CHAPTER I

INTRODUCTION

This chapter discussed some points including the background of the research, research problem, objective of the research, research hypothesis, significance of the research, scope and limitation of the research and definition of the terms.

A. Background of the Research

Since long ago, language was used by humans to communicate each other. Language was used to create meaningful communication among human beings (Nurhayati, 2016). Language could deliver and receive information that needed for humans. Communication is impossible without shared knowledge and assumptions between speakers and hearers (Stubbs in Nurhayati & Yuwartatik, 2016a). One of international language was English language. English language was used by some countries in their daily activity. Moreover many countries included English subject as their learning materials because considered the usability English in the world. Indonesia was one of the countries that included English language as a compulsory subject for students. This policy was taken in view of importance English subject in international dating. In addition, (Nurhayati, et.al 2018) stated that public awareness on the importance of English as the main means of communication in this global era has been increasing. In other words, the students must develop their knowledge of English to encounter era globalization. To compensate for the purpose of

developing English, teacher assistance was needed to carry out effective and efficient in learning. In order to learn English language as a foreign language or second language, basic skills such as listening, speaking, reading & writing should be integrated and developed. However, it was difficult to learn all these skills at once because the proficiency of each students is different and the strategy to teach all these skills is different too. So, it was necessary to apply a variety of methods and strategies to help students learn English language in every aspect.

Reading was one of the English skills which is essential to be mastered by the students. Reading skill was necessary for students in acquiring knowledge and new information. A statement by Brown (2007:185) reading is the most essential skill in the educational context as it could be the assessments for students' general language ability. So, reading provided a great gate of information that was very influential for the students' successes in students' learning. A lot of materials at school were presented in the form of texts which mean that students must be able to read to get the point of the materials. Most students had a visual method learning type. The students looked at and read the text which contain some informations. Automatically reading was something essential to learn. Meanwhile, reading could be a basic foundation to find out how they developed their learning reading. In another case, when the students learned more about reading, Unconscious, the students developed their grammar and more vocabulary. In another way, Harmer (2001:68) stated that reading is useful for some purposes. It could be the part of the language acquisition process, the good model of writing

and opportunities to study language: vocabulary, grammar, punctuation, and the way in constructing sentences, paragraphs and texts. He also added that good reading texts could be introduce the interesting topics, stimulate discussions, excited imaginative response and to be the springboard for well-rounded, interesting lessons. Reading was one of the basic things that all information can be obtained.

Furthermore, reading made the reader to predict what happens in the context constantly. Grellet (1981:9) stated that reading is an active skill. It constantly involves guessing, predicting, checking and asking oneself question. When the reader tried to find out the content of the text, those activities help the reader understood and interested with the content of the text. Like a challenge, the reader must pass the obstacle to understand what the author wanted. And those activities made the reading activity more interesting. It happens to build up curiosity toward content of the text. It was like the reader must be able to prove what the previous prediction with the right content of the text. This argument support by Grabe and Stoler (2002: 9) who stated that reading was the ability to draw meaning from the printed page and interpret this information appropriately.

Reading was one of the important language skills that should be developed inside or outside the classroom. According to Nurhayati (2014: 179) learning to read is an essential aspect of one's education, and literacy development is often compared to athletes who train for competition. The short explanation was the students where finding a good result, there must be an effort to get it. And every people had a different level of effort to get the result. It depended on their

intention to be serious in carrying out it. A learner must go through the stage in achieving their goals. Any crucial factor that influences their success in learn reading was motivation and ability. It combined while the learners learned reading.

One function of reading was giving information to the reader about the content of the text. This process made a non-verbal communication. Reading is form of non-verbal communication (Nurhayati and Fitriana, 2018:34). Reading enabled between the students' understanding and comprehend language through a form like text passage, but some students though that reading was the most difficult skill in learning. It had become an open secret that students with less vocabulary mastery difficult to learn the reading skill. Moreover the students felt didn't confident to their ability in reading. It was become an obstacle for the students in learning reading. Even though, through reading the students can develop their own knowledge, experience and developed new concept generalize their thinking ability that needed to balance the growth of globalization era.

Reading had two categories, such as reading ability/skill and reading comprehension. Reading ability/skill referred to the ability to understand written text. It was advisable to develop this skill at an early age of schooling. According to Brown (2001: 298) reading ability developed best in association with writing, listening, and speaking activities. Even in those courses that maybe labeled reading your goals may be best achieved by capitalizing on the interrelationship of skills, especially the reading-writing connection. The second was reading comprehension. Reading comprehension was the ability to process understand the

text, understand it's meaning, and to integrate with what the reader already knows. For this research, the researcher focused on reading comprehension. According to Snow (2002:11) reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written the language. It showed that reading comprehension was a process interacting between the readers and the author. The author wanted to show his argument to the readers. The author wanted the readers to understand what the author talking about. Reading comprehension was one of the important aspects of reading skill. In learning English, the students were not just to be able to read what was writing in reading material, but also they should be able to capture the information or message in the reading material comprehensively. Reading comprehension had very tight relation toward prior knowledge and vocabulary. As stated above, reading comprehension means reading for getting massage or information. However, it can be done if the readers had no good vocabulary and prior knowledge. The readers related their experience with information in the text. They used their imagination to illustrate the condition of the context.

