Experimental Study on the DRTA Strategy: Improving Arabic Reading Activeness in Madrasah Tsanawiyah Batu

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Abstract

Arabic texts often have complex structures and vocabulary, requiring effective strategies for student engagement. The Directed Reading Thinking Activity (DRTA) strategy encourages students to make predictions, check their understanding, and evaluate texts actively. This study aims to examine the effectiveness of DRTA in enhancing student engagement in reading skill learning. Using a quasi-experimental approach, it analyzes students' participation and comprehension before and after DRTA implementation. The results show that active involvement in learning is key to success. DRTA helps students comprehend materials more easily and develop critical thinking skills. The experimental class using DRTA showed significant improvement in test scores, from 34.00 to 70.00, while the non-experimental class showed little change. This emphasizes the importance of active, interactive learning in improving outcomes. The study suggests that DRTA is effective in enhancing Arabic reading skills, critical thinking, and problem-solving abilities.

Keywords : directed reading thinking activity (DRTA), arabic reading, activeness

A. Introduction

Arabic is one of the languages of religious unity for Muslims around the world to help understand the sources of Islamic knowledge in depth.[1] Arabic has a very broad role in various parts of the world, and Indonesia is no exception. Arabic in Indonesia has become a foreign language, because it is not used in everyday life by its inhabitants. Thus Arabic in Indonesia has become an integral part of the national curriculum and has been taught in various educational institutions such as Islamic boarding schools, schools, campuses, and course institutions. Arabic language learning in Indonesia is one of the important steps in exploring Islamic religious knowledge from madrasah to college or university.[2]

Basically, Arabic Language Learning is a language activity that is reflected in four aspects of language skills namely listening, speaking, reading and writing skills. The four skills are always interconnected with each other. This means that the acquisition of one language skill will underlie the other skills.[3] This is because language has a central role in the intellectual, social and emotional development of learners and is a support for success in learning all fields of study.[4] In this context, reading skills occupy a very important position, as they are the main foundation for understanding Arabic texts. Without good reading skills, students will find it difficult to access wider knowledge, both in linguistic and cultural contexts.

Reading skills are one of the keys to student success in achieving progress and success in learning.[5] Moreover, reading skills are the main gateway to a deeper understanding of the cultural and linguistic context of the Arabic language.[6] Meanwhile, according to Hermawan, Arabic reading skills are a person's ability to recognize and understand Arabic writing by pronouncing or digesting it in the mind.[7] In Indonesia, reading skills are a saturated and very boring activity.[8] But basically reading aims to understand and identify the information contained in a writing as well as increase Arabic language knowledge such as

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[1] Hasan Syukur et al., "Implementasi Pembelajaran Bahasa Arab Berbasis Teks Dalam Keterampilan Menulis Berdasarkan Perspektif Hammond," *Borneo Journal of Language and Education* 4, no. 1 (2024): 144–58, https://doi.org/https://doi.org/10.21093/benjole.v4i1.8229.

[2] Luthfi Qolbi Azzahra and R Umi Baroroh, "Inovasi Penilaian Maharah Al-Qira'ah Pada Buku Teks Bahasa Arab Berdasarkan Penilaian HOTS," *Alfazuna* 9, no. 1 (2024): 133–53, https://doi.org/https://doi.org/10.15642/alfazuna.

[3] Muhammad Ilham and Iva Ani Wijati, *Keterampilan Berbicara: Pengantar Keterampilan Berbahasa* (Kota Pasuruan: Lembaga Academic & Reseach Institute, 2020).

[4] Ahmad Fikri Amrullah, *Manajemen Kurikulum Pembelajaran Bahasa Arab* (Jakarta: Kencana, 2021).

[5] Kholid A Harras, "Hakikat Dan Proses Membaca," *Hakikat Dan Proses Membaca* 1, no. 1 (2019): 56, http://repository.ut.ac.id/4744/1/PBIN4108-M1.pdf.

