

CHAPTER I

INTRODUCTION

This chapter presents the Background of the Study, the Reason for Choosing this Topic, the Research Question, the Objective of the Study, the Hypothesis, the Limitation of the Study, the Significance of the Study, the Definition of the Term, and the Outline of the Report.

1.1 Background of the Study

Education is one of many important things to help economy, technology and building development in our country. But before technology appeared, knowledge was the first thing that stimulated a lot of ideas, until the technology was created. Education is a tool to get knowledge. You will not be able to get knowledge without education. Education needs language in study and learning process, because it is impossible for us to do the process of education well.

Concerning how important language in education, we need to know some of international languages. Especially English, English is an international language which is learned and used in many countries in the world. It is why English is important in study and learning process, English in Indonesia has been learned to the students since they were in kindergarten. There are many ways that have been made to make us able to learn it faster, such as formal education like school or non formal education like course or autodidact. English not only to get knowledge in our education but also English has become a necessity for everyone

who wants to engage in international interaction. To understand English is difficult. It needs some skills, knowledge, and practices. For example the basic learning of English like listening, writing, speaking and especially reading. Willis (2008) in Furqon (2013) claimed that “Somebody can get the information he/she needs with specific information, and new ideas. Reading changing our mindset to be better, smarter and creative”. By reading, we can add a lot of information or knowledge.

There are four language skills that are needed by the students in studying English, namely speaking, listening, writing and reading. Among the four skills, reading is the important for students’s competence in English language mastery. Wood (1980:2) claimed that a great number of students who learn English as a foreign language might never speak English. It means that reading skill is very important. Laddo (2007) said that “Reading forces the reader’s brain cells to activate on a regular basis as this will keep the readers sharper and smarter”.

Reading is not easy as people think. In doing reading, students are expected to get knowledge from their reading activity, because knowledge comes from reading. Texas Education Agency (2002) claims that reading is the central of learning and it determin how successful the students will be in the future and this is in line with what Nababan (1984) and Mackey (1979:107-108) said.

Nevertheless, based on the writer’s experience during teaching learning process, many students who find reads difficult reading. They do not know how to comprehend an English text and get the message from it. Consequently, students become bored and lazy. Teacher should have appropriate techniques to teach

English reading because technique is one of the factors that may determine whether the teaching will be successful or not.

In general, the aim of teaching reading is to develop the students' ability to get comprehension about the text, the value, the function and the impact of the text itself, and also to get message and information. This skill is not easy to be mastered because the reader should have ability of understanding text well. Students who are much in reading they will get much knowledge and new information.

“Reading is a way to deal with everyday problems where printed language is a feasible or requisite solution” (Sadoski, 2004:52). There are some examples of the problems that can be easy to solve if the person or children can understand or get the aim of the text, the procedure to deal with the text, command to do the test or answer the questions, understanding of course road, understanding the procedure to cook a food and soon, that all can do by the students easily if they can understand, get the point or main idea of the text which the procedure that the students read but if the students can't understand the direction of the text, the work will be hard to do; moreover the student will fail do the work or students' assignment. Every readers have aim in reading, the aim each reader is different. The aim of students reading is to get knowlege, the employe aim in reading is to be success in their work, and some people aim in reading is to fill their empty time, so the writer concluded that, every person has aim or purpose that he determaind before he/she read. According to Pichert and Anderson (2000:24). “Readers determine what is important based on their purpose for reading.”

In general, there are many aims of readers' reading, but in specific the aim of readers' reading can be divided into three parts, they are utility, enjoyment and escape. Utility has meaning that reading is as bridge to be successful children in the school for the students, successful career for the employees or manager. Enjoyment here has a meaning that the readers' aim of reading is for pleasure, interest, the readers often read some books that the readers love. The last reason of children or people in reading is escape. Here it means that the readers read a book to fulfill an empty time or avoid bored on.

Today, the students's reading achievement in our environment life is different from the teachers hope. There are many students that read a book, short story, newspaper, magazine and so on, but they don't understand the content, main idea of the book they have read. Whereas they have wasted much time to read, they don't get knowledge or information.

