



Directed Reading Thinking Activity Strategy for Narrative Text Comprehension in Madrasah Ibtidaiyah Students

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Abstract

This study aims to analyze the application of the Directed Reading Thinking Activity strategy in improving narrative text comprehension among Madrasah Ibtidaiyah students through a systematic literature review. The research followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses protocol to identify, screen, and evaluate relevant studies from databases such as Google Scholar, Scopus, and Semantic Scholar using keywords including Directed Reading Thinking Activity, reading comprehension, narrative text, elementary students, and Madrasah Ibtidaiyah. A total of 28 articles met the inclusion criteria and were analyzed. The findings show that the Directed Reading Thinking Activity strategy has a positive impact on students' reading comprehension, particularly in understanding narrative structure and content. This strategy encourages active student engagement through prediction, critical reading, and verification activities. Furthermore, the Directed Reading Thinking Activity strategy contributes to the development of critical thinking skills and student participation in reading instruction. Therefore, the Directed Reading Thinking Activity strategy can be considered an effective pedagogical approach to enhance reading comprehension in Madrasah Ibtidaiyah.

INTRODUCTION

Reading ability is one of the most important basic competencies in the learning process at the elementary school level because it serves as the foundation for understanding various information and knowledge presented in textual form. The reading process involves not only the ability to recognize words or sentences but also requires the ability to comprehend meaning, connect information, and draw conclusions from the content students are studying (Tunmer & Hoover, 2019). In the context of elementary education, reading comprehension skills are a crucial aspect because they directly influence students' success in learning various subjects (Van den Broek & Kendeou, 2017). Therefore, developing learning strategies that help students effectively understand the content of what they read is a primary focus in language instruction at the elementary school level (Sabancı & Bulut, 2018).

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In Indonesian language instruction at the elementary school and Madrasah Ibtidaiyah levels, narrative texts are one of the text types frequently used to develop students' reading comprehension skills. Narrative texts are characterized by plot, characters, setting, and conflict, which require students to understand the relationships between events and the messages contained within the story (Jaafar et al., 2025; Putri et al., 2025; Wahyuni et al., 2025; Zein et al., 2019). Comprehension of narrative texts does not depend solely on mechanical reading skills but also requires cognitive processes such as predicting the plot, connecting information, and reflecting on the meaning of the story being read (Firdaus & Handayani, 2024). Therefore, reading instruction for narrative texts requires strategies that encourage students to think actively during the reading process (Ceyhan & Yildiz, 2021).

One widely used reading instruction strategy for improving text comprehension is the Directed Reading Thinking Activity (DRTA) strategy. This strategy emphasizes students' active engagement in the reading process through activities such as predicting the text's content, reading to verify predictions, and discussing the understanding gained after reading (Burhanuddin et al., 2022; Putri et al., 2019). Through these stages, students not only read passively but are also trained to think critically and develop a deeper understanding of the text content (Idrus & Syahid, 2025). Several studies indicate that the implementation of the Directed Reading Thinking Activity (DRTA) strategy can help improve students' reading comprehension skills because students are directly involved in the process of constructing meaning from the text they read (Rikmasari & Fitriana, 2023).

Nevertheless, the reading comprehension skills of elementary school students in Indonesia still face various challenges. One of the most common issues is students' low interest in reading, which results in poor comprehension of the text. Low reading interest causes students to be less accustomed to interacting with texts, leading them to struggle with comprehending the content of what they read in its entirety (Hamdi & Desvia, 2025; Kassymova et al., 2025; Salma, 2019). This situation can also hinder the development of students' critical thinking and analytical skills in understanding various types of texts studied in school (Satrianti et al., 2020). Furthermore, the importance of literacy within the context of Islamic education plays a significant role in honing students' critical thinking and creativity, which serve as the primary foundation for deeply understanding texts (Putri et al., 2024). Therefore, fostering reading interest is a crucial factor that must be prioritized in reading instruction at the elementary school level (Anaktototy & Lesnussa, 2022).

