

Improving Intensive Reading Skills Through the DRTA (Directed Reading Thinking Activity) Strategy for Grade IV Students of Madrasah Ibtidaiyah

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Abstract: This study aims to describe the implementation of the Directed Reading Thinking Activity (DRTA) strategy and the improvement of intensive reading skills of fourth-grade students of M IS Al-Hikmah Bandar Lampung. The study used a classroom action research design model of Kemmis and McTaggart in two cycles, each consisting of two meetings, involving 36 students. Data were collected through tests, observations, interviews, and documentation, then analyzed descriptively, quantitatively and qualitatively. The action was declared successful if at least 80% of students achieved KKTP ≥ 70 . The results showed that the average score increased from 73.75 in Cycle I to 83.19 in Cycle II, with an increase of 9.44 points. Learning completion increased from 25 to 34 students, reaching 94.44 %. Learning improvements were seen through strengthening prediction and verification, teacher direction, and group involvement. The findings indicate that the implementation of DRTA supports the improvement of students' intensive reading skills, although without a control group, the generalizability of the results is limited.

Keywords: Intensive Reading; DRTA Strategy; Reading Prediction; Textual Evidence; Elementary School.

1. Introduction

Low reading comprehension skills remain a fundamental problem in Indonesian education (Tahmidaten & Krismanto, 2020; Suarjaya et al., 2025). This problem relates not only to reading fluency but also to the ability to find main ideas, connect information, make inferences, and evaluate text content (Mustopa et al., 2024; Nadalini et al., 2025; Peng et al., 2023). The 2022 PISA results show that only 25% of 15-year-old Indonesian students achieved at least Level 2 in reading, far below the OECD average of 74 %. (Utami et al., 2025; Warsoy et al., 2026) At the elementary/Islamic elementary school/equivalent level, the achievement of minimum literacy competencies increased from 52.04% in 2022 to 57.11% in 2023 and 59.04% in 2024, but around two out of five students still have not achieved the minimum competency (Nurwahidah et al., 2023). This condition shows that reading skills still need strengthening in elementary education.

Intensive reading skills are important because they require readers to interact carefully with the text to gain accurate understanding (Zadkhast et al., 2023). In grade IV, students need to identify explicit information, determine main ideas, connect ideas, draw conclusions, and respond to texts. (Duke & Cartwright, 2021a; Hussein & Hassan, 2026). Learning that is only oriented towards solving problems after reading tends to make students merely recipients of information and does not train the ability to build and check understanding. (Burin et al., 2020; Mustopa et al., 2024) This condition was found in fourth grade, when the initial test showed that only 11 of 36

students (30.56%) achieved a KKTP of ≥ 70 , while 25 students (69.44%) had not yet reached the criteria. This condition indicates the need for learning that activates prior knowledge, guides predictions, reads with purpose, and verifies understanding based on textual evidence. In this context, the Directed Reading Thinking Activity (DRTA) strategy is relevant because it guides students through the stages of predicting, reading, and proving.

Several studies in the past five years provide an empirical basis for the selection of DRTA. Kurniaman et al. (2021) developed DRTA-based teaching materials for elementary school students and demonstrated its feasibility in training reading prediction skills. HS & Yuliah (2021) reported improved reading comprehension through DRTA, while a review by Satriani et al. (2022) confirmed that the strength of DRTA lies in formulating and verifying predictions through reading, while Guppy et al. (2022) found improved comprehension of narrative texts. In the context of post-pandemic learning, Brilliantanda & Wibowo (2023) position DRTA as an alternative active reading strategy to address weak student engagement and understanding. Furthermore, Ganing & Wulandari (2023) show that the integration of animated videos with DRTA supports reading comprehension learning. In contrast, Farihah & Hafisyah (2023) reported an increase in intensive reading skills through picture series-assisted DRTA. Mardiah et al. (2025) also found that flashcard-assisted DRTA helped students understand the intrinsic elements of the story. However, the effectiveness of reading strategies does not occur automatically. Intervention research: Bogaert et al. (2025) found that the combination of strategy teaching, peer interaction, motivation, and differentiation increased the use of monitoring strategies and motivation, but did not have a significant direct effect on reading comprehension. Habók et al. (2024) showed a relationship between reading strategies and comprehension achievement. In contrast, Kärbla et al. (2024) found that intervention effects may vary according to vocabulary aspect, comprehension level, and measurement time.