Finally, Teachers should make variations and a suitable technique in teaching reading in order to increase the students' ability in reading. In this case the writer suggests that teachers use innovative teaching techniques. One of them is Directed Reading Thinking Activity (DRTA) technique. "DRTA is strategy that direct students to make predictions about what will happen in the text, encourage children to think about the text messages" (Rahim, 2008:48). Teachers direct and activate students' thinking prior to reading a passage by scanning the title, chapter headings, illustrations, and other materials. Teachers should use open-ended questions to direct students as they make predictions about the content or point of view of the text (e.g., "Given this title, what do you think the passage will be

about?"). Students read up to the first pre-selected stopping point. The teacher then stimulates the students with questions about specific information and asks them to evaluate their predictions and refine them if necessary.

This process should be continued until students have read each section of the passage. At the end of each section, students go back through the text and think about their predictions. Students should verify or modify their predictions by finding supporting statements in the text. The teacher asks questions such as: What did you find in the text to prove your predictions?. Whereas Smith and Bean described that "DRTA is the teacher assesses students' background knowledge, helps set purpose for reading, and identifies text structure" (Renandya 2003:102). DRTA is a strategy in teaching reading that makes students to be active in the learning process, the students do not just read the text, but the students are asked to make a prediction or explanation about the text. In making a prediction, students have to understand the topic of the text, try to define or reject his ideas and etc.

Good readers can not only read what they read, but also be active, give criticism, explain and participate in the process of reading. Good readers understand what they read, they make connections to the environment and make questions, compare, evaluate and take the value from the book that they read. It means that good readers are active in the reading process that use comprehension and strategy to get the meaning.

Based on the explanation above, the writer is interested in doing research with the title: "THE EFFECTIVENESS OF USING DIRECTED READING

THINKING ACTIVITY (DRTA) STRATEGY TO IMPROVE STUDENTS' READING ACHIEVEMENT" (The Case of the Eight Grade Students of SMP N 3 Kersana, Brebes in the Academic Year of 2016/2017).

1.2 Reasons for Choosing the Topic

As one of the language skills, reading is considered as the one of the important skills in learning a foreign language. However, the reading ability of most Indonesian students is not good. Students need to increase their effort in order to master reading skill. In this study, there are some reasons in choosing the topic of "The Effectiveness of Using Directed Reading Thinking Activity (DRTA) Strategy to Improve Students' Reading Achievement (The Case of the Eight Grade Students of SMP N 3 Kersana, Brebes in the Academic Year of 2016/2017)". Based on the following reasons:

1. Directed Reading Thinking Activity (DRTA) is an interesting method; the writer believes that it will be more effective to use (DRTA) as teaching method and make teaching learning process more enjoyable.
2. The teaching technique of reading skill is very necessary for the English teachers. They should have the appropriate techniques to teach English reading more effectively because it is one of the factors that may determine whether the teaching will be successful or not. Therefore; the writer use Directed Reading Thinking Activity (DRTA) technique.

3. Directed Reading Thinking Activity (DRTA) actively involves the students in the reading process by making verifying and revising prediction and helps the students read intentionally. Finally they will be able to comprehend it.
4. Teachers should make variations and suitable technique in teaching reading in order to increase the students' ability in reading. In this case the writer suggests that teacher use innovative teaching techniques. One of them is Directed Reading Thinking Activity (DRTA) technique.

1.3 Research Question

To make the problem easy to be discussed deeply, the writer focuses the problem as follow: Is Directed Reading Thinking Activity (DRTA) strategy effective to improve students' reading achievement of the eight grade students of SMP N 3 Kersana, Brebes in the Academic Year of 2016/2017?

1.4 Objective of the Study

According to the above description, the objective of the study is to find out whether using Directed Reading Thinking Activity (DRTA) strategy is effective to improve the students' reading achievement of the eight grade students of SMP N 3 Kersana, Brebes in the Academic Year of 2016/2017 or not.

1.5 Hypothesis

A hypothesis is a researcher's tentative prediction of the result of the research findings (Gay&Airasian:2000:71). The actual test begins by considering

two hypotheses, they are called alternate hypothesis (H_i) and null hypothesis (H_o).