The issue of low reading interest is also found in the learning context at Madrasah Ibtidaiyah. As a primary educational institution that integrates general education with religious education, Madrasah Ibtidaiyah has distinct learning characteristics compared to elementary schools in general. In some cases, learning activities in Madrasah Ibtidaiyah place greater emphasis on mastering religious material through memorization, so that reading literacy has not yet become a primary focus in the learning process (Iswanto, 2017). In fact, innovative teaching strategies are essential to enhance students' understanding, particularly within the Islamic educational context at the elementary level, so that students can effectively absorb information (Nasril et al., 2023). As a result, students often struggle when asked to comprehend narrative texts that require reflective and analytical thinking skills (Saefrudin, 2021). This indicates that reading instruction in Madrasah Ibtidaiyah requires strategies that encourage students to be more active in understanding the content of what they read (Rusli et al., 2024).

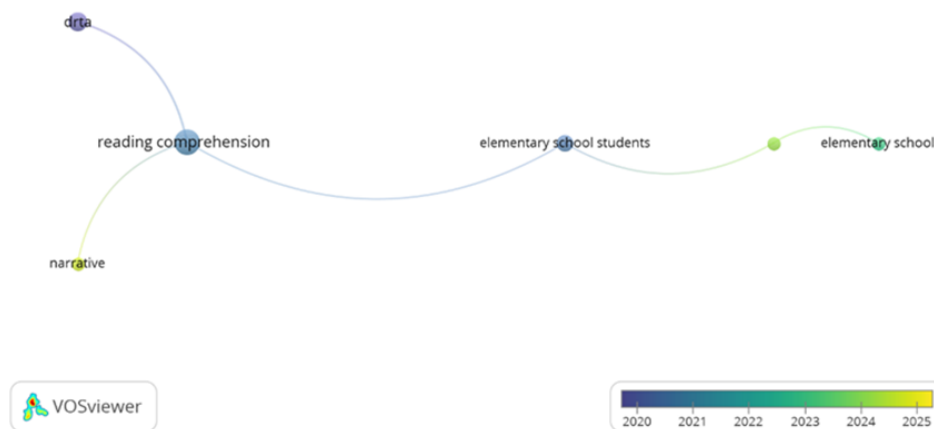


Fig 1. Several keywords related to the Directed Reading Thinking Activity (DRTA) strategy for improving elementary school students' comprehension of narrative texts

Previous studies have examined the application of the Directed Reading Thinking Activity (DRTA) strategy in improving students' reading comprehension skills. The results indicate that the Directed Reading Thinking Activity (DRTA) strategy can enhance students' ability to understand text content through activities such as predicting, reading, and verifying information obtained from the text (Marwani et al., 2022). Other studies also indicate that the Directed Reading Thinking Activity (DRTA) strategy helps students understand text structure and increases their engagement in the reading learning process (Satriani et al., 2022). Furthermore, the Directed Reading Thinking Activity (DRTA) strategy has also been proven to improve students' critical thinking skills because the reading process is conducted actively through discussion and reflection on the text content (Anaktototy & Lesnussa, 2022).

However, most of these studies still focus on testing the effectiveness of the Directed Reading Thinking Activity (DRTA) strategy in improving general reading achievement without considering the different learning contexts in each educational institution. Many studies have been conducted in formal elementary schools without taking into account the learning characteristics of Madrasah Ibtidaiyah, which have a religious educational background and a distinct literacy culture (Aini & Bahri, 2024). Furthermore, previous research has primarily emphasized improving student learning outcomes, while discussions regarding the implementation process of the Directed Reading Thinking Activity (DRTA) strategy and the challenges encountered during its implementation remain relatively limited (Septiani et al., 2026). This situation indicates that there remains a need for further research on the implementation of the Directed Reading Thinking Activity (DRTA) strategy in the context of Madrasah Ibtidaiyah (Idrus & Syahid, 2025).