Although research on DRTA has been growing, evidence specifically explaining the process of improving intensive reading skills in fourth-grade Islamic elementary school students through inter-cycle reflection on action is still limited. Most studies use experimental designs or media development, focusing on general reading comprehension or specific story elements, and combining DRTA with specific media. Furthermore, previous research has emphasized the outcome rather than the process of students constructing predictions, seeking textual evidence, revising assumptions, and drawing conclusions. This gap forms the basis for this classroom action research. The novelty of this research lies in the application of DRTA as a cycle of improvement of authentic problem-based intensive reading learning for Grade IV of MIS Al-Hikmah Bandar Lampung, through the relationship between initial predictions, directed reading, proof based on text, and reflection. The results of each cycle are used to improve the next action so that changes in learning outcomes can be read together with changes in the learning process.

Based on these problems and gaps, this study aims to describe the implementation of the DRTA strategy and the improvement of intensive reading skills of fourth-grade students from the pre-cycle to each action cycle. This research is important to conduct because the low initial achievement shows the need for learning strategies that are not only oriented towards final answers, but also train students to build, test, and improve understanding while reading. The research results are expected to provide contextual evidence for teachers regarding the application of DRTA as an active, directed, and reflective reading learning strategy.

2. Method

This study employed classroom action research (CAR) using the Kemmis and McTaggart spiral model, which encompasses planning, action, observation, and reflection. This model was chosen because it allows for cyclical and reflective improvement of learning practices. Kemmis et al. (2014) explain that action research is a reflective process for examining, improving, and developing practices continuously, while Edwards & Burns (2025) place planning, action, observation, and reflection as the main components of classroom-based action research. The research was conducted in July 2026 in two cycles, each with two meetings. Cycle I was conducted on July 16 and 23, while Cycle II was conducted on July 28 and 30, 2026. The research participants were 36 fourth-grade students of Madrasah Ibtidaiyah who were selected purposively based on their intensive reading skills, especially in understanding the content of the reading, determining the main idea, making predictions, and drawing conclusions. The researcher acted as the implementer of the action and the teacher, while the homeroom teacher acted as the observer.

The Directed Reading Thinking Activity (DRTA) strategy in learning Indonesian. DRTA directs students to predict, read intensively, think, and verify predictions based on textual evidence. Gae et al. (2021) showed that DRTA can increase student engagement in reading comprehension learning, while Hidayana et al. (2021) found an increase in fourth-grade students' reading comprehension skills after implementing DRTA. Afni et al. (2022) also showed that DRTA can improve reading activity and skills through the process of predicting and verifying reading content. The relevance of this strategy is reinforced by Permatasari & Ratnaningsih (2024) and Aji Pamungkas & Yulisetiani (2025) in intensive reading and reading comprehension learning for elementary school students.

Each cycle consists of four stages. In the planning stage, teaching modules, reading texts, DRTA-based LKPD, observation sheets, interview guidelines, test instruments, answer keys, and documentation are prepared. The action stage includes activities to make predictions based on titles and illustrations, intensive reading to the stopping point, finding information and main ideas, comparing predictions with textual evidence, and correcting or strengthening predictions. In the observation stage, observers record teacher and student activities, interactions with the text, and the prediction and verification process. The reflection stage is carried out to evaluate the process and results of the action as a basis for improving the next cycle. Cycle I reflections become the basis for improving prediction and verification guidance, classroom conditioning, and time management in Cycle II.

