one person opinion.
- 3) I like the prediction part ~~be~~ as we get chance to predict the story which was interesting.

I learn ~~this~~ this ~~set~~ story without having ~~difficult~~ difficulties from starting to ending because of method that was used to teach us. The method was "DRTA". This method helped me to learn the story easyly.

I enjoy the thinking part because I want to test myself how much I can predict and how many answer were correct.

**APPENDIX M**  
**CODING SAMPLES**

**Codes used for Students' Reflective Journal**

<b>Codes</b>	<b>Themes</b>
ECT	Enhanced Critical Thinking
DCS	Developed Comprehension Skills
IL	Interesting Lesson
EI	Enhanced Interaction
FR	Flexibility of the Responses
DC	Developed Curiosity

**APPENDIX N**  
**DEPENDENT AND INDEPENDENT t-TEST**

### Dependent and independent t-test

Paired Sample Statistics					
		Mean	N	Std. Deviation	Std. error Mean
Pair 1	Pretest	10.76	33	1.969	.343
	Posttest	19.09	33	1.100	.192
Pair 2	Pretest	9.91	33	2.777	.483
	Posttest	16	33	2.562	.446

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	33	.501	.003
Pair 2	Pre-test & posttest	33	.593	.000

Paired sample Test									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig(2-tailed)
					Lower	Upper			
Pair 1	Pretest-posttest	-8.333	1.708	.297	-8.939	-7.728	-28.031	32	0.000
Pair 2	Pretest - Posttest	-6.091	2.416	.421	-6.947	-5.234	-14.485	32	0.000

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Control	33	9.91	2.777	.483
	Experimental	33	10.76	1.969	.343

Independent Sample Test										
		Levene's test for equality of variance		t-test for equality of means				95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig (2-tailed)	Mean diff.	Std. error diff.	Lower	Upper
Pretest	Equal variances assumed	1.102	.298	1.432	64	.157	.848	.593	-.335	2.032
	Equal variances not assumed			1.432	57.686	.158	.848	.593	-.338	2.035

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Control	33	16.00	2.562	.446
	Experimental	33	19.09	1.100	.192

Independent Sample Test										
		Levene's test for equality of variance		t-test for equality of means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig (2-tailed)	Mean diff.	Std. error diff.	Lower	Upper
Pre-test	Equal variances assumed	17.696	.000	6.369	64	.000	3.091	.485	2.121	4.060
	Equal variances not assumed			6.369	43.414	.000	3.091	.485	2.121	4.069



## Biography

Name	Hema Rai
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