

## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the Research**

English language is the language of international communication. There are four skills that have to be developed in learning language, namely reading, writing, speaking and listening. Reading ability is the most important skill for most students. Success in studying depends in large part on our ability to read. Reading skill as evidence and reason for the government to state English as the foreign language taught to Indonesian students from senior high school to university levels. Even though methods and technique of English teaching have been improved, but outcomes of the students' knowledge is still from satisfaction.

Reading is one of four skills in learning English. Reading is a complex process which involves interaction between the reader and the language and ideas of the text. Reading can help anybody to get much knowledge. In addition, reading can help the ability of an individual or group to organize a visual from and understand the meaning of the text. Through reading, someone can get new information or from the text that they read before. Therefore, people who want to expand their knowledge, they have usually do reading something like textbook, article, newspaper, magazine, novel, and many more.

According to Brown (2015) there are some indicators of reading: specific topic and main idea, interpreting and identifying the meaning of the world and sentences of the text, identify factual information, guess meaning of vocabulary, synonym, and antonym, inference of the text, analyze generic structure, social

function of kind of text. Understanding the elements of reading will help the reader better in comprehending the text. However, reading comprehensively by mastering the indicators of reading comprehension that have been discussed is difficult to do by the students in learning English as foreign language. The expectation of teaching English curriculum asks the teacher to do the better effort in teaching English. It is the reason of the teacher to apply kinds of approaches, methods, techniques and strategies in teaching English.

Furthermore, reading comprehension is the process of elaborating meaning of a text in order to reach understanding. It is the process of transferring ideas from the written text to the readers' mind to have comprehension is an activity of comprehending which involves one's knowledge of words. Thus, it can be concluded that reading is a way of comprehending a text to get meaning through a process of transferring ideas. According to Pang in Marliasari & Okta (2018), comprehension is the process of making sense of words, sentences and connected text and it is also the process of deriving the meaning of one word to another in a text. Readers typically use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand the written texts. From the definitions above, it can be concluded that reading comprehension is the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension understands all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

The researcher used Directed Reading Thinking Activity and also known as DRTA strategy to improve students' reading comprehension. Directed Reading Thinking Activity is a strategy, which can involve students' cognition because they should predict the content and then reading to confirm or refute their prediction.

Directed Reading Thinking Activity technique helps strengthen reading, critical thinking skills and can involve student's participation. They have to be creative to guess text content. This technique encourages students to be active and thoughtful readers, enhancing their comprehension.

In DRTA, teacher asks the students any question related to the text, it is then to be answered by students. Afterwards, students are required to develop prediction about the text. Students move by text, their prediction is changed and modified appropriately by the new information which is provided from the text (Hasana, 2017). This technique helps students to increase their knowledge either in group or individual. This technique is an important strategy, because it actively teaches students about comprehension skill. DR-TA depends on how active the teacher to make his students comprehend the text. Besides that, this enables the teacher to monitor students' comprehension level by basic discussion. The skills can be practiced and refined to set the pathway toward independent reading and foster learner responsibility.

DRTA is a technique to motivate students. Students enjoy making prediction and then trying to find out whether their prediction is correct or not. This can be used in any sort of subject and this can meet the need of any reader. The problems

dealing with the poor ability in reading comprehension happen in many places, especially in SMP Negeri 2 Kota Ternate. Based on informal observation and pretest that had been done by the researcher, most of the students are poor of reading skill. It happens because they are more focusing in many subjects and the local language influence their language more than other language, besides that, the monotone way of the teacher to teach the students is one of the causes of the lack reading achievement of the students. Related to the statement above, the researcher intends to conduct a research entitled the implementation of Directed Reading Thinking Activity (DRTA) in Improving students' Reading Comprehension.

According to Anjani, Jismulatif, & Mansyhur (2014), DRTA is a strategy that shows the effectiveness of predicting, clarifying, monitoring and evaluating strategies to support reading comprehension activities indirectly. Elfire, Marhum, & Mashury (2015) also added that DRTA is a strategy that can improve students' reading comprehension by making transparent predictions made by readers and confirming them when they read. It means that DRTA encourages the reader to use their minds while reading a text. DRTA will guide students to make their own questions based on what they read, then make predictions on the storyline, then continue reading to confirm the truth of their predictions. Through the application of this DRTA, students will be able to share their difficulties in understanding the text. By increasing reading comprehension through DRTA, students will be able to answer questions related to the text because they have understood what the author said.

When researcher do observations, students' were not happy with the teaching method. Where students' could not understand the content of the reading that the teacher gave, so students' felt bored when the learning took place while students' went in and prefer to sit at the front the class.

Based on the problem the researcher interested in conducting research with the titles **“Using Directed Reading Thinking Activity (DRTA) Technique to Improve Students Reading Comperhension at SMP Negeri 7 Kota Ternate .”**

#### **B. Scope of the Research**

In this research, the researcher focused on the use of the Directed Reading Thinking Activity learning techniques in improving students' reading comprehension.

#### **C. Statement of the Problem**

The researcher formulates the research problem as follow: to what extent does the use of Directed Reading Thinking Activity learning techniques improve students' reading comprehension?

#### **D. Objective of the Research**

The purpose of this study to find out Directed Reading Thinking Activity learning techniques can improve significance of students' reading comprehension at SMP N 7 Kota Ternate.

#### **E. Significance of the Research**

1. Theoretical Significance

The theoretical significance in this research is expected to be useful for students to read and understand the content of reading text using directed reading thinking activity technique

## 2. Practical significance

The findings of the research are expected to be useful for the teacher, students and research. It is anticipated has the result of the study are developed below:

### a. Teachers

This research is expected to give positive input to the English teachers in developing students' understanding. In addition, the teachers could use DRTA strategy to be an exciting strategy in other the students easy to improve understanding.

### b. Students

Students can be motivated to learn English creatively. Using directed reading thinking activity and students knowing the condition of their potential understanding, they can measure how good their abilities are so they can hopefully improve them if they are still lacking.

### c. Future research

It is hoped that the result of this research can become literature for researchers who wish to conduct further research, related to research on using directed reading thinking activity technique.