Research data include results, process, and supporting data. The results data were obtained through an intensive reading skills test in the form of eight descriptive items with a weighting of 10-15 points. The test measures the ability to understand text, determine main ideas, formulate logical predictions, find detailed information, and provide evidence based on the text. Process data were obtained through observations of teacher and student activities. In contrast, supporting data were obtained through semi-structured interviews with homeroom teachers and several students, as well as documentation in the form of student lists, learning outcomes, student work, and activity photos. Data were analyzed descriptively, quantitatively and qualitatively by comparing learning outcomes and processes between cycles.

Table 1. Relationship between data, instruments, measurement focus, and analysis techniques

Data types	Technique/instrument	Measured/observed focus	Analysis
Results	Essay test, 8 items	Text comprehension, logical prediction, main ideas, detailed	Class average, classical completion, and intercycle

		information, and verification of textual evidence	changes
Process	Structured observation	Implementation of DRTA, teacher activities, student activities, interaction with text, and learning participation	Observation scores/percentages and comparisons between cycles
Supporters	Semi-structured interviews	Experiences, constraints, responses, and perceptions of teachers and students towards DRTA	Condensation, categorization, presentation, and verification of data
Documentary	Documentation	List of students, grades, work results, and photos of learning activities	Strengthening and cross-checking of outcome and process data

The classroom action research flow in this study is presented in Figure 1. This flow illustrates the relationship between planning, action, observation, and reflection. It shows that the results of the reflection are used as a basis for improving actions in the next cycle. Thus, Cycle II is not a repetition of the same actions, but rather actions that have been refined based on real problems discovered in Cycle I.



Figure 1. Classroom Action Research Flow Model Kemmis and McTaggart

Data validity is carried out through validation of instrument content and source triangulation. The test and observation instruments were reviewed through expert judgment by experts in the field of Indonesian language education to ensure their suitability with the learning objectives, intensive reading skill indicators, and DRTA stages. The validity of the findings was strengthened by comparing the results of tests, observations, interviews, and documentation, especially regarding the ability to make predictions, read intensively, find main ideas, and verify information based on textual evidence.

Quantitative data were analyzed descriptively to compare pre-cycle, Cycle I, and Cycle II achievements. The average value was calculated using the formula. $M = \frac{\sum X}{N}$, with M as the average value, $\sum X$ as the sum of all student scores, and N as the number of students. Classical completion is calculated using the formula. $P = \frac{n_t}{N} \times 100\%$. Changes between cycles are seen from the increase in the average, classical completion, and the decrease in students who have not reached the KKTP. KKTP is set at 70 with a classical success indicator of at least 80%.

Qualitative data from observations, interviews, and documentation were analyzed interactively through data condensation, data presentation, and drawing and verifying conclusions. Data are grouped based on the implementation of DRTA, reading activities, prediction abilities, discovery of main ideas, verification of textual evidence, obstacles, and student responses, then compared between cycles and verified through various data sources. The analysis refers to Miles, Huberman, and Saldaña, who place the three stages as interrelated processes.

The action is stopped if at least 80% of students achieve a score of ≥ 70 and improvements in the learning process are visible. If completion does not reach 80%, the reflection results are used to design improvements in the next cycle. This procedure aligns with the principles of CAR, which place reflection as the basis for action improvement. (Syaifudin, 2021; Nurulanningsih, 2023; Efendi et al., 2025; An-Nadwah et al., 2026)

3. Result

The classroom action research was conducted in two cycles, each consisting of two meetings, through the stages of planning, action, observation, and reflection. The research results are presented based on the development of intensive reading skills from the pre-cycle, Cycle I, to Cycle II, as well as changes in the learning process after implementing the Directed Reading Thinking Activity (DRTA) strategy.

Initial Conditions for Intensive Reading Skills

A pre-cycle test of 36 students showed that 11 students (30.56%) had achieved a KKTP of ≥ 70 , while 25 students (69.44%) had not. This achievement is below the classical success indicator of 80%. The distribution of initial abilities is presented in Table 2.