Furthermore, previous studies have rarely linked the implementation of the Directed Reading Thinking Activity (DRTA) strategy to students' reading interest, which is a key factor in the success of reading instruction. Theoretically, however, reading interest is strongly associated with text comprehension, as students with high reading motivation tend to be more active in processing the information contained in the text (Schiefele et al., 2016). This is supported by findings that learning interest and discipline have a significant influence on students' academic achievement, where motivation

acts as a mediator that reinforces these outcomes (Christina et al., 2026). Reading interest also influences students' engagement in reading activities as well as their ability to comprehend the meaning contained in texts (Sabancı & Bulut, 2018). Therefore, it is important to examine how the Directed Reading Thinking Activity (DRTA) strategy can be effectively implemented with students who have varying levels of reading interest (Ceyhan & Yıldız, 2021).

Given these various issues, a more comprehensive study is needed to understand how the Directed Reading Thinking Activity (DRTA) strategy is implemented in reading comprehension instruction, particularly with narrative texts in Madrasah Ibtidaiyah. One approach that can be used to obtain a comprehensive overview of the research that has been conducted is through the Systematic Literature Review (SLR) method. This method allows researchers to systematically identify, evaluate, and synthesize various relevant research findings so as to provide a clearer picture of research developments on a specific topic (Colorafi & Evans, 2016). Through this approach, researchers can identify research patterns, research gaps, and directions for future research (Perfetti & Perfetti, 2013).

Therefore, this study aims to systematically analyze various studies related to the application of the Directed Reading Thinking Activity (DRTA) strategy on the narrative text comprehension of Madrasah Ibtidaiyah students. This analysis not only focuses on the effectiveness of the Directed Reading Thinking Activity (DRTA) strategy in improving reading comprehension skills but also includes the identification of obstacles encountered in its implementation as well as various efforts that can be made to overcome these obstacles (Rikmasari & Fitriana, 2023). Thus, the results of this study are expected to provide a more comprehensive picture of the implementation of the Directed Reading Thinking Activity (DRTA) strategy in Indonesian language learning at Madrasah Ibtidaiyah and to offer recommendations that teachers can use to improve students' reading comprehension skills (Hidayana et al., 2021).

Based on this background, this study formulates three research questions to be examined through a Systematic Literature Review (SLR) approach. First, how is the Directed Reading Thinking Activity (DRTA) strategy applied in teaching narrative text comprehension to Madrasah Ibtidaiyah students, based on the results of previous research? Second, what are the obstacles encountered in the implementation of the Directed Reading Thinking Activity (DRTA) strategy regarding the comprehension of narrative texts by Madrasah Ibtidaiyah students. Third, what efforts can be made to overcome the obstacles in the implementation of the Directed Reading Thinking Activity (DRTA) strategy to improve the ability of Madrasah Ibtidaiyah students to comprehend narrative texts. The results of this study are expected to provide a comprehensive overview for teachers and researchers in optimizing the Directed Reading Thinking Activity (DRTA) strategy to improve Madrasah Ibtidaiyah students' comprehension of narrative texts (Alifah et al., 2025; Krismonika, 2020; Namira et al., 2023). To ensure this analysis is well-focused, the author will formulate three research questions (RQs) to be examined in this article as follows:

1. RQ 1: How is the Directed Reading Thinking Activity (DRTA) strategy implemented in teaching narrative text comprehension to elementary madrasah students based on previous research findings?
2. RQ 2: What are the challenges in implementing the Directed Reading Thinking Activity (DRTA) strategy to improve Madrasah Ibtidaiyah students' comprehension of narrative texts?

3. RQ 3: What efforts have been made to overcome the obstacles in implementing the Directed Reading Thinking Activity (DRTA) strategy to improve the narrative text comprehension of Madrasah Ibtidaiyah students?

METHODS

This study employs a Systematic Literature Review (SLR) method to analyze various studies related to the application of the Directed Reading Thinking Activity (DRTA) strategy on narrative text comprehension among elementary school and Madrasah Ibtidaiyah students. A Systematic Literature Review (SLR) is a research method conducted by systematically identifying, evaluating, and synthesizing the results of previous studies to provide a comprehensive overview of a research topic (Snyder, 2019). This approach allows researchers to examine various research findings in a structured manner, thereby identifying trends in research results, the methods used, and the contribution of the Directed Reading Thinking Activity (DRTA) strategy in improving students' reading comprehension skills. Additionally, the use of the Systematic Literature Review (SLR) method also helps researchers summarize previous research findings objectively and systematically, thereby serving as a foundation for future research (Dwijayanti & Syafril, 2024; Eltoukhi et al., 2025; Engkizar et al., 2025; 2026; Xiao & Watson, 2019).

