

# CHAPTER I

## INTRODUCTION

### **A. Research Background**

Reading allows the people to acquire a variety of information that presented in the written form. When the people read, more information will be obtained. Many benefits are derived from reading. The people can enjoy literature, and doing everyday things that are part and parcel of modern life, such as reading the newspapers, job listings, instruction manuals, maps and so on. According to Mckee (2012: 1), reading is an essential skill that individuals need to process in order to be successful in life. For students, the ability to read opens up new worlds and opportunities. Mckee also states that reading is an activity performed to develop an understanding of a subject or topic. Smith (2004: 179) states that reading is the act of extracting information from print media. It means that reading is an understanding of a topic developed in a text, through print media such as newspaper, package book, and others. It enables readers to gain new knowledge.

In reading, there is a process called reading comprehension. Reading comprehension is the ability to construct meaning from a given written. Based on Duffy (2009: 14), comprehension is the essence of reading because the goal of written language is communication of messages. If the students do not understand the message, they failed to comprehend the reading text. Reading comprehension is clearly important to see the student level of achievement and to see their understanding toward the subject that being tested. The student needs to understand the question, the instruction, and reading test so they can get a good score. There are several points in reading that need to be acknowledge carefully such as identifying the theme, understanding the vocabulary, finding intrinsic and extrinsic information from reading text, and more importantly to understand the text itself.

However, the reality is different from expectation as students advance to the next level their reading comprehension is stuck in a mediocre state.

This issue can be seen from a high school student which is found to have a lack of comprehension to understand the text that they have read. In addition, the researcher also discovers this issue while doing a pre-observation in the target school. After teaching some of the classes in that school and also briefly interviewing the senior English teacher there. The researcher found that most students are not able to comprehend reading text.

To make the students easily comprehend the text, the students need strategy in learning. According to Mckee (2012: 4), reading strategies are often taught by teachers and utilized by students as ways to improve reading comprehension. It means the teacher has to know what strategy that students need. Good reading strategy use constitutes a key to successful reading comprehension.

Based on the pre-observation of the researcher while teaching practice in the school, one of strategy which is used to teach reading comprehension was DRTA or Directed Reading Thinking Activity. This teaching strategy is created by Stauffer in 1969. It is a set of systematic phase in teaching reading activity to help students to get better in their reading comprehension. DRTA is a teaching strategy that guides students in making predictions about a text and then reading to confirm or refute student predictions. This strategy encourages students to be active and thoughtful readers, enhancing student comprehension.

The DRTA intended to develop students' ability to read critically and reflectively, involves using a three-step process towards greater reading comprehension. Students are guided through the process of sampling text, making predictions based upon prior knowledge and textual information, re-sampling text, and confirming or adjusting predictions in light of new information.

There were previous research by Somadayo, Slamet, Nurkamto and Suwandi (2013: 119) found that DRTA does improve students reading comprehension and also their reading interest better than other strategy such as DRA and PQRST. Another finding from El-Koumy (2006: 20) found out

that this strategy is indeed effective in developing both inferential and referential comprehension skills which are part of comprehending a reading text. Moreover, Ari (2014: 535) who takes this research into elementary grade level students also found that DRTA successfully outrun SQ3R strategy in terms of effectively improving students reading comprehension.

Based on the information above, the effectiveness of DRTA in reading comprehension have always been resulting a positive outcome in every research. Therefore the researcher was highly motivated to conduct the research under title “An Analysis of DRTA Strategy in Reading Comprehension to the Eleventh Grade Students of SMA Karya Budi Putussibau in the Academic Year of 2018/2019)”

## **B. Research Questions**

Based on the explanation in the background of research about teaching reading comprehension, the questions in this research that need to be answered is as follow:

1. How does DRTA strategy help students in reading comprehension of the eleventh grade students of SMA Karya Budi Putussibau in the academic year of 2018/2019?
2. How do the students respond on the use of DRTA as reading strategy in reading comprehension of the eleventh grade students of SMA Karya Budi Putussibau in the academic year of 2018/2019?

## **C. Research Purposes**

1. To investigate how DRTA strategy helps students in reading comprehension of the eleventh grade students of SMA Karya Budi Putussibau in the academic year of 2018/2019.
2. To interpreted the students' perspective on DRTA strategy in reading comprehension of the eleventh grade students of SMA Karya Budi Putussibau in the academic year of 2018/2019.

## **D. Significances of Research**

### **1. Theoretical Significance**

This research will give some useful information about English teacher strategies in teaching reading comprehension. This research is expected to be used as a reference for other researchers to conduct a research in English teaching learning process. Hopefully, the result of this study is useful for students, teachers, and all of the readers. And the results of this study is may help teacher to improve the strategies in teaching reading comprehension.

### **2. Practical Significance**

- a. For the students, the finding of the research can be used as a new reference to learn English, especially reading. They can know kinds of teacher' teaching strategies and they can choose one of the strategies that use by the teachers to comprehend reading.
- b. For English teachers, the findings are expected to be useful contribution that can be transferred to learners based on their characteristics. By considering each student may employ different strategies, the teacher can take one of the strategies in teaching reading for comprehend to their students.
- c. For the next researchers, this thesis will give some contribution and information for next researchers about strategies in reading used by the eleventh grade of Senior High School Karya Budi Putussibau. The result of the research is expected to give some contributions for students, teachers, and future researches.

## **E. Scope of Research**

The scope of research will consist of the terminology of some terms related the research.

### **1. Research Terminology**

There are some terms in this research needed to be explains to avoid the misunderstanding and misinterpretation. They are as follows: Reading Comprehension and DRTA.

- a. Reading comprehension is “the process of making meaning from text.” It means that comprehension is to understand the information within the text and also to understand the text itself.
- b. DRTA or Directed Reading Thinking Activity is a strategy used to help students in lifting their comprehension in reading a text. Stauffer in Richardson, Morgan and Fleener (2009: 108) states that “the DR–TA has three basic steps: predicting, reading, and proving.” Further information will be explained in the literature review part.
- c. Eleventh grade students of SMA Karya Budi in the academic year of 2018/2019 are the population that the researcher conducted her research by applying DRTA strategy.