[6] Saepudin, M. Taufiq Hidayat Pabbajah, and Mustaqim Pabbajah, "Unleashing The Power Of Reading: Effective Strategies For Non-Native Arabic Language Learners," *Al-Sinatuna* 9, no. 2 (2024): 110–11, https://doi.org/https://doi.org/10.28918/alsinatuna.v9i2.7826.

[7] Isnaini Lubis, Istifadatul Ghoziyah, and Casmini Casmini, "Assesmen For Learning Maharah Qira'ah Ditinjau Dari Tujuan Pembelajarannya," *Edukatif : Jurnal Ilmu Pendidikan* 5, no. 2 (2023): 815–23, https://doi.org/10.31004/edukatif.v5i2.4189.

[8] Devi Rafika Sari et al., "Learning Maharah Qira'ah and Kitabah in Syarqi Markaz Arabiyah Pare Kediri Class," *Borneo Journal of Language and Education* 2, no. 1 (2022): 42–58, https://doi.org/https://doi.org/10.21093/benjole.v2i2.5955.

vocabulary (*mufradat*).[9] In addition, M Sofyan Alnashr argues, reading skills aim to be able to read Arabic text fluently, and be able to translate it, and understand the meaning well, so that it can help students understand and master the source of Islamic teachings. In addition, reading skills can improve one's activities and open up new and broader insights.[10]

Nevertheless, the reality on the ground reveals a significant gap between the ideal and the practice of learning. Based on observations at MTsN Batu, particularly among 8th-grade students, it was found that the learning of Arabic reading skills has not yet achieved the desired goals. Many students face complex obstacles in understanding Arabic texts, ranging from comprehension and identification to drawing conclusions and interpreting texts comprehensively. These difficulties directly impact the low success rate of students in learning maharah qiraah (reading skills), even though these texts are primary sources in the study of religion, literature, and Arab culture. Therefore, the success of students, particularly in reading skills, heavily depends on effective two-way interaction between teachers and students, where both must be equally active to ensure the learning process can run optimally.

Speaking of activeness, it is an important aspect that must be instilled in every student. Activeness in the learning process can significantly impact learning outcomes because, fundamentally, student engagement in the learning process can stimulate and develop their innate talents. Through active participation, students can also practice critical thinking and develop problem-solving skills that are applicable to everyday life challenges.[11] Students who are said to be active during the learning process are students who have several characteristics, including student involvement in taking initiatives such as answering and asking questions, trying to solve problems posed or generated during the learning process and so on.[12] In this case, teachers play an important role in applying learning models or strategies that can encourage students to be more active during learning.

As for one of the strategies that value being able to increase student activeness in student reading skills is called the Directed Reading Thinking Activity (DRTA) strategy. DRTA can foster students' reading comprehension skills by guiding students through a reading process that applies cognitive strategies such as tapping prior knowledge, predicting, visualizing, and making connections.[13] DRTA engages students in a process that guides students through thinking and

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[9] Syamsuddin Asrofi and Toni Pransiska, *Strategi Pembelajaran Kemahiran Berbahasa Arab* (Yogyakarta: Pustaka Ilmu, 2021).

[10] Taufik et al., "Strategi Know Want To Know-Learned Dalam Meningkatkan Maharah Qira'ah Peserta Didik Kelas Iv Madrasah Ibtidaiyah," *Muhadasah* 5, no. 2 (2023): 124, https://doi.org/10.51339/muhad.v5i2.1203.

[11] Zainul Amry and Laelatul Badriah, "Pembelajaran Tematik Sebagai Upaya Meningkatkan Keaktifan Peserta Didik," *Elementary: Islamic Teacher Journal* 6, no. 2 (2018): 254–70, https://journal.iainkudus.ac.id/index.php/elementary/article/view/4388/2854.

[12] Bayu Indra Pratama et al., *Belajar Anti Boring: Inovasi Pembelajaran Efektif* (Jawa Tengah: Cahya Ghani Recovery, 2023).