Table 2. Distribution of Intensive Reading Skills in the Pre-Cycle Stage

Category	Number of Students	Percentage
Very high	2	5.56%
Tall	4	11.11%
Currently	5	13.89%
Low	14	38.89%
Very low	11	30.56%
Amount	36	100.00%

Table 2 shows that 25 students (69.44 %) were in the low and very low categories. This condition indicates that students still experience difficulties in understanding reading information, finding main ideas, making predictions, and verifying understanding based on textual evidence. These findings became the basis for implementing DRTA in Cycle I.

Implementation and Results of Cycle I

Cycle I will be held on 16 and 23 July 2026. The implementation of DRTA includes predicting, reading, and thinking/proving activities. Students are directed to connect titles and illustrations with prior knowledge, read the text in stages, find important information, and compare predictions with textual evidence.

The results of the observation show that the DRTA stages have been implemented, but not optimally. Students still have difficulty making relevant predictions, determining main ideas, and using textual evidence to verify predictions. Discussion participation was also not evenly distributed, and time management still needs to be improved. The results of the Cycle I test are presented in Table 3.

Table 3. Results of Intensive Reading Skills in Cycle I

Result Components	Achievements
Number of students	36
Total value	2,655
Class average	73.75
The highest score	90
Lowest value	55
Students complete	25

Students have not completed	11
Classical completion	69.44%
Success indicators	≥80%

Based on Table 3, the average class score reached 73.75, with 25 students (69.44%) achieving the KKTP (competitive minimum score) and 11 students (30.56%) not yet completing it. Compared to the pre-cycle, the number of students completing the course increased by 14, and the classical completion rate increased by 38.88 percentage points. However, this achievement did not meet the 80% success indicator. Therefore, Cycle I reflection was used to improve prediction guidance, determining main ideas, using textual evidence, equalizing participation, and time management in Cycle II.

Implementation and Results of Cycle II

Cycle II was conducted on July 28 and 30, 2026, with improvements in providing prediction examples, reading guidance, determining main ideas, and verification based on textual evidence. Students were directed to accept, reject, or revise predictions based on information found in the reading.

Observations showed that students were more active and confident in formulating predictions, reading in a focused manner, determining main ideas, and using supporting sentences to verify predictions. Group collaboration and equal participation also improved. The results of the Cycle II test are presented in Table 4.

Table 4. Results of Intensive Reading Skills in Cycle II

Result Components	Achievements
Number of students	36
Total value	2,995
Class average	83.19
The highest score	100
Lowest value	65
Students complete	34
Students have not completed	2
Classical completion	94.44%
Indicators of success	≥80%

Table 4 shows that the class average increased to 83.19, with 34 students (94.44%) achieving KKTP and 2 students (5.56%) not yet completing it. Compared to Cycle I, the average increased by 9.44 points and classical completion increased by 25.00 percentage points. The achievement of 94.44 % has exceeded the success indicator of 80%, so the action was stopped in Cycle II.

Improving Intensive Reading Skills Between Cycles

Comparison of intensive reading skill achievements in the pre-cycle, Cycle I, and Cycle II is presented in Table 5.

Table 5. Comparison of intensive reading skill achievements between cycles

Research Stage	Average Value	Completed	Not yet finished	Classical Completion
Pre-cycle	Not available in data	11	25	30.56%
Cycle I	73.75	25	11	69.44%
Cycle II	83.19	34	2	94.44%

Table 5 shows an increase in classical mastery from 30.56 % in the pre-cycle to 69.44% in Cycle I and 94.44% in Cycle II. Overall, mastery increased by 63.88 percentage points, while the

number of students achieving KKTP increased from 11 to 34. The average increase from the pre-cycle was not calculated because the pre-cycle average score was not available in the research data.

