

CHAPTER I INTRODUCTION

1.1 The Background of the Study

Reading is one of important aspects in language, since through reading a text the readers gain large information from written words. It means that through reading, readers get much information about the world. The texts that the readers read consist of different genre which will give different function to the readers. Gaining information from the written words is not as simple as most people think of. Many times when people asked what they have already comprehended from their reading, readers could not explain it. They just read the text without knowing what they have read.

Reading comprehension help people to develop their knowledge. In this case, reading in foreign language that is English language is very important. The students of Junior High school are expected to master the four language skills such as Reading, listening. Speaking, and writing. Reading in English as a Foreign Language (EFL) contributes a part of essential skills to be taught besides the other skills. In reading process, the students are not merely necessary to read a text or passage loudly, but the most important thing is how the text or passage is comprehensible according to the objectives of reading itself. In short, the students are expected to be able to comprehend reading text that they read. Furthermore, Otto et al. (1979) stated that reading is not just saying the words. Reading must be a process of meaning gotten and it therefore needs understanding. He further says, the teacher must use and need a variety of reading strategies to have good understanding of a reading passage or text for instance, in drawing conclusions,

recognizing details from selection, recognizing word meaning, identifying the main idea.

However in reality, good reading comprehension is not achieved yet by the students. The lack of ability in reading comprehension is proved by the data that has been observed and showed in International Student Achievement in Reading. The reading score of Indonesian students as reported by PIRL (Progress in International Reading Literacy, 2006) is low, Indonesia got the fourth lowest ranked from 45 countries, that is indirectly reveals that Indonesian students have a problem in reading.

This lack of reading comprehension also found in SMP ST IGNASIUS students . It can be seen from the result of reading test of the second year students in SMP ST IGNASIUS. The second year students in academic year of 2013/2014 consisted of three classes. The strategy used is when the teacher is teaching reading, the teacher always use the same strategy. Firstly, she gives an example to the students how to read the passage. After that, she asks some students to read it. Then, she ask whether there are any difficult words or not. If there are, the teacher gives the translation directly. Finally, she asks the students to answer the following questions. This is not enough to fulfill students reading comprehension

Furthermore, in order to know how serious the problems are, a pre test is administrated to the students of class VIII. The test covers the sub skills in reading particularly finding main idea and word meaning. In addition, the test that used in this study had been tried out to check its validity at SMP IGNASIUS especially the students of grade 8 in academic year 2012/2013. The result of the pre-test showed that the student's comprehension in reading is poor. It can be indicated

that the students in grade eight had low in reading comprehension. The students score is far from the minimum standard of the passing score grade eight. In line with the problems above, the teachers should be able in motivating the students to read.

To overcome the problems of reading comprehension, many researchers and teachers have tried to find out the possible ways to help student increase their reading comprehension. There are many factors affect the reading comprehension, they are external and internal factors. The external factors are teaching strategys including reading strategies, school and social environments, text types. The internal factors are; motivation and student's intelligence. One of the most important factors is learning strategies.

There are several strategies that can improve reading comprehension that has been suggested by researchers, such as; ASK to THINK-TEL WHY strategy (King, 1994) describes readers learn how to ask deep level questions while reading. Peer-assisted learning strategies (Fuchs et al, 2001), which entails pairing children from preschool through the intermediate elementary grades to engage in reading activities including repeated reading, paragraph summaries and making predictions. Concept- Oriented Reading Instruction (Guthrie, 2007), a broad strategy intervention for elementary school children that includes an emphasis on motivational practises for encouraging conceptual goal setting and affording student choice and collaboration. Including Directed Reading Thinking Activity (DRTA) strategy (Stauffer, 1969), encourages students to be active and thoughtful readers, enhancing their comprehension.

According to Stauffer (1969), Directed Reading Thinking Activity (DRTA) strategy has four basic steps namely: Predict, Read, Confirm and Resolution. Predicting involves what the students interpret as to what will happen in the text. Then the students read to turning point in the text. In the Confirmation step, the teacher leads a brief discussion and reflection period, allowing students to compare their predictions with what was actually presented in the text. Finally, the lesson closes with a resolution at which time the text is summarized and evaluated both in terms of its verity and relevance.

Predicting is an essential part of the reading process through DRTA Strategy. Students learn that by reading with a purpose, they can more easily focus their predictions. Prediction is a major factor and one of the strategies in reading. Clues, such as a book cover, topics, images, lists of words are very important so that the reader gets a good idea about the contents of the text before they read it. These instructions can also make the brain begin to actively predict readers an idea to be found in the text.

Making predictions keeps the students actively engaged in the reading process, and being engaged is the key to comprehension. By constantly thinking about their predictions to confirm or revise them, readers remain motivated and focused. Skilled readers are good detectives, always searching for clues to shed light on what they are reading. In making predictions, they call on prior knowledge to make inferences. These readers constantly think about their predictions to confirm or revise them.

Moreover, Hojnacki (2001) who is in favor of the power of DRTA states that, this method teaches students to acquire and activate their own purpose for

reading. By setting their own purposes of reading, students develop their reading and thinking process. The teacher though his questioning techniques prescribe how the students will interact with the text.

Therefore the researcher would like to conduct an action research about 'Increasing Student's Reading Comprehension Through DRTA Strategy (A Classroom Action Research at SMP ST.IGNASIUS MEDAN) '.

1.2 The Problem of the Study

In line with the background that has been explained, the research problem could be formulated as follows: How to apply DRTA strategy in order to improve students reading comprehension at SMP ST.IGNASIUS MEDAN?

1.3 The Objective of the Study

The Objective of this study is aimed at increasing students reading comprehension of grade nine at SMP ST.IGNASIUS in the academic year of 2013/2014 using DRTA strategy.

1.4 The Significance of the Study

Reading is one of the most important academic tasks faced by students. The role if strategies designed to improve reading comprehension have any number of purposes, to enhance understanding of the content information presented in a text , to improve understanding of the organization of information

in a text , to improve attention and concentration while reading , to make reading a more active process , to increase personal involvement in the reading material , to promote critical thinking and evaluation of reading material, to enhance registration and recall of text information in memory

The findings of this study are expected to be useful for English teachers and students:

1. English teachers as an input in increasing the quality of teaching-learning process by Applying Direct Reading- Thinking Activity in their teaching learning process to improve the reading comprehension ability.
2. Students of SMP ST.IGNASIUS grade nine to improve their ability in reading comprehension.

1.5 The Scope of the Study

This study is restricted to the implementation of Directed Reading Thinking Activity Strategy in reading. In a specific focus, this study is concentrated on how to improve the students reading comprehension with applying DRTA Strategy.