[13] R Mulyani and R San Rizqiya, "The Implementation of Directed Reading Thinking Activity (Drta) Strategy in Teaching Reading Descriptive Text Using Discovery Learning," *... Journal of English Education)* 5, no. 3 (2022): 505–11, https://doi.org/https://doi.org/10.22460/project.v5i3.p505-511.

understanding a text.[14] DRTA prioritizes student participation in reading activities, because in this strategy, activities are focused on estimating the content of reading and then proving it by reading the entire text. In addition, Rahim also added that the DRTA (Directed Reading Thinking Activity) allows teachers to enhance students' motivation and concentration by actively engaging them in the thinking process.[15] This strategy can be used by the teacher to build students' prior knowledge by asking several questions related to the text to be read.[16] So by using this strategy, it is expected that reading learning in the classroom takes place actively and student-centered.

There has been a lot of research on the DRTA Strategy in reading learning, including in the context of Arabic language learning. Some previous studies tend to focus on DRTA in improving reading comprehension. Among them are Satriani's research which states that DRTA can help students' reading comprehension of narrative text. This is because DRTA can stimulate students in the process of reading and thinking activities.[17] In addition, Dr. Minard B. Abenojar, who focuses on improving reading comprehension through the DRTA (Directed Reading Thinking Activity) strategy in English language learning, stated that students taught using the DRTA strategy showed better results. He emphasized that this strategy is more effective in developing reading comprehension.[18] Similarly, research conducted by Ayu Latifah Dewi and her colleagues explored the use of the DRTA (Directed Reading Thinking Activity) strategy in improving students' comprehension of narrative texts. This study focused on English language reading instruction. According to them, the DRTA strategy is an effective tool for teachers to use with students because it trains students to become more independent in understanding a text.[19]

Based on previous studies, the DRTA (Directed Reading Thinking Activity) learning strategy is believed to be one of the effective alternatives or solutions for enhancing students' reading engagement in reading skills instruction. The DRTA is considered capable of encouraging students to actively participate in the reading process by making predictions, asking questions, and reflecting on their understanding.

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[14] Nur Aisyah Sefrianah, Suyono, and Kusubakti Andajani, "Pengaruh Strategi DRTA Terhadap Kemampuan Berfikir Kritis Siswa Jenjang SD, SMP, Dan SMA," *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 3, no. 2 (2018): 229–37, https://journal.um.ac.id/index.php/jptpp/article/view/10527/5178.

[15] Sulastri Sulastri, Amprasto Amprasto, and Astri Dwi Jayanti Suhandoko, "Pengaruh Strategi DRTA Dan SQ3R Terhadap Kemampuan Membaca Pemahaman Pada Siswa Sekolah Dasar," *Syntax Literate ; Jurnal Ilmiah Indonesia* 9, no. 5 (2024): 3166–82, https://doi.org/10.36418/syntax-literate.v9i5.15455.

[16] Moh Hanafi and Ayu Rizki Septiana, "Drta Strategy on Students' Reading Comprehension," *Jurnal Eduscience* 9, no. 2 (2022): 543–54, https://doi.org/10.36987/jes.v9i2.3071.

[17] Satriani et al., "Students Reading Comprehension Strategy: Directed Reading Thinking Activity (DRTA)," *ETDC: Indonesian Journal of Research and Educational Review* 1, no. 3 (2022): 423–32, https://doi.org/10.51574/ijrer.v1i3.396.

[18] Dr. Minard B. Abenojar, "Effectiveness of Directed Reading Thinking Activity (DRTA) in Improving the Reading Comprehension of Grade Three Pupils," *Ijoined Etcor* 3, no. 2 (2024): 435–46.

[19] Ayu Lutfiah Dewi, Ainol Ainol, and Achmad Kholili, "Directed Reading Thinking Activity (DRTA) Strategy on Students' Reading Comprehension of Narrative Text," *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP* 10, no. 1 (2023): 120, https://doi.org/10.33394/jo-elt.v10i1.7302.