Table 6. Magnitude of Yield Increase Between Stages

Stage Comparison	Average Increase	Improved Completion
Pre-cycle-Cycle I	Cannot be counted	38.88 percentage points
Cycle I-Cycle II	9.44 points	25.00 percentage points
Pre-cycle-Cycle II	Cannot be counted	63.88 percentage points

Table 6 shows that a measurable average increase occurred between Cycle I and Cycle II, namely 9.44 points, from 73.75 to 83.19. Meanwhile, development from pre-cycle to Cycle II is shown through an increase in classical completeness of 63.88 percentage points.

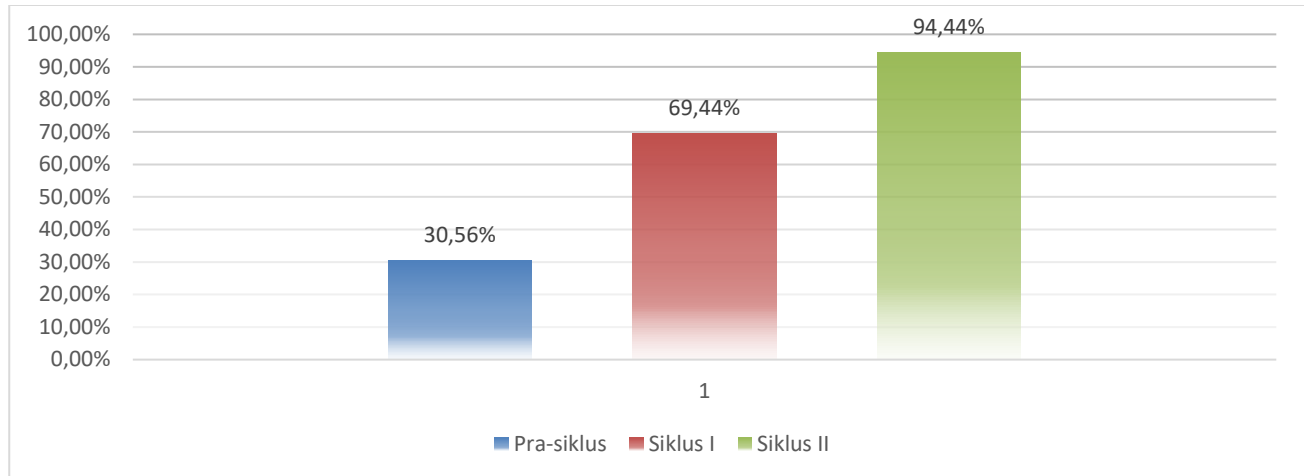


Figure 1. Improvement in Intensive Reading Skills Completion Between Cycles

Figure 1 shows a trend of increasing percentage of students achieving KKTP ≥ 70 , namely 30.56% in the pre-cycle, 69.44% in Cycle I, and 94.44% in Cycle II. This increase in quantitative achievement is in line with changes in the learning process. In the pre-cycle, students were not yet accustomed to predicting and testing understanding based on text. In Cycle I, students began to follow the DRTA stages but still needed guidance in formulating predictions, finding main ideas, and using textual evidence. In Cycle II, students demonstrated a better ability to follow the DRTA flow in a directed manner.

Table 7. Changes in the Learning Process Between Cycles

Observed Aspects	Cycle I	Cycle II
Understanding the stages of DRTA	Some students are still experiencing confusion	Students are able to follow the stages in a directed manner
Preparation of predictions	Predictions are not consistent with the initial instructions in the text.	Predictions are more logical and relevant to the title and illustrations.
Determining the main idea	There are still errors in determining the main information.	Students are more accurate in identifying main ideas.
Verify predictions	Textual evidence has not been used consistently	Predictions are verified using supporting sentences.
Participation	Not evenly distributed, and some students are still passive	Students are more active, confident, and participate equally
Time management	The reading and proofing stages took place in a rush.	Time for reading, discussion, and proofreading is more controlled.
Independence	Students still depend on teacher	Students are more independent in

Table 7 shows that changes in learning outcomes do not occur in isolation, but occur concurrently with improvements in the learning process. Improvements from Cycle I to Cycle II were primarily seen in students' ability to follow the DRTA stages, formulate more relevant predictions, identify main ideas, use textual evidence, and participate in discussions. Thus, improvements in classical mastery were supported by changes in more focused learning activities and the use of texts as a basis for assessing understanding.

