

CHAPTER I

INTRODUCTION

This chapter discusses some topics. They are the background of the research, the research problem, the objective of the research, hypothesis of the research the significance of the research, the, the scope and the limitation, and definition of key terms.

A. Background of the Research

Learning English at school directed to improve the language skills of the students to communicate properly, both orally and in writing. There are some aspects that should be considered in mastering English. There are four skills and the four components. The four basics are listening, speaking, reading, and writing. There are also four components are pronunciation, vocabulary, fluency and grammar. Reading holds the important rule because reading is one activity which cannot be released from our live to search some information or knowledge from printed text. Thus, the students should have good reading skills.

Reading could be an enjoyable when it is carried out effectively. Students should be motivated to acquire this competence and they should read a lot to cover information and increase their knowledge. Also, reading is an activity with the purpose. A person may read in order to gain information or verify existing knowledge or in order to critique researcher's idea or writing style.

Besides that, reading can sometimes be very complicated since it very often requires certain skills so that reading can become an activity for restoring

input from written text. However, reading academic texts is not easy since readers do not only focus on concrete aspect of the text, facts, and what is visible on the page. Reading also complex process and the students have to be able to comprehend it because each language has different structure, meaning and vocabulary. In fact, many students still get difficulties in comprehending and interpreting the ideas of paragraph.

Reading is one of essential language skills that must be learnt and developed by all language learners. Students are considered to have understood something if they can see from various sides and are able to associate the knowledge that has been obtained with the new knowledge. As stated by Sudijono (2011: 50) that "Comprehension is a person's ability to understand or understand something and after that it is known and remembered". This skill is not a matter of reading only, but more crucial than that comprehends what people read. This term is known as reading comprehension. According to Neufeld (2005) reading comprehension can be defined broadly as the process of constructing a supportable understanding of a text. Reading comprehension is a skill or ability to understand what you read. In reading, sometimes you have difficulty understanding what the author is saying from the text he has compiled. So, through this ability, one can understand what the author meant, then he builds his own meaning from the text that has been read. Without comprehension, reading is just an activity to decode printed materials with no understanding. So, Reading comprehension is very important for research purposes, careers, or simply for pleasure. By reading, we can get much information and pleasure. The form of

written text read by the reader can be a communication way to deliver the ideas of the researcher about some particular information. This information will be a new knowledge or as an entertainment which is needed for the reader.

Reading for general comprehension requires rapid and automatic processing of words, strong skill in forming a general meaning representation of main ideas, and efficient coordination of many processes. It is one of skills in English, this skill is ability to understand information in a text and interpret it. It is also an interactive process in at least two ways. First the various processes involved in reading are carried out simultaneously. In teaching reading comprehension the teacher has to have a goal to minimize reading difficulties and to maximize comprehension by providing culturally relevant information. What the students read must be relevant to their need and interest and they must be ready, willing and able to read it.

The method that teachers often use in teaching, namely the teaching lecture method, this method is classified as a method conventional because most preparations simple and easy, flexible without requires special preparation. Based on Sriyono (1992: 99) the lecture method is the teacher's verbal explanation and explanation. Where in practice the teacher can use props for clarify the description submitted to his students.

The researcher thinks that to give variation in teaching reading comprehension by using strategy. There are many ways to improve the students' skills in reading. In teaching strategy implemented in this study is Direct Reading Thinking Activity (DRTA) in reading comprehension.

According to Stauffer (Farida, 2009) “DRTA strategy (Directed Reading Thinking Activity) is a teacher’s strategy to motivate effort and concentration of students by involve them intellectually and encourage them to formulate questions and hypothesis, process information, and evaluate temporary solutions.” This strategy is instruction that the teacher ask students to make and confirm predictions while they read (Daniel dan Reynolds, 2018). This step also encourages students to apply their metacognitive skills, because at that time the students think according to the way they think. Here the teacher can help students in directing predictions and conclusions that will be made by students. In this method, student is hoped more active in the classroom and student can understand the content of the text. This way, will make students be understand about the text that they read.

The reading of second grade students of Mts Miftahul Ulum basically aims at improving the students’ reading ability up to the next level. The teacher still had problems in finding a good strategy to improve the students’ reading skill. On the other side, the researcher is interested in this school because there are some difficulties in English reading. The difficulties are usually faced by the teachers. They must find out some techniques to teach English in order to make students fun. The last, the difficulty is also faced by the students. The researcher also interested in finding out the effectiveness of direct reading thinking activity to build the students interest and motivation to read the text.

Based on information above, the researcher observes intends to conduct a research entitled “The Effect of Using Direct Reading Thinking Activity (DRTA)

On Reading Comprehension of The Eighth Grade Students of Mts Miftahul Ulum Kediri”.

B. Research Problem

Is the DRTA strategy there is significant effect on reading comprehension of the eighth grade students of Mts Miftahul Ulum Kediri?

C. The Objective of the Research

To find out the effect of using DRTA Strategy on Reading Comprehension of the eighth grade students of Mts Miftahul Ulum Kediri.

D. The Significances of the Research

This research hopefully can give some positive contributions to the English language learning context and will be beneficial for many sides such as for; students, teachers and for the next researchers.

1. For the students, they will get stimuli that research English is fun and active. On other hand, they will get motivation and enjoy for researching English especially in reading.
2. For the teacher, the result of this research will help the teacher in choosing technique that can motivate students for researching English. This research will be one of the simplest techniques to create attractive and active class in English language classroom especially in reading.
3. For the researcher, the researcher could be a teacher, the result of this research will be a very beneficial knowledge that can be used when the researcher becomes a teacher in the future.

E. Hypothesis of The Research

A hypothesis is a speculation or theory based on insufficient evidence that lends itself to further testing and experimentation. Hypothesis is a temporary answer on the research till its proved by collecting data. There are two hypothesis in research. There are:

H_0 : The Direct Reading Thinking Activity There Is no Significant Effect on Reading Comprehension of The Eighth Grade students of Mts Miftahul Ulum Kediri.

H_i : The Direct Reading Thinking Activity There Is Significant Effect on Reading Comprehension of The Eighth Grade students of Mts Miftahul Ulum Kediri.

F. Scope and Limitation of the Research

This research focuses on the teaching reading comprehension and focuses on material of the eighth grade students of junior high school. Expecially, on the recount text. The subject of this research is Mts Miftahul Ulum in Eighth grade of second semester for academy 2018/2019.

G. Definition of the Key Term

Some operational definition relates to this research here, as follows:

1. Effectiveness

In oxford advance learners dictionary it is stated that the words “effective means: having an effect, able to bring about the result intended, making a striking impression, actual or exiting.”

2. Direct Reading Thinking Activity (DRTA)

The DRTA is a reading comprehension/critical thinking activity for the building knowledge part of a reading lesson with either narrative or informational text. (Opitz & Lindung , 2009) DRTA is a strategy that boosts reading comprehension by making transparent how proficient readers make and confirm predictions while they read.

It means that in teaching reading by use DRTA strategy, ask students to make and confirm prediction, while they read. This way, will make students be understand about the text that they read.

3. Reading Comprehension

Reading comprehension is a complex behavior which involves conscious and unscious use of various strategies, including problem solving strategies, to build a model of meaning which the researcher is assumed to have intended.

4. Mts Miftahul Ulum

Mts Miftahul Ulum is a school which is located at Jl. Raya Centong Pesantren Kediri. It is a school where the researcher will take the research research.