

# CHAPTER I

## INTRODUCTION

This chapter provides background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, hypothesis of the study, limitation of the study, significance of the study, definition of key terms, and organization of the study.

### **1.1. Background of the Study**

In Indonesia, people do not only use their mother language but also foreign language in their daily life. The foreign language which is used is English. Communication in foreign language is a bridge to get information, knowledge and culture. Indonesia as a developing country has realized that English as an international language is needed to be mastered by the citizens in order to take part in the world development.

English is began and taught to Indonesian's students from elementary level up to university level. In mastering it, they have to master four skills, namely listening, speaking, reading and writing. One of the most important skills among those four skills is reading skill. Reading is one of the receptive skill besides listening in which the students can extract meaning. As Harmer (2001:199) says that receptive skill is the way in which people extract meaning from the discourse they see or hear. To achieve the purpose of reading, the students have to comprehend the text in order to understand the information

effectively. In extracting meaning, students of senior high school still find some difficulties. For example, they cannot get the meaning easily because they never found the words before. Moreover, they cannot understand the message because they cannot link between one sentence to another sentences. The biggest problem is that they cannot comprehend some different texts which have different features.

One of this difficult texts is narrative. It is a text that have to be learned by the students of senior high school. Anderson and Anderson (2003) explain that a narrative tells about a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches it is high point in the middle. The ending resolves the problem. In this text, the students are hoped to understand not only the topic but also the detail information of its story. They have to know the participant of the story, the event or the tragedy and moral lesson. Hence, those parts will help the students easily in catching the idea of the story.

As the alternative to help the students, the writer used a strategy which is called DRTA (Directed Reading Thinking Activity).Conner (2006) states that DRTA encourages students to make predictions while they are reading.After reading segments of a text, students stop,confirm or revise previous predictions, and make new predictions about what they will read next. It means that through DRTA (Directed Reading Thinking Activity) strategy the students are supposed to guess the next story so that they can enlarge their reading understanding. In conclusion, DRTA (Directed Reading Thinking Activity) strategy not only help

the students develop their critical reading skills but also their reading comprehension.

Based on the considerations above, the writer conducted a research entitled “Improving students’ reading comprehension on narrative text using Directed Reading Thinking Activity (DRTA) at SMK N 2 Demak”.

### **1.2. Reasons for Choosing the Topic**

There are some reasons in choosing the topics of “*Improving Students Reading Comprehension on Narrative Text using Directed Reading Thinking Activity (DRTA) at SMK N 2 Demak*”. They are as follows:

1. Reading is one of difficult skills faced by the students of senior high school.
2. Narrative text is one of genres which are learned by the eleventh grade students of senior high school.
3. Directed Reading Thinking Activity (DRTA) is a strategy that can be applied in teaching reading of narrative text because it can encourage students to be active and thoughtful readers who enhance their comprehension.

### **1.3. Statement of the Problem**

Related to the background above, this study has a statement of the problem as follows: Is Directed Reading Thinking Activity (DRTA) strategy effective to improve students’ reading comprehension on narrative texts of the eleventh grade students of SMK N 2 Demak?

#### **1.4. Objective of the Study**

Based on the statement of the problem above, the objective of the study is as follows: “To find out the effectiveness of Directed Reading Thinking Activity (DRTA) to improve students’ reading comprehension on narrative text of the eleventh grade students of SMK N 2 Demak”.

#### **1.5. Hypothesis of the Study**

“Hypothesis is a formal statement that presents the expected relationship between an independent and dependent variable.”(Creswell, 1994). There are two types of hypothesis namely null hypotheses and alternative hypotheses. A null hypothesis ( $H_0$  or  $H_N$ ) is a statement that there is no actual relationship between variables whereas an alternative hypothesis ( $H_1$  or  $H_a$ ) is a statement that suggests a potential outcome that the researcher may expect.

The hypothesis of the study can be formulated as follows:

$H_a$ : Directed Reading Thinking Activity (DRTA) strategy is effective to improve students’ reading comprehension on narrative text for eleventh grade students.

$H_0$ : Directed Reading Thinking Activity (DRTA) strategy is not effective to improve students’ reading comprehension on narrative text for eleventh grade students.

### **1.6. Limitation of the Study**

As mentioned on the background of the study above, the Directed Thinking Activity (DRTA) is one of the alternative strategy that can be used by teachers in teaching reading. The problem is limited on the use of Directed Thinking Activity (DRTA) which is applied to reading narrative text for the eleventh grade students of SMK N 2 Demak in the academic year of 2017/2018.

### **1.7. Significances of the Study**

The writer divides the significances of the study into two parts. The first part is pedagogical significances and the second part is practical significance.

#### **1. Pedagogical significance**

For the writer, this study is expected to be a great experience to face the future when she becomes a real teacher.

#### **2. Practical Significance**

##### **a. For students**

By using Directed Reading Thinking Activity (DRTA) strategy, the students are more interested in learning reading of narrative texts.

##### **b. For teachers**

Finding of the study can be implemented or also be used as the model for teachers as the alternative strategy to improve reading comprehension abilities of the eleventh grade students of SMK N 2 Demak.

### **1.8. Definition of the Key Terms**

The key terms of the study are defined as follows:

1. Reading comprehension is a complex interaction between automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (Broek&Espin, (2012)).
2. According Peregoy and Boyle in Opitz (2009), DRTA is a strategy facilitated by an active question and answer model before and after reading the text done independently without scaffolding of the teacher.
3. According to Rebecca (2003), a narrative text is a text which relates a series of chronologically and logically, connection with events that are caused or experienced by factors. A key to comprehend a narrative is a sense of how they relate, of events, of characters, of theme and of plot.

### **1.9. Organization of the Study**

The writer organizes the study into five chapters to facilitate the readers in understanding it easily. The arrangements are as follows:

Chapter I is introduction. It discusses background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, hypothesis of the study, limitation of the study, significance of the study, definition of the key terms, and organization of the study.

Chapter II is reviews of related literature. It discusses the literature that is related to the topic which consists of general concept of reading comprehension, narrative text, Directed Reading Thinking Activity (DRTA) and review of previous studies.

Chapter III is research design. It consists of investigation which is divided into seven parts: research design, subject of the study, variable of the study, instrument of the study, procedure of data collection, and procedure of data analysis.

Chapter IV is analysis of results and discussion. It consists of description of the school, description of respondents', analysis of validity and reliability through try out, result of the study and discussion of study finding.

Chapter V is conclusion and suggestion.