Overall, the implementation of DRTA resulted in a gradual increase in intensive reading skills from the pre-cycle to Cycle II. Classical completion increased from 30.56% to 69.44% in Cycle I and reached 94.44% in Cycle II. This final achievement exceeded the success indicator of 80%, while the learning process showed improvements in the aspects of prediction, intensive reading, determining main ideas, verifying textual evidence, participation, and student independence. Thus, based on the operational indicators of the study, the action was declared successful and was stopped in Cycle II.

4. Discussion

Directed Reading Thinking Activity (DRTA) strategy in fourth-grade students at MIS Al-Hikmah Bandar Lampung showed an increase in intensive reading skills that occurred simultaneously with the improvement of the learning process. The class average increased from 73.75 in Cycle I to 83.19 in Cycle II, an increase of 9.44 points. The number of students achieving KKTP ≥ 70 increased from 25 to 34 people, increasing completeness of 25.00 percentage points. The final completeness of 94.44% has exceeded the classical success indicator of 80%. Contextually, these changes show the increasing breadth of achievement of learning objectives in the studied class. Its meaning needs to be read together with the development of students' abilities in making logical predictions, determining main ideas, and using textual evidence to check answers. However, the overall score does not yet indicate the extent of development of each skill separately.

This pattern of findings can be translated into the Active View of Reading, which positions reading as a process involving word recognition, language comprehension, linking processes, and active self-regulation (Duke & Cartwright, 2021b). Within this framework, readers focus their attention and use strategies to construct meaning. The stages of the DRTA provide an opportunity for these processes to occur: prior knowledge is used to form predictions, predictions inform reading purposes, and the information encountered forms the basis for monitoring comprehension. When predictions do not align with the text, readers need to examine the evidence and revise their interpretations. This contextual relationship helps explain the relevance of the DRTA to intensive reading. However, this study did not directly measure self-regulation or metacognition, so the theory is used as an interpretive framework for the learning process.

In the prediction stage, the title and illustration serve as initial clues to connect students' prior knowledge with the possible content of the reading. The quality of the prediction depends on the ability to explain this connection. Problems in Cycle I indicated that some students still needed help understanding which clues were relevant and how to use them as a basis for predictions. In this situation, the teacher's guidance in Cycle II can be understood as scaffolding, that is, targeted assistance to bridge students' abilities with the task requirements. More detailed guidance provides opportunities for students to understand the reasoning behind a prediction. Thus, the pedagogical value of prediction lies in its logical traceability, including when initial predictions need to be revised.

Predictions then direct the reading activity toward finding information that can strengthen or correct the assumption. In determining the main idea, students need to connect detailed information to the overarching idea of the entire paragraph. This requires attention to the relationships between sentences, because the presence of information that is interesting or consistent with the initial assumption does not necessarily result in the main idea. Directed

reading provides an opportunity to check whether the selected main idea explains the supporting information in the paragraph. If inconsistencies are found, students can reread the relevant section and review the explanation. This process is aligned with an emphasis (Duke & Cartwright, 2021b) on the importance of teaching comprehension strategies and engaging in text analysis.

Verification connects predictions and the determination of the main idea through the demand for proof. Supporting sentences are used to explain why a guess or answer can be maintained, rejected, or revised. In intensive reading, this process is crucial because students need to distinguish between assumptions derived from prior knowledge and meanings that can be justified based on the reading. Predictions provide direction for the search; reading activities provide information, while verification tests the sufficiency of that information to support the interpretation. The three form a chain that allows for repeated verification of understanding. Conceptually, inaccurate predictions can become learning opportunities when students are able to find evidence that supports them.

