

# CHAPTER I

## INTRODUCTION

This chapter presents the general description of this study. This chapter has six points, those are background of the study, problem of the study, objective of the study, significance of the study, scope and limitation of the study and definition of the key terms.

### **A. Background of the Study**

In English, there are four abilities that ought to be faced, they are tuning in, talking, perusing and composing. Reading ability gets to be exceptionally vital within the education field. Understudies have to be to be work out and attempt in arrange to have a great perusing ability. There are reasons why getting students to perused English content is an important portion of the educator. Within the clench hand put, the understudies need to be able to read text in English either for their careers, for ponder reason or basically for delight. Anything we are able do to create it simpler for them to do these things must be a great thought.

According to Russel G. Stauffer's theory in 1969, "Rahim, (2011: 47)". DRTA strategy focuses on student engagement with texts, because students predict and prove it when reading. With DRTA strategy teachers can motivate students' effort and concentration by involving them intellectually and encourages formulating questions and hypotheses, processing information and tentative solutions.

There are several strategies in learning English. No exception in the process of learning to read. The choice of strategy greatly affects the success or failure of student learning outcomes in learning to read.

This DRTA technique could be a refinement of the past technique, to be specific, direct reading activity (DRA). Through this DRTA technique, It is trusted that it'll not only energize students' perusing intrigued, but understudies are required to supply forecasts from a story and draw conclusions from the story given by the educator.

According to Stauffer (in Rahim 2007:47) explains that teachers can motivate students' effort and concentration by involving them intellectually and encouraging them to formulate questions and hypotheses, process information, and evaluate temporary solutions. In the learning process using this strategy students are required to guess the storyline through the pictures given by the teacher.

This DRTA strategy is an improvement from the previous strategy, namely the direct reading activity (DRA) strategy. According to Stauffer who is the initiator of DRTA (in Abidin 2012: 80) said that DRA paid less attention to the involvement of students in thinking about reading. In DRA learning the involvement process only leads to teacher orders, while for DRTA it is able to focus on student involvement in understanding a reading text, because in this strategy students are expected to be able to make predictions and prove it when they read.

Schools at this time tend to not understand about curriculum 13, so there is still a lot of confusion in the education system in schools. This is simply not the fault of the government that made the education system but also elements of the school who are not trying to understand and implement the existing curriculum, they only carry out what is in school, the important thing is that the school can do daily learning in class. The learning that has been done so far has deviated a lot from government regulations, the number of teachers who do not teach makes students lazy to study and go to school, so students often go on strike. This phenomenon should be handled immediately because all of this is not solely the fault of the students, but the teacher is also at fault. If all elements of the school realize how important learning is, this increasingly widespread phenomenon can be reduced or even abolished for the sake of the advancement of education in Indonesia.

In the KTSP 2006 it is stated that, one of the competency standards that students must possess is to understand the contents of various literary texts by reading. However, at SMP Negeri 2 Laren using the 2013 curriculum, this strategy is still used to increase students' understanding of English reading, as in this case Short stories are one of the literary reading texts that need to be taught to students. Through reading short stories, students are expected to be able to grow and develop a sense of compassion and beauty towards language, and can enrich their inner life and appreciate life. In addition, through reading short stories, students are able to enjoy, appreciate, understand, and use them to develop their personality, broaden their life horizons and improve their knowledge and language skills.

#### **B. Problem of the Study**

Based on the background of the study above, the research problem want to know formulated as follows “how can application of direct reading thinking activity (DRTA) strategy using picture and short story to improve the reading comprehension of VIII grade students of SMP NEGERI 2 Laren.?”

#### **C. The Objective of the Study**

Based on the problem of the study above, the main objective of this study is the researcher’s attempt “ To find the application of direct reading thinking activity (DRTA) strategy using picture and short story to improve the reading comprehension of grade VIII students of SMP NEGERI 2 Laren.”

#### **D. Scope and Limitation of the Study**

Scope of the study in order to avoid a general discussion, the scope must be limited so that the research can be oriented and easy to understand. here, the research aims to explain the application of direct reading thinking activity( DRTA) strategy using picture and short story to improve reading comprehension in VIII grade Students of SMP Negeri 2 Laren is the subject of this study. the topic are direct reading thinking activity ( DRTA) strategy using picture and short story.

The limit of this study is focuses on the students problems in reading skill on english education VIII grade Students of SMP Negeri 2 Laren.

#### **E. Significance of the Study**

In the end of this research, we will find several benefits for some sides, such as theoretical and practical benefits. The explanations are as follow:

- For the Reader

I hope this research is anticipated to be valuable in terms of being able to spur understudies to be more dynamic in learning, by utilizing Dirict Reading Thinking Activity (DRTA), it is additionally trusted that understudies have a wonderful learning involvement so that the fabric will be simpler to get it. effectively ingested by understudies. This strategy is anticipated to draw in students' consideration since it employments appealing picture media and fun learning procedures..

- For the researcher

I hope about can make learning around the inquire about attending to get the result of this ponder are anticipated to be an advancement of English instructing. Hypothetically, the analyst trust that this investigate can be valuable for analyst since this investigate can bering up unused things which have never been done some time recently, on the other hand it includes to the involvement of a analyst who as a rule as it were employments one learning strategy can spur other analysts utilizing Classroom action Research (CAR), quantitative strategy activity, and most vitally investigate this moreover brings numerous benefits for the analysts themselves and other analysts.

- For the next Researcher

I hope this research is trusted that this inquire about can be valuable for analysts since this investigate can bring up unused things that have never been done some time recently, on the other including to the encounter of a analyst who more often than not employments classroom activity research(CAR) quantitative inquire about strategy can persuade other analysts to utilize learning strategy. Quantitative method, and most importantly this research also brings many benefits for the researcher himself and other researchers.

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

The definition of the key term are :

- Reading

Reading is Perusing one of the dialect ability that ought to be aced by English Understudies. This prepare instructs understudies to be able to capture meaning within the content so understudies are get it the content and get data. Than affect will incredibly affect students learning results to extend understudies perusing intrigued is exceptionally vital to attain the expecting victory.

- Reading Comprehension

Reading comprehension is Perusing comprehension could be a handle of getting a meaning. In perusing comprehension, the understudies ought to have information around understanding a entry in arrange to get it the meaning of the content. This seen as way in understanding the content profoundly.

- Direct Reading Thanking Activity (DRTA)

This DRTA strategy focuses more on students' involvement with the text (short stories), because students predict and prove it when reading. Initially students were invited to make predictions about what would happen in a text through pictorial media that could encourage children to think about text messages. Then in making predictions, students use their background knowledge about the topic and knowledge of the pattern of text arrangement. The predictions of each child will be different because students think according to their own way of thinking, and the researcher must accept all predictions put forward by students. Furthermore, after predicting the picture, then students are given reading material in the form of short stories.

- Picture

Picture is a visual media which contain a arrangement of picture, one picture related to another to portray something interface one of story. by Utilizing picture is simpler to be caught on by the understudies than utilizing clarification.

- Short story

Short story is a story that is written shorter than a novel and longer than a fable. Purpose Short stories focus on a larger or smaller issue and focus on building strong feelings from the reader. Short story tells about one aspect of a character's life. This aspect of life can be in the form of an event, a picture of a feeling, or an image.