The writer can elaborate the hypothesis as follows:

H_o = There is no significant difference between the mean score of reading achievement of the eight grade who are taught using Directed Reading Thinking Activity (DRTA) strategy and the ones who are taught without using Directed Reading Thinking Activity (DRTA) strategy .

H_i = There is a significant difference between the mean score of reading achievement of the eight grade who are taught using Directed Reading Thinking Activity (DRTA) strategy and the ones who are taught without using Directed Reading Thinking Activity (DRTA) strategy.

1.6 Limitation of the Study

The study is limited on the circumstance of an effort to improve students' activeness in reading achievement using Directed Reading Thinking Activity (DRTA) strategy of the eight grade students of SMP N 3 Kersana, Brebes in the Academic Year of 2016/2017.

1.7 Significance of the Study

The significance of this study will be highlighted on two major significances. They are pedagogical and practical significance.

1. Pedagogical significance

The significance of this study highlights on the investigated and elaborated in detail about The effectiveness of using Directed Reading

Thinking Activity (DRTA) strategy to improve students' reading achievement of the eight grade students of SMP N 3 Kersana.

2. Practical significance

Practically, this research can provide the following benefits:

a. The Teacher

This study would make teacher to be creative in his technique in teaching. Moreover, he also can use the result of this study as an alternative way to teach English in the class for his students. Directed Reading Thinking Activity (DRTA) strategy can help the teacher understand the way to handle the students in the class because this strategy can make the class be active. In addition, it can make an successful English teaching learning especially in Junior High School.

b. The Student

After the teacher finds out the effectiveness of using Directed Reading Thinking Activity (DRTA) strategy to teach reading comprehension, the students are expect to be able to enjoy the classroom activity. By implementing the technique, it is also hope that the students can improve their English.

c. People in General

People in general; this study will be important information for readers about the application of Directed Reading Thinking Activity (DRTA) strategy to improve students' activeness in learning to understanding

English Education, so that can give an idea and can used as a reference of a study furthermore.

1.8 Definition of Key Term

To avoid the ambiguities of this study and in order to make clear definitions of key terms, the writer formulates the definitions as follows :

1. Directed Reading Thinking Activity (DRTA) strategy

Directed Reading Thinking Activity (DRTA) is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or modify their predictions. The DRTA process stimulates students to be active and thoughtful readers, enhancing their comprehension. (Amanah, 2013)

2. Reading comprehension

Reading Comprehension is the students' ability in understanding the message from the written materials they read, in other words, the students are expected to know not only the meaning of each word in the written materials, but also the students are expected to understand the information in the written materials by combining the meanings of each words with their knowladge. In this process, the reader emphasizes the importance of prior knowledge and reading skills in order to find information in the text.

1.9 Outline of the Report

This study divided into several chapters to facilitate the readers understanding the sequence of academic writing process and the objective of study.

Chapter I consists of Background of the Study, Reason for Choosing this Topic, Research Question, Objective of the Study, Hypothesis, Limitation of the Study, Significance of the Study, Definition of Key Term, and Outline of the Report.

Chapter II consists of Review of Related Literature, The Definition of Reading, Benefits of Reading, Purpose of Reading, Types of Reading, The Understanding of Directed Reading Thinking Activity (DRTA) Strategy, The Purposes of Teaching by Using Directed Reading Thinking Activity (DRTA) Strategy, The Advantages of Directed Reading Thinking Activity (DRTA) Strategy, Steps of Implementation of Directed Reading Thinking Activity (DRTA) Strategy, and Reviews of Previous Study.

Chapter III consists of Research Method, Research Design, Subject of Research, Population, Sample, Variable of the Research, Instrument of this Research, Validity of the Instrument, Reliability of the Instrument, Procedure of the Study, Scoring Technique, Technique of Data Analysis.

Chapter IV consists of Analysis of Result and Discussions, The Profile of the School, The Subjects of the Research, Validity and Reliability of the Instrument, The Experiment, and Discussion of the Research findings.

Chapter V is conclusion and Suggestions.