Changes between cycles demonstrate how the network requires execution support tailored to class needs. In Cycle I, confusion surrounding the DRTA stages and inadequate prediction quality were coupled with uneven participation and suboptimal management time. Reflections were then used to clarify directions, strengthen predictions and verification, and increase group engagement in Cycle II. More focused student responses in participating in activities, formulating predictions, and discussing textual evidence coincided with improved test scores. This sequence provides descriptive evidence of the relationship between implementation issues, action adjustments, and achievement development. However, the CAR design does not allow for a separation of the contributions of teacher directions, group discussions, or additional practice to score increases.

Equalizing group involvement is a crucial part of this improvement, as opportunities to participate in activities do not necessarily equate to opportunities to process and convey understanding. Passive students may follow discussions without providing the rationale behind their explanations. Strengthening involvement in Cycle II provides greater opportunity to express conjectures, compare interpretations, and examine supporting sentences with peers. However, active participation provides information about the learning process that still needs to be assessed through individual achievement. Therefore, the increase in group involvement in this study was analyzed alongside test results, while still distinguishing the ability to participate from the ability to comprehend reading independently.

Alignment between process improvement and outcomes was also found in the CAR research group on DRTA. Permatasari & Ratnaningsih (2024) In the learning of descriptive texts for fifth grade and Putri et al. (2026) in intensive reading assisted by picture series for third grade, the findings reported the development of achievement through cyclical actions. When read together with this research, these findings demonstrate the relevance of adapting learning to the obstacles that arise during the implementation of the strategy. Meanwhile, the quasi-experimental research by Yuniarizki & Prasetyaningtyas (2025) provides comparative evidence of DRTA learning supported by picture stories in fourth grade. These design differences yield different types of information: CAR explains the improvement process in the classroom, while quasi-experiments allow for the examination of results with a comparison group. Media support in previous research also needs to be taken into account because the findings relate to the implemented learning package.

However, a literature synthesis does not indicate that superior comprehension outcomes always follow the use of reading strategies. Kurniaman et al. (2021) reported the feasibility of DRTA teaching materials, but found no significant difference in reading comprehension improvement between the experimental and control groups. In broader interventions, Bogaert et al. (2025) found improvements in several aspects of strategy use and motivation without significant impact on reading comprehension. These latter studies combined several teaching practices and therefore cannot be considered a specific test of DRTA. Nevertheless, both provide a correction to the assumption that device feasibility, strategy use, and student engagement

automatically indicate improved comprehension. Evidence regarding processes and outcomes needs to be measured in accordance with the constructs being measured.

Considering findings that support and that do not find significant differences, the benefits of reading strategies are best understood as outcomes related to the conditions under which they are implemented. Differences in design, grade level, student characteristics, text type, supporting media, and intervention duration can all contribute to variations in outcomes. Reading proficiency indicators and assessment instruments also determine the aspects of change that can be detected. Therefore, completion rates from different studies cannot be directly used to rank strategy effectiveness. In this study, achieving the classical indicators provides the basis for declaring the effectiveness of the intervention in the studied class. This assessment remains distinct from claims of DRTA's superiority over other approaches or its impact on the broader population.

The research contribution lies in the contextual explanation of the use of intercycle reflection to improve scaffolding in the prediction and verification stages in intensive reading learning in grade IV of Islamic elementary schools. The findings identified that the implementation of the DRTA procedure can still leave difficulties in using initial instructions, connecting main ideas with their supporting elements, and accounting for answer information. Corrective assistance is then directed at the parts of the process that need it. This contribution clarifies the relationship between implementation obstacles, guidance targets, and learning development. For teachers, this information is useful in determining the form of support when students are not yet able to carry out the stages in a directed manner. Evidence from MIS Al-Hikmah Bandar Lampung also expands the contextual understanding of the implementation of DRTA, without stating that the madrasah environment produces different effects from other elementary schools.

