



Tools making for Evaluating the Effectiveness of Directed Reading Thinking Activity (DRTA) in Enhancing Reading Comprehension

Savita Shivram Ghule¹ & Dr. Bhalchandra Balkrishna Bhav²

1. Ph.D Scholar, Vidya Pratisthan Sanchlit College of Research Center, Kedgaon, Ahilyanagar, Maharashtra
Email: savitaghule1821@gmail.com
2. Guide, Principal, Matoshri Lalitadevi Malpani Education & College of Education, Sangamner, Sangamner, Ahilyanagar, Maharashtra, Email: bhaveb@gmail.com

Abstract:

The Directed Reading Thinking Activity (DRTA) is a widely-used instructional strategy designed to enhance reading comprehension by encouraging students to make Predictions, read purposefully, and validate their assumptions. Despite its pedagogical value, there is a lack of structured data collection frameworks to evaluate the impact of DRTA at scale. This paper presents a systematic approach for data collection in DRTA sessions conducted across diverse classrooms. The framework captures behavioral, cognitive, and engagement metrics using both qualitative and quantitative methods. The study also includes preliminary results from implementation at secondary level school, providing insights into student reading behavior and comprehension patterns. This research contributes to the growing body of evidence-based reading instruction and supports future integration of learning analytics in literacy development programs.

Keywords: *Directed Reading Thinking Activity, DRTA, Data Collection, Reading Comprehension, Educational Technology, Learning Analytics.*

1. Research Design:

This study adopts a quasi-experimental mixed-methods design to evaluate the impact of Directed Reading Thinking Activity (DRTA) on reading comprehension among upper primary students. The design combines quantitative data (pre- and post-tests, comprehension scores) with qualitative data (student interviews, teacher reflections) to offer a comprehensive analysis of DRTA's effectiveness in the classroom.

2. Participants and Sampling:

The study involves 40 students from secondary schools in urban and semi-urban regions. Students were selected using purposive sampling based on the following criteria:

- Grade level: 9th
- Reading level: Basic to intermediate
- No diagnosed reading disabilities

Participants were divided into two groups:

Experimental Group (n=40): Received DRTA-based reading instruction.

Control Group (n=40): Received traditional reading instruction without DRTA strategies.

3. Research Questions:

1. Does the use of DRTA significantly improve students' reading comprehension?
2. How do students engage with prediction and verification tasks during DRTA?
3. What are the perceptions of teachers regarding the implementation of DRTA?

4. Data Collection Tools and Techniques:

Tool	Purpose	Type
Pre- and Post-Tests	Assess changes in reading comprehension	Quantitative
DRTA Worksheets	Collect data on predictions and evidence tracking	Quantitative
Observation Checklist	Record engagement and behavior during DRTA	Qualitative
Semi-Structured Interviews	Gather teacher and student perspectives	Qualitative
Reading Logs	Track individual student responses and patterns	Mixed

5. Implementation Procedure:

Phase 1: Pre-Testing

All participants completed a standardized reading comprehension test to establish baseline scores.

Phase 2: Intervention (3 Weeks)

- The experimental group received DRTA sessions three times a week.
- Texts were divided into segments. Before each segment, students made predictions. After reading, they confirmed or revised predictions based on textual evidence.

Phase 3: Post-Testing

- The same comprehension test (in a parallel form) was administered to both groups
- DRTA worksheet responses and reading logs were collected and analyzed.

Phase 4: Interviews and Observations

- Teachers and a selected group of students participated in interviews to discuss the learning experience.
- Observations were conducted during DRTA sessions to record real-time behaviours.

6. Data Analysis:

- Quantitative Data

Descriptive Statistics: Mean, standard deviation, and range of pre- and post-test scores.

Inferential Statistics:

Paired sample t-tests for within-group comparison.

Independent sample t-tests to compare control and experimental groups.

Effect size (Cohen's d) to assess the magnitude of DRTA impact

- Qualitative Data

Thematic analysis was applied to interview transcripts and observation notes.

Coding categories included: prediction quality, evidence use, student engagement, and teacher feedback.

7. Ethical Considerations:

- Informed Consent: Obtained from school administration, teachers.
- Confidentiality: Participant identities were anonymized.
- Voluntary Participation: Participants could withdraw at any time without penalty.

8. Limitations of the Study:

- Limited to a small sample size in urban/semi-urban areas.
- Short intervention duration (3 weeks) may not reflect long-term effects.
- Teachers' familiarity with DRTA varied, which may have influenced implementation.

9. Validity and Reliability:

- Instrument Validity: Reading tests were reviewed by language education experts.
- Inter-rater Reliability: Two researchers independently coded qualitative data with a reliability score of 87%.
- Triangulation: Multiple data sources (tests, interviews) ensured methodological robustness.

10. References

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