This translation maintains the original meaning while ensuring grammatical accuracy and natural flow in English.[20] The Directed Reading Thinking Activity (DRTA) emphasizes direct experiential learning. The learning process in DRTA does not expect students to merely receive lessons passively; instead, it encourages them to actively seek and discover the learning material on their own.[21] This is in line with the principle of constructivism which emphasizes the active role of students in building knowledge.[22] According to constructivism learning theory, knowledge cannot simply be transferred from teacher to student. This means that students must be mentally active in building knowledge structures based on their cognitive abilities.[23] In this case, students do not only receive knowledge from the teacher, but the teacher as a facilitator and students are actively involved in the learning process.

Based on the statements above, this research aims to: (1) examine the process of learning Arabic text reading skills using the DRTA (Directed Reading Thinking Activity) strategy, and (2) determine the effectiveness of the DRTA strategy in enhancing students' engagement in reading Arabic texts at MTsN Batu. Therefore, this study is expected to contribute to the development of more active, effective, and innovative strategies for teaching the Arabic language.

B. Method

This research uses a type of quantitative with experimental approach in the form of Quasi Experimental Design. The researchers employed a non-equivalent control group design in a quasiexperimental investigation. The present investigation was bifurcated into two distinct cohorts, namely an experimental and a control group, which were not selected through a random process.[24] This study has two variables, namely the DRTA strategy as the dependent variable (X) and Arabic Reading Comprehension as variable independent (Y). The research population includes all students in class VIII MTsN Batu in the 2024-2025 school year. The samples in this study were students in class VIII-B and class VIII-C Madrasah Tsanawiyah Negeri Batu (MTsN). Samples and research subjects were randomly selected to ensure adequate representation of the population.

This research is based on primary sources which include surveys, questionnaires and test results. And secondary sources in the form of books, journals and so on. The data collection technique is through tests (pre-test & post-test) and questionnaires. The pre-test and post-test question forms were given to the control and experimental classes, while the questionnaire was used to determine the level of student response after using the DRTA strategy.

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[20] Putu Novika, Adi Karakaita, and Ni Wayan Arini, "Pengaruh Strategi Directed Reading Thinking Activity (DRTA) Berbantuan Media Flip Chart Terhadap Keterampilan Membaca Pemahaman," *Jurnal Ilmiah Sekolah Dasar* 3, no. 2 (2019): 158–66, https://doi.org/https://doi.org/10.23887/jisd.v3i2.17762.

[21] Khaldoun Ali Al-Janaydeh and Dina Abdulhameed Al-Jamal, "The Effectiveness of the Directed Reading Thinking Activity (DRTA) Strategy in Jordanian EFL Tenth-Grade Students' Reading Comprehension," *Dirasat: Human and Social Sciences* 51, no. 6 (2024): 267–88, https://doi.org/10.35516/hum.v51i6.2961.

[22] Opan Arifudin et al., *Psikologi Pendidikan Tinjauan Teori Dan Praktis* (Bandung: Widina, 2020).

[23] Rossiana, "Pendekatan Konstruktivisme Terhadap Hasil Belajar Siswa," *Jurnal Review Pendidikan: Kajian Pendidikan Dan Hasil Penelitian* 10, no. 03 (2024): 1–16, https://doi.org/https://doi.org/10.26740/jrpd.v10n3.p238-247.

[24] Sugiyono, *Metode Penelitian Kuantitatif* (Bandung: Alfabeta:, 2022).

Furthermore, the collected data will be analyzed using IBM Spss Statistics 25 With non-parametric analysis techniques. This technique is used when the data to be tested is normally distributed.To obtain the results of research on the effectiveness of the DRTA to improving Arabic Reading Comprehension, the researchers analyzed using the t-test. The use of this test aims to compare between two groups, namely the experimental group and the control group.