The pedagogical implication is the need for learning tools that make the relationship between conjectures, evidence, and revision of understanding tractable. Student worksheets (LKPD) can include columns for initial conjectures and logic, columns for textual evidence, and columns for prediction revision. To determine the main idea, teachers can use questions that direct students to the ideas that underlie the information in the paragraph and the sentences that support it. Discussions are then directed at the adequacy of the reasons and the relevance of the evidence. Distributing opportunities for providing answers and allocating time for reading, discussing, and reviewing the text can help overcome the participation and time constraints encountered in Cycle I. This design represents a practical implementation of the findings, with further adjustments based on class needs.

The completion rate of 94.44% still leaves two students with a score of 65. This condition indicates that the achievement of the classical indicator has not yet ended the need for individual mentoring. Teachers need to identify the type of error first, for example, by checking answers, rereading together, and providing guided explanations to participants regarding the reasons for choosing the main idea. The results of this examination will be the basis for determining remediation, including whether there is a need to strengthen clarity, inter-sentence relationships, or the use of textual evidence. The cause of the two students' difficulties cannot be concluded solely from the final score. This diagnostic approach is in line with the view that teaching comprehension needs to consider the relationship between basic reading skills, knowledge, and strategy use (Ting et al., 2021; Utari et al., 2026).

Interpretation of the study is limited by the involvement of a single class, the implementation of two cycles, and the lack of a control group. Practice effects, increased teacher attention, and familiarization with the evaluation strategy and format may also explain the changes in scores. Equivalence of test difficulty has not been adequately demonstrated, and more than one assessor has not conducted scoring. Scores for each indicator have also not been analyzed separately, so progress on logistical prediction, main idea determination, and verification cannot be quantitatively distinguished. The lack of follow-up testing limits the assessment of achievement intentions. With a descriptive analysis, the study results provide evidence of improvements in classroom practices and are not used to infer causal effects or statistical significance.

These limitations point to further research on tests that can distinguish developments resulting from DRTA instruction from changes that might also occur in comparison instruction. Quasi-experiments with comparable comparison groups and larger classes could be used for this purpose; randomization at the classroom level could be considered if conditions permit. Texts and instruments should be of equivalent difficulty, with rubrics for each indicator and checks for interrater agreement. Furthermore, Kärbla et al. (2024) it highlights the importance of differentiating intervention outcomes based on comprehension and measurement time. Therefore, delayed post-tests with new reading passages are needed to examine retention and application of skills. A mixed-methods approach combining indicator scores with exploration of reasons for reading could clarify the process of change. In contrast, explicit measures of metacognition or reading self-regulation are needed if future research is to examine the mechanisms that convert through the Active View of Reading.

5. Conclusion

This classroom action research shows that the implementation of the Directed Reading Thinking Activity (DRTA) strategy, accompanied by improvements in inter-cycle actions, is followed by an increase in the intensive reading skills of fourth-grade students at MIS Al-Hikmah Bandar Lampung. The average learning outcomes increased from 73.75 in Cycle I to 83.19 in Cycle II, an increase of 9.44 points. The number of students achieving KKTP ≥ 70 increased from 25 to 34 people, while classical completeness increased by 25.00 percentage points to reach 94.44%, exceeding the success indicator of 80%. This increase occurred in line with improvements in teacher direction, strengthening prediction and verification activities, and student involvement in using textual evidence to check understanding.

These findings confirm that DRTA has pedagogical relevance for organizing intensive reading activities through the linkages between prediction, reading, determining the main idea, and proof-based text. The research contribution lies in the contextual description of the use of inter-cycle reflection to adapt learning guidance to student difficulties. However, the results of the study are descriptive evidence in the classroom studied and do not prove that improvement is solely due to DRTA because there is no comparison group. Future research is recommended to involve a wider sample and comparison group, instruments with a proven level of equivalence, analysis of each reading indicator, checking the consistency of scoring between raters, and follow-up tests to test the sustainability of reading skills across different contexts and texts.

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