The Systematic Literature Review (SLR) process in this study was conducted through several main stages, namely keyword selection, article search in scientific databases, article screening, eligibility assessment, and data analysis of articles that met the inclusion criteria. These stages were carried out systematically to ensure that the literature sources used were truly relevant to the research focus under study (Saputri et al., 2024). The keywords used in the article search process included Directed Reading Thinking Activity, reading comprehension, narrative text, elementary students, and Madrasah Ibtidaiyah. The article search was conducted through three major scientific databases, namely Google Scholar, Scopus, and Semantic Scholar, with a publication timeframe up to 2025. The selection of these databases was based on their extensive coverage of scientific publications and the ease of access to research articles relevant to the study topic.

The article selection process in this study followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol, which is widely used in systematic literature reviews to ensure transparency in the literature selection process (Xiao & Watson, 2019). The selection process consists of four main stages: identification, screening, eligibility assessment, and inclusion. In the identification stage, the researchers collected all articles obtained from the search process in the specified databases, then removed duplicate articles. Next, articles are selected through a review of titles and abstracts to assess their relevance to the research focus. Articles that passed the screening stage were then fully analyzed through a full-text review to ensure the appropriateness of the research methodology and the relevance of the research results to the study topic regarding the Directed Reading Thinking Activity (DRTA) strategy and the narrative text comprehension of Madrasah Ibtidaiyah students (Snyder, 2019). Articles that met all inclusion criteria were then analyzed in depth to identify research findings related to the implementation of the Directed Reading Thinking Activity (DRTA) strategy, obstacles encountered in the learning process, and efforts made to improve students' comprehension of narrative texts. The steps in this study, which followed the Preferred Reporting Items for Systematic

Reviews and Meta-Analyses (PRISMA) protocol, are presented in figure 2.