Special for this research, the researcher focused on recount text as an object to deliver the treatment for students. The researcher took this materials in teaching because this part was so compatible with the students' daily activity and their prior knowledge. In another side, recount text had some aspects like language features, generic structure, and soon. This aspect helped the treatment to deliver the goals of material for students.

As the restatement above that the material of this research focused on recount text. The researcher took a reference from the newest curriculum from the government. The government had regulated the rule of material about recount text. This material refers to the newest curriculum 13 revision 2017. Specifically at KD 3.11 that said "Comparing social functions, text structure, and linguistic elements of several oral and written personal recount texts by giving and requesting information related to personal experiences in the past, short and simple, according to the context of their use. This curriculum was changed in 2017 with newest curriculum. In addition, Nurhayati (2016: 927) stated that one of redesign curriculum is to improve the quality's instructional design media. Recount text was the text that reports an event or activity of someone in the past. Basically, recount text was containing sequence of event and a piece of author's experience which consist of some moral value or information that give for the reader. The goals of recount text were to describe what happened on the past and what the chronologies happened. Recount text had a sequence of event that invited me to follow the plot. Recount text told the reader about the fact event in the past. Usually, the author told his interesting experience in the form of recount text. Simply, recount text was a short story consists of sequent of event. Meanwhile, recount text had a generic structure including reorientation, event and re-orientation. And for the language feature including used the past tense, used temporal sequence, focused on the specific participant, used action verb and soon.

Good material regulated by the government must be supported by the professional teacher that people who conducted the teaching material in the class. To get the perfect result in the teaching process, the teacher must have a self-professional development. Self-professional development is one requirement in improving teacher's personal quality (Nurhayati 2018: 91) it was become a self-personal quality. Commonly, as educators and teachers, they were definitely required to enhance their ability and knowledge. Professional teacher development had always been the most prominent aspect in any level of education. In addition, the good result looked from how the teacher enhance their ability during teaching in the classroom. The teacher learned the new problem and analyzed to get the solution of this problem in the classroom. This applied when the teaching period took place.

Based on the result of researcher' observation in second grade of junior high school of MTs Imam Al Ghozali on April, Thursday 4th 2019 and April, Saturday 6th 2019. The researcher conducted the observation twice. The first observation in April, Thursday 4th 2019. The researcher found that the students felt difficult to understand the text because there was still minimum of vocabulary. This factor made the main problem for students when they learned reading material especially in recount text. This case was not only occur on this school but in other school many students can't understand about reading comprehension because less vocabulary. The students still confused when the teacher gave some question about the material in the classroom. The teacher must give the instruction using

Indonesian language. Sometimes the student's not focus on the teacher's explanation because they joke with their own friends.

At the second day of April, Saturday 6th 2019. The researcher conducted the interview to the teacher that the researcher found three problems influenced students' reading habit. The first, students are lazy to read a scientific material. The second problem, they lack of vocabulary and lazy to understand unfimiliar words. Then, the last students difficult to deliver ideas to their friends (Nurhayati, 2014). In addition, difficulty of the students in understanding the content of the reading makes students frustrated and bored. The students of VIII MTs Imam Al Ghozali were difficult to find out the main topic or main paragraph. Most of the students were lack of vocabulary, they were also seldom to practice, they also didn't want to ask about what they didn't understand when the lesson took place. It affects to the students' reading comprehension to be very hard. The students felt confused to answer the questions related to the content of the text given. It happened because the students can't understand what text mean in which gave the effect the students difficult to answer the questions of the text. The researcher observed the observations with interview to the teacher and the students. In addition, MTs Imam Al Ghozali was one of the Islamic junior high schools in Panjerrejo, Rejotangan, Tulungagung. Like another school, this school also had an English lesson for all the students. English teaching process at this school took one hundred and sixty minutes in a week (4 x 40 minutes) and the total period of English teaching was 32 meetings in a semester. Therefore, students can learn English maximally.

Therefore, the teacher also gave significants influence in students reading comprehension, such as the teacher used monotonous strategy in teaching reading. Some of English teacher in Indonesia still used traditional or conventional method to teach reading. It made students bored because the method was monotonous and the students are passive (Nurhayati, 2018). For example, the teacher only used dictation method in their teaching process, it made the students bored and not inerested with the learning process. The teacher only focused on text book and pay more attention in gaining vocabulary. The teacher also used uncreative method or only used handbook as the source of reading materials. It was proved when she taught in class VIII she did not use any methods and she also mention it in the interview that she never used a specific strategy or media. In this case English teachers had to be creative to use any teaching strategies in teaching English skills.

