

CHAPTER I

INTRODUCTION

In this chapter, researcher presents the background of the study, research problems, research objectives, significance of the study, research hypothesis, scope and delimitation of the study, and definition of key terms.

A. Background Information

In this modern era, every individual is required to follow development of the age. In an effort to follow the pace of development of the age, each individual must compensate with capability to absorb information from various media. Reading is one important skill to absorb information in daily life besides speaking, listening or writing to follow development of the age. Temperly in Pandawa (2009: 5) states that there are some goals of reading i.e. obtain information for a purpose or feeling curious about a topic, obtain instructions on how to do a task for work or daily life, connecting friends by mail, and getting fun or entertainment. Harmer (2007:99) stated that reading is needed for career, for study purposes, or simply for pleasure. It means reading activity is important in our life to get information and knowledge to follow development of the age.

Reading means to understand the meaning of printed words i.e. written symbols. Reading is an active process which consists of recognition and recognition and comprehension skill. Reading skill is an important tool for academic success(Peter and Jain, 2008:113).

According to Elizabeth et al.(2003:6) also said that reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Reading for comprehension is the primary purpose for reading (though this is some times overlooked when student are asked to read overly difficult text) raising students awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension (Richards and Renandya,2002:277).

From the above description, researcher conclude that reading is understand meaning of text and important activity in life which one can update his/ her knowledge. With the result, reading comprehension needs to be grown to build advanced society in this era. It is very influential on the development of culture mankind. Because someone will have difficulty to follow the flow of the times if reading comprehension activities are not improved. And one of the media to increase ability of reading is through education.

Reading is learned in education because most of knowledge is obtained by reading such as read study material, worksheet or read through gadget. When

students understood the material of reading, they will easy to accept new knowledge. According to Elizabeth et al.(2003: 6) state that learning to read is an important educational goal. For children and adults, the ability to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on. Brown (1970: 16) said that reading competence is important because it underlines success in all areas of study in high school, but it is essential to personal enrichment and development of intelligent citizenship. It means that increasing the ability of reading indicates a student's success in other subject areas. If their reading is good, other must be good too.

Nowdays, the difficulty of the students in understanding the content of the reading makes students must read repeatedly to understand the reading. Reading activities repeatedly not only will spend time, but also reduce the student's energy until it will eventually create boredom. Boredom is what causes students to prefer to finish reading time quickly, regardless of how understanding they are about the reading. easy to understand.

Based observation of the researcher, students of MTs Maarif Bakung Udanawu to understanding reading is still less than the maximum. It because learning comprehension reading still use conventional strategy, that is by giving text or reading material to student then student is asked to answer question given by teacher. These activities take place repeatedly and perhaps students feel bored and less motivated to follow the learning. Besides, their

achievement in the field and religious is very good. Therefore, the selection of appropriate strategies can make students to be spirit, so that will help improve understanding of reading. The creative effort required to create a more interesting learning process and to motivate students in reading is by using the Directed Reading - Thinking Activity (DRTA) strategy.

According to Wiesendanger (2001: 36) state that Directed Reading - Thinking Activity (DRTA) is a pre and post reading strategy. It engages the student in predicting what they think the story will be about. Directed Reading - Thinking Activity(DRTA) is a predicting, reading and proving cycle. Reading comprehension of this strategy, also stimulates students to think before reading, stimulates students memories before reading and tests students' knowledge of an object, and exercises courage in arguing with their predictions so students become more active.

The Directed Reading-Thinking Activity (DRTA) strategy used is expected to help students' learning activities in understanding the text so that it is more effective and the students can capture and deepen a concept or material that is taught. Based statement above, the researcher is interested in conducting a research with the title **“The Effectiveness of Using Directed Reading Thinking Activity (DRTA) Strategy on Student’s Reading Comprehension Ability of Second Grade at MTs Ma’arif Bakung Udanawu”**.

This study was conducted to determine whether there is a difference in the ability of reading comprehension of a text between groups that follow the

learning by using the strategy of Directed Reading - Thinking Activity (DRTA) with the group that followed the learning using conventional strategy.

B. Research Problems

Based on the background of the research, the problem of this study is formulated as follows:

1. How is the students' reading comprehension ability without being taught by using Direct Reading Thinking Activity (DRTA) strategy?
2. How is the students' reading comprehension ability with being taught by using Directed Reading Thinking Activity (DRTA) strategy?
3. Is there any significant different score on student's reading comprehension ability without and with being taught Directed Reading Thinking Activity (DRTA) strategy?

C. Objectives of the Research

Based on the research questions above, the research purposes the objectives of the research as follow:

1. To know whether the implementation Directed Reading Thinking Activity (DRTA) Strategy is effective toward student's reading comprehension ability of the first grade at MTs. Maarif Bakung Udanawu.
2. To find out the significant differences of the student's reading comprehension ability of the first grade at MTs. Maarif Bakung

Udanawu with and without taught by using Directed Reading Thinking Activity (DRTA) strategy.

D. Significance of the Research

The researcher hope that result of this study give contribution for:

1. As experience for writers in the preparation of papers and simultaneously as a contribution of thought in improving the quality of education.
2. Reference material for the next researcher in conducting research related to national education.
3. Information for teachers in order to increase their role to motivate student learning to achieve good achievement.

E. Research Hypothesis

Based on the research problem above, the hypothesis of the study can be mastered Alternative and Null Hypothesis is as follow:

1. Null Hypothesis (Ho)

Null hypothesis states that there is no significant different of ability on the student's reading comprehension without and with being taught by using Directed Reading Thinking Activity(DRTA) strategy.

2. Alternative Hypothesis (Ha)

Alternative hypothesis states that there is significant different of ability on the student's reading comprehension without and with being taught by using Directed Reading Thinking Activity (DRTA) strategy.

F. Scope and Limitation of The Research

Based on the background and the formulation of the above problem, and to make the study can get focus and easy to understand, the scope of the study must be limited . Here, researcher limits the study of first grade at Mts. Ma'arif Bakung and teaching by using Directed Reading Thinking Activity Strategy. Researcher choose MTs. Ma'arif Bakung because the school one of the famous and biggest private school in Blitar regency. Beside that, the school never using DRTA strategy to improve reading comprehension.

In this research, researcher focus on teaching reading of narrative text. The researcher chooses this kind of the text because narrative text is more interesting for the students than other kind of the text. Most of narrative is fantastic story, so it will increase the students" motivation in reading class.

G. Definition of Key term

1. Reading comprehension

Reading Comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002 : 11).

2. Directed Reading Thinking Activity (DRTA)

Directed Reading - Thinking Activity (DRTA) is a pre and post reading strategy. It engages the student in predicting what they think the story will be about. Directed Reading - Thinking Activity (DRTA) is a predicting, reading and proving cycle .