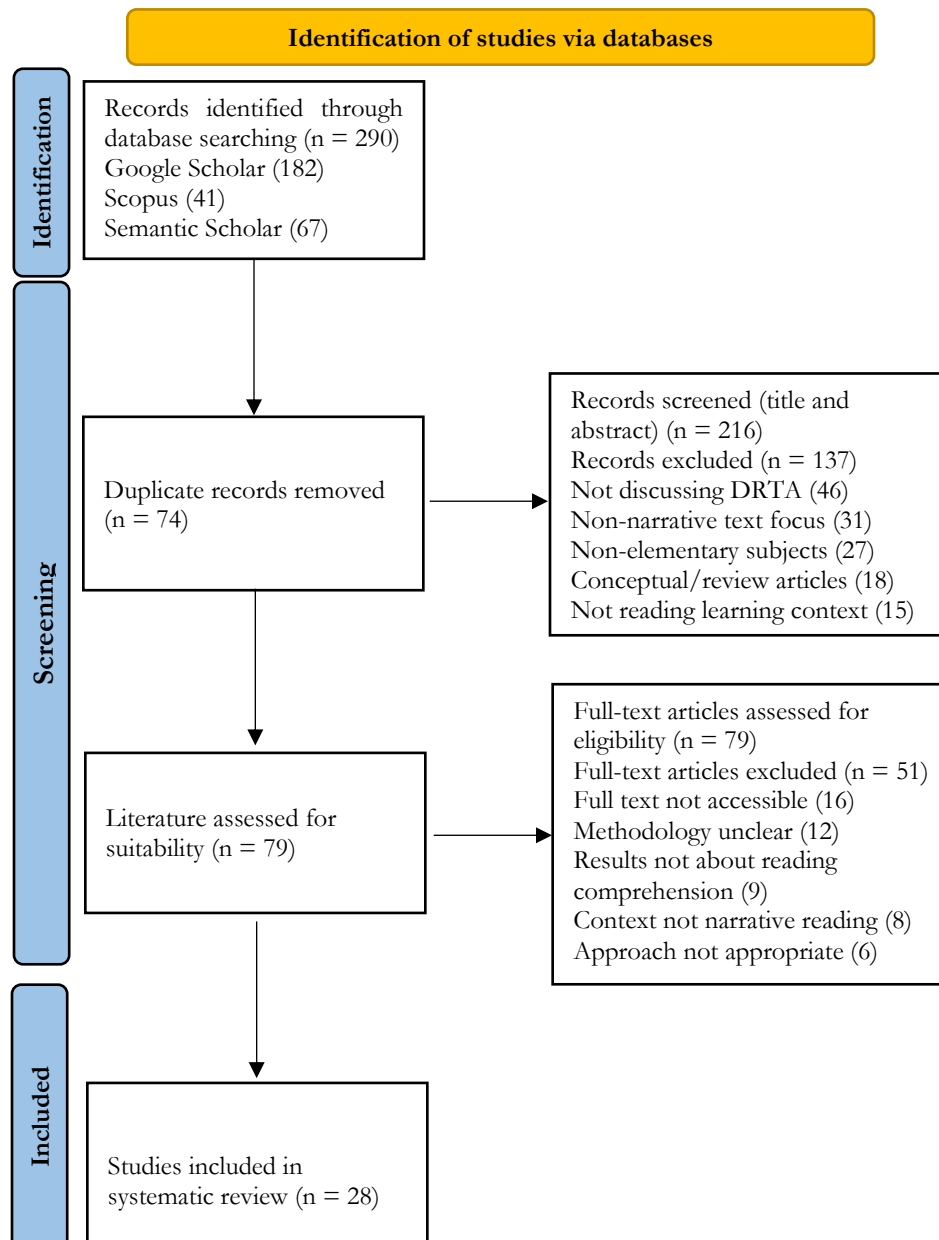


Fig 2. Systematic Literature Review Information Flow Using Systematic Reviews and Meta-Analyses (PRISMA)

Based on the Systematic Reviews and Meta-Analyses (PRISMA) flowchart in figure 2, the initial identification process yielded a total of 290 articles obtained from three scientific databases: 182 articles from Google Scholar, 41 articles from Scopus, and 67 articles from Semantic Scholar. This identification stage aimed to compile various research sources relevant to the study topic regarding the Directed Reading Thinking Activity (DRTA) strategy in teaching narrative text comprehension to elementary school students or Madrasah Ibtidaiyah students. The article collection process was conducted systematically using pre-determined keywords to ensure the retrieved literature aligns with the research focus. The Systematic Literature Review (SLR) approach was employed because this method enables researchers to systematically identify, evaluate, and synthesize research findings from relevant scientific sources (Snyder, 2019). Additionally, the article selection process followed structured systematic review reporting guidelines so that each

selection stage could be transparently explained and replicated by other researchers (Xiao & Watson, 2019).

Before entering the screening phase, the researchers first removed duplicate articles to ensure that every source analyzed was a unique publication and not a duplicate. As a result, 74 articles identified as duplicates were eliminated from the selection process, leaving 216 articles that proceeded to the screening phase. At this stage, the titles and abstracts were reviewed to assess the relevance of the article topics to the research focus. A total of 137 articles were excluded for failing to meet the research criteria, including those that did not discuss the Directed Reading Thinking Activity (DRTA) strategy, focused on non-narrative texts, used subjects other than elementary school students or Madrasah Ibtidaiyah students, were conceptual or non-SLR reviews, and were unrelated to the context of reading instruction.

Following the screening process, 79 articles proceeded to the feasibility assessment stage via full-text review to ensure that the research methodology and results were relevant to the study's objectives. At this stage, 51 articles were eliminated because they did not meet the inclusion criteria, such as full-text unavailability, unclear research methodology, research results that did not specifically address reading comprehension, a research context that did not focus on narrative text learning, and research approaches that did not align with the study's focus. Thus, the final selection stage yielded 28 articles that met all inclusion criteria and were used as the primary sources in the Systematic Literature Review (SLR) analysis regarding the application of the Directed Reading Thinking Activity (DRTA) strategy on the narrative text comprehension of Madrasah Ibtidaiyah students (Saputri et al., 2024).