To build up the students' reading comprehension, the teacher could use various ways to fire up the students' reading comprehension. It could be done by monitoring the students' reading comprehension by modeling some strategies in reading comprehension, one of the effective strategies to improve the students reading comprehension was DRTA *(direct reading thinking activity)* strategy. DRTA was a strategy which attempts to equip readers with the ability to determine the purposes of reading, the ability to extract, comprehend, and assimilate information, the ability to make predictions to examine reading materials based on the purposes of reading, the ability to pass judgments, and finally the ability to make decisions based upon information

gleaned from reading (Odwan, 2012:139). In line with this study, DRTA was the proper strategy to provide a way to facilitate students achieving reading comprehension. This strategy had also not been used by the teacher in previous time.

Some researchers also had been conducted on DRTA strategy in their research. A research conducted by Akhyak and Rahman (2013) DRTA strategy in reading comprehension at the narrative text for the first semester of STAIN Tulungagung. The result showed that DRTA strategies can effectively be used to develop the students reading comprehension in narrative text. This research was an experimental design. Then, a research conducted by Jaya about DRTA strategy on students' reading comprehension. The result showed Directed Reading Thinking Activity (DRTA) strategy was effective to teach reading comprehension ability for eight grade of MTs Ma'arif Bakung Udanawu. This research used quasi-experimental research with a quantitative approach. The population was all students of eight grade that consist of 306 students. Another research conducted by Pratama (2014) who examined strategy DRTA used in reading comprehension used narrative text. He used experimental research. This research concludes that DRTA was effective for students' reading comprehension specifically in narrative text. In addition, a research conducted by Yuliana (2015) who investigated the implementation of teaching reading comprehension by using DRTA strategy. The result showed the teacher used DRTA strategy in order to look at the effect of DRTA strategy to students reading comprehension is no significant difference between using DRTA Strategy and using Conventional reading strategy.

Based on the previous researches and problem that explanation by the researcher above. The researcher concludes that there had been no research which examined the effectiveness of using DRTA strategy towards students reading comprehension in the second grade of junior high school with recount text as the subjects and the researcher also wants to combine DRTA strategy with a short video as media to know the students interest in learning. Therefore, this goals of the research were filling in this gap by investigating the effectiveness of using DRTA strategy towards students reading comprehension in the second grade of junior high school.

From the explanation above, the researcher wanted to solve the problem at reading comprehension that found on the observation of the research. The Problems either were on the students or caused by other factors, (reading difficulties itself). Therefore, the researcher was interested in verifying those problems in research entitled "the effectiveness of DRTA (Direct Reading Thinking Activity) strategy towards reading comprehension of recount text at eight grade of MTs Imam Al Ghozali Panjerrejo Rejotangan".

B. Research Problem

Based on the background of the study, the researcher formulates the research problem as follow:

"Is DRTA Strategy effective on the students reading comprehension of recount text at eight grade of MTS Imam AL Ghozali?"

C. The Objective of The Research

Based on the research problem above, the researcher wants to investigate the effectiveness of DRTA Strategy on the students' reading comprehension of recount text at eight grade of MTs Imam AL Ghozali.

D. Research Hypothesis

The hypothesis is a tentative answer of the variable in which the truth must be tested, based on the previous statement. To get the answer to the question, the researcher should propose an alternative hypothesis (Ha) and the null hypothesis (H0). Those were explained as below:

1. Ha (alternative hypothesis)

There is any significant effect of using DRTA strategy in Students' reading comprehension.

2. H0 (null hypothesis)

There is no any significant difference in significant effect of using DRTA strategy in students' reading comprehension.

E. Significance of The Research

a. To enlarge the researcher's knowledge about the research, especially in the topic of students reading comprehension.

b. To give a positive contribution to the students in their reading comprehension.

c. To give a positive contribution to the teacher of English to the students' reading comprehension.

d. To add references for other next researchers having the same problem as the researcher.

F.   Scope and Limitation of The Research

This research was conducted to the second grade at MTs Imam Al Ghozali Rejotangan Tulungagung on academic year 2018/2019 especially VIII class as a sample. The scope of the subject was English which focusses on reading comprehension in Recount text. Besides that, the researcher used DRTA strategy to find out the effect on reading comprehension special in recount text. However, the researcher limited the study only with the effect on students' reading comprehension.

G. Definition of Key Terms

1.   Effectiveness

Effectiveness may refer to result or change of something. In other words, effectiveness was attainment from the target which was measured and can give an expected result. In this research, the effectiveness referred to the effect of using DRTA strategy toward students' reading comprehension at eight grade of MTs Imam Al Ghozali

2. Reading Comprehension

Reading comprehension was the understanding resulted through the the process by which the meaning of a written text is understood. In this research, the reading comprehension referred to the students' reading comprehension at the eighth grade of MTS Imam AL Ghozali.

3. Recount Text

Recount text was a text that told the reader about one story in the past. Its goal to entertain or informing the reader. It's the same as the author told his experience to the reader.

4. DRTA Strategy

The Direct Reading Activity (DRTA) was a comprehension strategy that guides the students in asking a question about a text, making a prediction, and refute their prediction. DRTA process encourages the students to be active and thoughtful readers, and enhance their comprehension.