C. Findings and Discussion

In this section, the researcher will explain the research findings regarding students' reading comprehension activities and learning outcomes by using Directed Reading Thinking Activity (DRTA) in teaching reading Arabic texts. This research was conducted at MTsN Batu. Researchers divided the study into two groups: Control group (class VIII-B) and experimental group (class VIII-C). The control group was taught without using the DRTA strategy in teaching Arabic text reading material. In the first meeting, the researcher conducted a pre-test on the students with the aim of knowing how the students' abilities in learning to read Arabic text. Furthermore, in the second meeting, researchers applied the DRTA strategy to the learning process in class VIII-C, while for class VIII-B researchers used the conventional method, namely the lecture method. The last meeting is the process of distributing post tests and giving questionnaires. This aims to find out how students respond to their comprehension during the learning process of reading Arabic text.

Application of DRTA strategy in Arabic Text

The teaching plan is an important stage that must be carried out by the teacher to achieve learning objectives. In the teaching plan, teachers can identify the objectives to be achieved, the means used to achieve them, the time allocation to achieve these objectives, the tools and materials needed, and the assessment tools to measure student progress. Therefore, the lesson plan is a guide for teachers in preparation, implementation and evaluation. In this study, the implementation of learning consisted of three meetings. In the first meeting, the researcher gave a pre-test to all students in both classes, namely class B and class C. In the second meeting, the researcher gave a pre-test to all students in both classes. In the second meeting, researchers gave a pre-test to all students in both classes. This pre-test aims to determine students' basic knowledge of the material to be studied. In the second meeting, the researcher implemented the learning process by using the DRTA strategy in the experimental class VIII-C and the control class VIII-B without applying the DRTA strategy. At the last meeting, researchers conducted an evaluation by distributing post-tests, questionnaires to students.

Instruction using the Directional Reading with Activity (DRTA) strategy is divided into three phases; (1) Title prediction, In this stage, the researcher presents the title and asks students to predict the content of the reading text they will read based on the title. The teacher assigns a student to read the title on the PowerPoint. When a student reads, the teacher asks students questions about what the title says. The teacher gives students time to make predictions, and all student predictions are accepted even though they don't match the story. When students make predictions, the teacher does not help students make predictions. (2) Predicting the picture, the next step is for the researcher to show the pictures

of the reading text that the students will read. The teacher asks students to pay attention to the picture shown by the teacher after previously predicting the title of the reading text. At this stage, students pay attention to the picture by listening to the teacher's instructions. After receiving instructions from the teacher, each student can express their opinion about the picture.

After predicting the reading text, the next step, (3) The teacher asks the students to read the reading text that has been distributed based on the choice of pictures that have been predicted by the students. The teacher then asks the students to connect the parts of the story with the title of the story. After reading the text, (4) Evaluating and adjusting predictions, the teacher evaluates the predictions made by the students, and asks the students to raise their hands if they believe that their predictions are correct. then the teacher asks the students to come forward and read aloud, and gives the opportunity to the students whose predictions are wrong to explain why they are wrong. after that, asks the students to modify their predictions based on the text they have just read. (5) The teacher repeats the procedure from step one to step four. (6) Conclusion. The teacher asks the students to make a conclusion about the text they have predicted using their own language. After the students conclude the story, the teacher conducts a dialog with the students about the values contained in the story. In addition, the teacher provides an explanation of the lessons and wisdom that can be taken from the story that has been read.

Student learning results using the DRTA strategy

This study employed a Paired Sample t-test to examine the impact of the Directed Reading Thinking Activity (DRTA) on the reading comprehension scores of MTsN Batu students. Specifically, this study aims to determine whether there is a statistically significant improvement in the students' reading process in the experimental class after the implementation of DRTA. The calculation results are presented in the following tables:

Table 1. Paired Samples Result

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	34.00	20	15.009	3.356
	Post-test	68.50	20	12.258	2.741

Table 2 shows that the mean score for the pretest was 34.00 while the mean score for the posttest was 68.50. Therefore, it is clear that the implementation of Directed Reading Thinking Activity (DRTA) has resulted in an improvement in students' reading comprehension compared to before the implementation of DRTA. Table 2 presents the results of the data analysis, which allows an assessment of the extent of improvement that students have achieved in the reading learning process.