RESULT AND DISCUSSION

This study aims to analyze the application of the Directed Reading Thinking Activity (DRTA) strategy on the comprehension of narrative texts among Madrasah Ibtidaiyah students through a Systematic Literature Review (SLR) approach. The analysis was conducted on various studies relevant to the research topic to obtain an overview of research trends, the methods used, and the effectiveness of the DRTA strategy in improving students' reading comprehension skills. Through the literature selection process using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol, 28 research articles were identified that met the inclusion criteria, namely articles discussing the Directed Reading Thinking Activity (DRTA) strategy or reading strategies related to narrative text comprehension among elementary school students or Madrasah Ibtidaiyah students. These articles were published in national journals indexed in Sinta 1 and Sinta 2, as well as international journals indexed in Scopus, with a publication range of 2018–2024.

All articles that passed the selection stage were then systematically analyzed to identify various research findings related to the application of the Directed Reading Thinking Activity (DRTA) strategy in reading instruction. The analysis was conducted by grouping key information from each article, such as the author's name, year of publication, study title, country of origin, journal index, research methods used, and the main findings of the study. Through this analysis process, the researcher was able to map research trends regarding the Directed Reading Thinking Activity (DRTA) strategy, including the strategy's effectiveness in improving reading comprehension skills, obstacles encountered during its implementation, and various approaches used by teachers to optimize the Directed Reading Thinking Activity (DRTA) strategy in Indonesian language

instruction at elementary schools and Madrasah Ibtidaiyah.

Table 1. Articles Analyzed

No	Author/Year	Title	Country	Index
1	Al Fiqri et al., 2018	The Effect of Teaching Methods and Reading Interest on Learning Outcomes	Indonesia	Sinta 2
2	Putri et al., 2019	The Effect of the DRTA Strategy Using Flip Charts	Indonesia	Sinta 2
3	Ramandanu, 2019	School Literacy Initiatives Through Reading Corners	Indonesia	Sinta 2
4	Salma, 2019	Analysis of School Literacy Initiatives on Reading Interest	Indonesia	Sinta 2
5	Zein et al., 2019	Linguistic Features in Narrative Text	Indonesia	Scopus
6	Satrianti et al., 2020	The Effect of DRTA on Reading Comprehension Skills	Indonesia	Sinta 2
7	Nerim, 2020	Scrutinizing DRTA Strategy on Reading Comprehension	Indonesia	Scopus Q4
8	Puspita et al., 2020	Integrated Thematic Learning to Improve Reading Comprehension	Indonesia	Sinta 1
9	Setiawan et al., 2020	HOTS-Based Assessment Instrument	Indonesia	Scopus
10	Alditia et al., 2021	Analysis of Barriers to Critical Thinking Skills	Indonesia	Sinta 2
11	Gae et al., 2021	Video Animation Media with DRTA Strategy	Indonesia	Sinta 2
12	Edwin et al., 2021	The Effect of DRTA on Reading Ability	Indonesia	Sinta 2
13	Hidayana et al., 2021	The Effect of DRTA on Reading Comprehension	Indonesia	Sinta 2
14	Ceyhan & Yıldız, 2021	Interactive Reading and Reading Motivation	Turkey	Scopus
15	Anaktototy & Lesnussa, 2022	Improving Reading Comprehension through DRTA	Indonesia	Scopus
16	Aini & Bahri, 2024	Comparison of PQ4R and DRTA Methods	Indonesia	Sinta 2
17	Rikmasari & Fitriana, 2023	Reading Comprehension Skills Using the DRTA Strategy	Indonesia	Sinta 2

18	Dewi et al., 2023	Effect of DRTA on Reading Comprehension	Indonesia	Sinta 2
19	Firdaus & Handayani, 2024	Increase Reading Comprehension through Reading Stories	Indonesia	Sinta 2
20	Dewani et al., 2024	Reading Interest and Reading Literacy	Indonesia	Scopus Q1
21	Al-Janaydeh & Al-Jamal, 2024	Effectiveness of DRTA Strategy	Jordan	Scopus Q2
22	Amalia & Suharto, 2024	Digital Literacy in Primary Education	Indonesia	Sinta 2
23	Mahdi, 2025	DRTA to Improve Reading Comprehension Skill	International	Scopus
24	Idrus & Syahid, 2025	The Effect of DRTA on Storybook Reading	Indonesia	Sinta
25	Septiani et al., 2026	DRTA Integrated AI in Narrative Text Reading	Indonesia	Sinta
26	Satriani et al., 2022	Students Reading Strategy with DRTA	Indonesia	Scopus
27	Tunmer & Hoover, 2019	Cognitive Foundations of Reading	Australia	Scopus
28	Kuşdemir & Bulut, 2018	Reading Motivation and Comprehension	Turkey	Scopus

