

CHAPTER I

INTRODUCTION

A. The Background of Study

When life exists, language exists. Language has a very important role in human life. Everybody uses a language to convey his or her ideas, feelings, and thoughts to the listeners or other people in spoken or written way.

Today, we live in a globalization era. That is why a universal language connecting all people around the world is needed. English is one of the most common languages used by people to communicate with other people whose native languages are different. English is not only used as a communication tool but also used as a language of science, technology and information and finally there is a great demand in the workforce that requires the jobseekers in a certain position to be able to speak and write English fluently and correctly. As an international language that has a very big influence, English is very important at present to be learnt especially for the students as the Indonesian coming generation so that they will be able to face this globalization era well .

In teaching English, the students are intended to master four language skills. They are listening, speaking, reading and writing. As one of the four language skills, reading holds an important role in learning. By reading, people are able to get a lot of information from printed materials and texts. According to Grabe and Stoller (2002),

reading is a way to get information from the printed page and interpret the information appropriately.

Burns (1984) also quotes that reading is a thinking process, that is why reading is intended not only the students can read the printed page as graphic symbols, but also they are supposed to be able to comprehend the text itself by thinking about the meaning or information given by the text. Unfortunately, the facts are different. While conducting teaching practice in SMA Negeri 1 Serbajadi in 2014, the writer observed that most of the students in Senior High School still got difficulties to comprehend the text. The students did not understand what the text was about. Most of them became passive learners because they did not understand what the words mean. Besides, they were not creative in answering the questions because they could not restate the ideas by their own words which is needed in answering the essay test. As a consequence, learning reading comprehension made them bored and teaching reading process could not run well. Furthermore, the writer found some cases when she observed an English teacher who was teaching reading in class at Grade VIII SMP Swasta Advent Medan. Reading class seemed like translation class. The students were asked to read the whole text, underline difficult words, then translate it into Indonesian and finally answer the questions related to the text without using their prior knowledge nor predicting the content of the text nor summarizing the important events in the text. The writer also asked the students' view about reading class. Among 30 students, 20 of them said that they hate reading class; they

did not understand what they were reading was about. They said that reading class was a boring activity which took a long time. They had to translate all the unknown words in order to understand the text.

Thus, to overcome the problems above, the teacher should consider the most effective strategy to improve the students' reading comprehension in reading the text. There are some alternative strategies that often used in improving the students' reading comprehension, such as: Reciprocal Teaching Strategy (Palincsar and Brown, 1984), Semantic Mapping Strategy (Pittleman and Heimlich, 1986), Experience-Text-Relationship Method (Au, K.H, 1977), Story Pyramid Strategy (Bailey and Clire, 2001), and Directed Reading Thinking Activity (Russel and Stauffer, 1998).

In this study, the alternative strategy that was used in teaching reading comprehension is Directed Reading Thinking Activity (DRTA) strategy which is developed by Russel Stauffer (1969). This strategy is a plan for directing students' and encouraging them to think as they read and make predictions then check their accuracy. DRTA is an effective strategy for teaching reading comprehension because it helps students set reading purpose by making predictions, read more actively and enthusiastically and remember more information from what they have read. Furthermore, Duke and Pearson (2002) state that DRTA strategy teaches students how to self-monitor as they read and learn, which leads to an increase in attention, comprehension, and achievement.

Based on the previous research which was conducted by Kusumawardani (2012), there was improvement of the students' achievement in reading descriptive text which was taught by using Directed Reading Thinking Activity (DRTA) strategy. And the average score of second meeting increased after teaching learning activity used DRTA strategy. Suwandi (2013) who had conducted an experimental research found that the ability of reading comprehension on a group of students who are taught by DRTA learning model is better compared to the group of students who are taught using PQRS and DRA learning model.

Furthermore, Al Odwan (2012) has proved that using directed reading thinking activity can improve students' reading comprehension because these activities is rich with more communicative tasks and consequently provided students with new concepts, ideas, suggestions, styles of thinking as well as opinions. Yadzani (2014) proved that DRTA was an effective strategy to improve students' reading comprehension because the nature of DRTA which entirely involves students during the reading process and helped them to be critical to their learning.

Pasaribu (2013) also conducted a research about Improving Students' Reading Comprehension through Directed Reading Thinking Activity (DRTA). She concluded that DRTA was an effective method to improve students' reading comprehension in narrative text, and also made the students became more active and more enthusiastic in learning reading comprehension. Based on the explanation given above, the writer was sure that DRTA strategy would be effective to help the students to solve their difficulties in reading comprehension.

There are some kinds of genre namely recount, report, hortatory exposition, analytical exposition, spoof, news item, anecdote, narrative, procedure, discussion, review and explanation. In this study, the writer focused on reading report text as a subject on learning material. The writer considered that although the previous researchers have conducted the DRTA in teaching reading narrative and descriptive text and achieving a good result, but in this study the writer tried to use DRTA in teaching reading report text, because there is significant difference about the contents for each genre of the text.

Therefore, this study was designed to identify the effect of applying Directed Reading Thinking Activity (DRTA) strategy on students' achievement in reading comprehension in report text.

B. The Problem of Study

Based on the background of the study, the research problem was formulated as follows:

“Is there any significant effect of applying Directed Reading Thinking Activity (DRTA) strategy on students' reading comprehension achievement in report text?”

C. The Objective of Study

The objective of the research was to find out the effect of Directed Reading Thinking Activity (DRTA) strategy on the students' reading comprehension in report text in SMP Swasta Advent Medan.

D. The Scope of Study

According to Great and Wignell (1994:192), text is divided into several types that known as genre; they are spoof, recount, report, analytical exposition, news item, anecdote, narrative procedure, descriptive, hortatory exposition, explanation, discussion, reviews. This study was focused on reading report text by applying Directed Reading Thinking Activity (DRTA) strategy. The researcher used report text and focused on four levels of reading comprehension, such as literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension.

E. The Significance of Study

This study which was focused on the application of Directed Reading Thinking Activity (DRTA) strategy on students' reading comprehension in report text, was expected to give some benefits. Theoretically, this study was expected to enhance the literature for those who are interested in the further research related to the study and practically expected to give contribution on the effectiveness of reading comprehension, both for the students and the English teachers. This study was useful

for the students who want to develop their reading skill by applying DRTA. It was also useful for the teachers to improve their ability in teaching reading by adopting Directed Reading Thinking Activity (DRTA) strategy.