Table 2. Paired Sample Test

					95% Confidence Interval of The Difference				
Paired Sample Test									
	Pre-test & Post-test	Mean	Std Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1		-34.500	10.990	2.458	-39.644	-29.356	-14.038	19	.000

Table 3 presents the results of data analysis which shows that the sig. (2-tailed) value reached 0.000, where it is smaller than the specified value of 0.05. Based on these results, it can be concluded that there is a significant difference between the average pre-test and post-test academic achievement of students in reading Arabic text. In other words, the use of the Directed Reading Thinking Activity (DRTA) strategy can be said to be successful.

The significant difference between the groups

This study aims to determine the statistical significance of the difference in reading learning outcomes between treated and untreated students. To achieve this goal, the researcher conducted an independent sample t-test to analyze the data. The independent sample t-test aims to determine the comparison of the level of achievement of student learning outcomes between two unpaired samples using the lecture method for the control group and the DRTA strategy for the experimental group. The following are the results of the Independent sample t-test:

Table 3. Independent Sample t-test

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Results	Experiment	20	70.00	11.698	2.616
	Control	20	52.00	10.563	2.362

Table 4 presents the findings from the data analysis, which shows that the experimental group that received instruction using DRTA, achieved a mean posttest score of 70.00. Meanwhile, the control group, which was taught using conventional strategies, achieved an average posttest score of 52.00. Therefore, it can be concluded that the use of Directed Reading Thinking Activity (DRTA) has improved the Arabic reading skills among the students compared to the group that received instruction through the conventional approach. The following are the results of the Independent Sample t-test based on post-test scores:

Table 4. Results of the Independent Sample T-Test Based on Post-Test Scores

		Levene's Test for Equality of Variances		T-test for Equality of Mean					95% Confidence Interval of the Difference	
		f	Sig	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result	Equal variances assumed	.081	.777	-5.107	38	.000	-18.000	3.524	-25.135	-10.865
	Equal variances not assumed			-5.107	37.611	.000	-18.000	3.524	-25.137	-10.863

The results of the data analysis presented in Table 5 show that the significance value (2-tailed) is 0.000, which means that the value is smaller than the predetermined limit value of 0.05. Therefore, it can be said that there is a significant difference in the mean posttest scores of students belonging to the experimental group who received instruction through DRTA and those who were instructed using the conventional strategy. In other words, the use of the Directed Reading Thinking Activiti (DRTA) method has resulted in a significant improvement of students in reading Arabic texts compared to those who were taught without using the DRTA strategy.

Students' Responses to the Arabic Text Reading Process through the DRTA Strategy in Classroom Learning

The questionnaire aims to see how students respond related to activeness behavior during the Arabic text learning process. The number of statements presented by researchers in the questionnaire was 10 statements on 20 students from two classes. statements presented from indicators of student activeness in conducting questions and answers and discussions related to what they do not understand. The following are the results of testing the mean value between the two classes:

Table 5. Student Response Questionnaire Score

Statistics			
		Control	Experiment
N	Valid	20	20
	Missing	0	0

Mean	37.20	40.95
Median	37.00	40.50
Mode	37	40
Std. Deviation	2.462	5.326
Range	8	20
Minimum	33	30
Maximum	41	50

The table above is the average result of the questionnaire test of participants from two groups, namely the control group and the experimental group. The control group had an average score of 37.20 while the experimental group had an average score of 40.95. Based on the results obtained from both samples, the experimental group had a higher response rate compared to the control group.