Based on the results of the article selection process using the Systematic Literature Review (SLR) method with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) approach, a number of articles were identified that met the study's inclusion criteria. These articles were sourced from national and international journals published between 2018 and 2024 and discussed the application of the Directed Reading Thinking Activity (DRTA) strategy in reading instruction, specifically in improving narrative text comprehension among elementary school students or Madrasah Ibtidaiyah students. The selection process was conducted through the stages of identification, screening, eligibility, and inclusion to obtain articles relevant to the focus of this study. The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) approach was used because it provides transparency in the literature selection process and enhances the validity of the systematic review ([Page et al., 2021](#)).

RQ 1: How is the Directed Reading Thinking Activity (DRTA) strategy implemented in teaching narrative text comprehension to elementary school students based on the results of previous research?

Based on the analysis of articles that met the inclusion criteria, the implementation of the Directed Reading Thinking Activity (DRTA) strategy in teaching narrative texts to elementary school students demonstrated active student engagement in the process of understanding the text. This strategy is generally implemented through three main stages, namely predicting, reading, and verifying ([Al-Janaydeh & Al-Jamal, 2024](#); [Marwani et al., 2022](#)).

In the initial stage, students are guided to predict the text's content based

on the title, images, or available introductory information. This activity not only helps activate students' prior knowledge but also fosters curiosity about the text's content. Several findings in the literature indicate that prediction activities can enhance students' readiness to engage in the reading learning process (Ilmiah & Pendidikan, 2024).

Next, during the reading and verification stage, students read the text more actively by comparing it with the predictions they made earlier. This process encourages students to think more critically when understanding the text, as they are not merely reading passively but are also evaluating the information they have obtained (Maranatha et al., 2024).

In the final stage, namely reflection and discussion, students are invited to discuss the text's content and evaluate the results of their predictions. Through this activity, students can understand the elements of narrative texts, such as plot, characters, and setting, and are able to draw deeper conclusions from the text's content. Additionally, interaction during discussions contributes to the development of students' critical thinking and communication skills (Al-Janaydeh & Al-Jamal, 2024).

In general, the results of the study indicate that the Directed Reading Thinking Activity (DRTA) strategy makes a positive contribution to improving students' reading comprehension, particularly in understanding narrative texts. This is evident from the improvement in students' ability to identify main ideas, understand the plot, and draw conclusions from the texts they read. These findings align with research conducted by Rikmasari & Fitriana, (2023), which states that the implementation of the Directed Reading Thinking Activity (DRTA) can enhance students' cognitive engagement and their ability to comprehend reading content more deeply (Sapitri, 2020).

Thus, the Directed Reading Thinking Activity (DRTA) strategy can be viewed as an effective learning alternative for improving the reading comprehension skills of Madrasah Ibtidaiyah students.

RQ 2: What are the challenges in implementing the Directed Reading Thinking Activity (DRTA) strategy to improve Madrasah Ibtidaiyah students' comprehension of narrative texts?

Based on the analysis of articles meeting the inclusion criteria, the challenges in implementing the Directed Reading Thinking Activity (DRTA) strategy in the teaching of narrative texts at Madrasah Ibtidaiyah are influenced not only by technical factors related to instruction but also by students' internal conditions and the characteristics of the educational environment (Alifah et al., 2025).

One of the main barriers identified is students' low interest in reading. The study findings indicate that some students have not yet developed good reading habits, so they are not accustomed to engaging with texts comprehensively. This situation causes students to struggle with understanding the content of the reading material and constructing meaning from the narrative texts they read (Rikmasari & Fitriana, 2023).

Furthermore, in some cases, instruction in Madrasah Ibtidaiyah settings still tends to emphasize the mastery of rote-memorization-based material, particularly in religious education. This has hindered the development of students' reading literacy skills, making the implementation of the Directed Reading Thinking Activity (DRTA) strategy which requires active thinking less than optimal (Vansteelandt et al., 2020).

Another challenge relates to students' weak analytical thinking skills. A lack of reading literacy practice causes students to struggle with understanding narrative texts that require reflective and analytical thinking skills, particularly in

connecting information, making predictions, and drawing conclusions from the text (Dewi et al., 2023).

Nevertheless, the study's findings also indicate that the Directed Reading Thinking Activity (DRTA) strategy holds significant potential for enhancing student engagement and active participation in the reading learning process. This strategy focuses not only on comprehension outcomes but also on students' thinking processes during reading. Such active engagement is also influenced by teachers' professionalism in managing learning strategies and technology, which leads to increased student participation in the classroom (Safitri & Fanreza, 2026).

Thus, the obstacles to implementing the Directed Reading Thinking Activity (DRTA) strategy are influenced by low interest in reading, the prevalence of rote-learning-based instruction, and students' limited analytical thinking skills. However, when implemented optimally, this strategy still holds great potential for improving Madrasah Ibtidaiyah students' comprehension of narrative texts.

RQ 3: What efforts have been made to overcome the obstacles to implementing the Directed Reading Thinking Activity (DRTA) strategy in improving Madrasah Ibtidaiyah students' comprehension of narrative texts?

Based on the results of the literature review, there are various efforts that can be made to overcome obstacles in the implementation of the Directed Reading Thinking Activity (DRTA) strategy so that it can function optimally in improving the comprehension of narrative texts among Madrasah Ibtidaiyah students. These efforts generally focus on strengthening a culture of literacy, utilizing diverse learning media, and enhancing the teacher's role in the learning process (Krismonika, 2020; Safitri & Fanreza, 2026).

One step that can be taken is to build a culture of literacy within the school environment. Activities such as reading for 15 minutes before class begins can help gradually foster students' reading habits. Additionally, providing supportive facilities such as a library or a comfortable reading room with a diverse collection of books can also increase students' interest in reading (Triana et al., 2024).

The use of engaging learning materials is also a key strategy in supporting the implementation of the Directed Reading Thinking Activity (DRTA). Materials such as flip charts, images, and animated videos can help students make predictions and verify the content of a text in a more interactive way. With a variety of media, the learning process becomes more dynamic and can enhance student engagement in understanding the text (Apriliansa, 2022; Nasril et al., 2023).

Additionally, enhancing the teacher's role is essential for optimizing the implementation of the Directed Reading Thinking Activity (DRTA) strategy. Teachers are expected to design lessons that go beyond rote memorization and instead foster students' analytical thinking skills through group discussions, Q&A sessions, and reflective activities on the reading material. The teacher's active role in managing the learning process is key to the success of this strategy (Christina et al., 2026).

Through these various efforts, obstacles to the implementation of the Directed Reading Thinking Activity (DRTA) strategy can be minimized. This allows the Directed Reading Thinking Activity (DRTA) strategy to be implemented more effectively in improving Madrasah Ibtidaiyah students' comprehension of narrative texts, particularly in developing more critical and reflective reading skills (Rikmasari & Fitriana, 2023).

CONCLUSION

Based on an analysis of various previous studies, it can be concluded that the Directed Reading Thinking Activity (DRTA) strategy is an effective learning strategy for improving Madrasah Ibtidaiyah students' comprehension of narrative texts. This strategy is implemented through the stages of predicting, reading, and verifying, which encourage students' active engagement and develop their critical thinking skills in understanding the content of the text. However, several obstacles are encountered in its implementation; these obstacles can affect the effectiveness of the Directed Reading Thinking Activity (DRTA) strategy in improving narrative text comprehension. To overcome these obstacles, various efforts are needed, including strengthening the culture of literacy in schools, using varied and engaging learning media, and enhancing the role of teachers in designing more interactive lessons that foster students' thinking skills.

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