This study aims to examine the effectiveness of using Directed Reading-Thinking Activity (DRTA) strategy on improving students' engagement and academic performance in learning to read Arabic texts. The subjects of this study were students from classes VIII-B and VIII-C, which were selected based on academic performance and school policy. Students' engagement in learning is measured through their level of active participation, both intellectually and emotionally, during the teaching and learning process. Meanwhile, academic performance is assessed based on students' cognitive abilities in interpreting Arabic texts, understanding their meaning, and connecting them to their prior knowledge.

From the observation, it can be seen that the activities of students in the experimental class while using the Directed Reading Thinking Activity (DRTA) strategy in learning reading skills are more independent thinking activities and often ask questions related to what they do not know. Not only that, the most prominent thing during learning is that they work together and discuss to find information that they think is still difficult to understand. From the results of their activeness and participation throughout the learning process, the final test (learning outcomes) of the experimental class managed to reach 70.00 from the initial test which amounted to 34.00. This achievement shows that students understand the material taught and so that understanding has an impact on test scores.

This situation is clearly slightly different from the conditions in the non-experiment class which only used the conventional strategy without being treated. In the non-experiment class, the researcher found that the students' conditions were still the same as before. Such a phenomenon certainly has a huge impact on their final learning outcomes. While academic performance refers to the results obtained through hard work and effort made by students. The results achieved reflect a good level of ability in understanding and mastering the knowledge being studied. In this context, student engagement affects the quality of learning, including the mastery of knowledge, critical thinking skills and motor skills required in the learning process of reading.

The test results indicate that using the DRTA (Directed Reading Thinking Activity) strategy in reading instruction not only enhances student engagement but also positively impacts their academic performance. The DRTA strategy encourages students to actively engage with the text they are reading through activities such as making predictions before reading, checking comprehension during reading, and evaluating understanding after reading. These findings align with the views of Melvin L. Silberman, who asserts that students who are actively involved in learning are more likely to use their brains for critical thinking, analyzing ideas, and solving problems. Therefore, the higher the level of student engagement in learning, the greater their chances of achieving better academic outcomes.[25]

The implications of this research are highly significant in the context of Arabic language learning, particularly in the skill of reading (*maharah qira'ah*). Given that Arabic texts often have complex syntactic structures and vocabulary, a teaching approach that helps students understand texts more effectively is essential. The DRTA (Directed Reading Thinking Activity) strategy has proven to be a solution to this challenge by encouraging students to actively analyze and comprehend the content of the texts. Furthermore, the findings of this research provide educators with insights into the importance of implementing student-centered teaching methods. Active learning strategies, such as DRTA, not only enhance text comprehension but also help students develop critical thinking and problem-solving skills. Therefore, this approach can serve as a more effective alternative compared to conventional methods that tend to be teacher-centered.

As a recommendation, it is advisable to consider the broader implementation of the DRTA (Directed Reading Thinking Activity) strategy in reading instruction (*qira'ah*), particularly in the teaching of Arabic. Additionally, further research can be conducted to explore how this strategy can be combined with other teaching techniques to enhance its effectiveness across various learning contexts. This study not only confirms the benefits of the DRTA strategy in improving student engagement and academic performance but also highlights the need for innovation in teaching methods to create a more dynamic and effective learning environment.

D. Conclusion

The Directed Reading-Thinking Activity (DRTA) strategy is one of the learning strategies considered capable of stimulating students' minds to focus more on learning materials for reading Arabic texts. This study found that this strategy is proven to be more effective than conventional methods in increasing students' active engagement in the process of learning to read Arabic texts. This is evidenced by the higher post-test scores of the experimental class (70.00) compared to the control class (52.00). Not only that, DRTA also encourages students to be more active in discussions, asking questions, and thinking critically during learning. Statistical analysis shows a significant difference before and after the learning process (sig. 2-tailed value = 0.000), indicating that this strategy has a significant positive impact on students' learning success.

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