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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Reading is an essential skill for all students at all levels started from elementary school to university. The most important object in reading activity is text. According to Anderson & Anderson (2003:1), text is something constructed when a person speaks or writes to communicate a message. By giving reading activity in the language learning, teacher actually activates students' schemata. If the students have limited knowledge, they automatically will not be able to write something or speak something even though they master the structure of English well. According to the definition above, the importance one from reading is the reader must understand the author's message from the text. It means that the student should analyze first to get message from the text.

Advancing reading skill deeply is a must in education. Pertaining to this idea, Patel and Jain also believed that "reading skill is an important tool for academic success" (2008:113). Reading skill also demands each student in order to be able to develop their ability in determining the meaning and the purpose of a source to construct comprehension. In other words, reading needs comprehension. Comprehension is the process to identify the meaning of written text (Richards and Schmidt, 2002:99). However, comprehending the text is not so easy. It is difficult to do because the reader has to be able to procure details implicitly stated. For this reason, the reader needs to read the

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text intensively in order to get specific knowledge. Therefore, the readers need knowledge, skills, and strategies to find the important ideas of a text.

SMP 3 Tualang is one of the state schools in Perawang. The school is located at Datuk Srimaharaja Street Km. 5.5 Perawang. This school uses school-based curriculum in applying English teaching. Reading is one of the language skills that must be taught in English classes of Junior High School students 3 Tualang Siak Regency. According to this curriculum, English lesson is taught twice a week which one meeting consists of two hours with 45 minutes per hour. The passing grade of learning English for the eighth grade of Junior High School 3 Tualang Siak Regency is 78. Through the teaching and learning of reading, the technique used by the English teacher of SMP 3 Tualang in teaching English is called mix techniques or various techniques depending on teacher, but the teacher does not focus on using these techniques, teacher tries to know about background of knowledge of students when they study about narrative text. Although teacher has explained material clearly. The objective of reading instruction of SMP 3 Tualang is to develop the students' reading skill in order that they can read English texts effectively and efficiently.

According to School-Based Curriculum for Junior High School in the eighth grade, there are two competencies that must be achieved by the students; both are standard competence and basic competence. In standard competence, the goal of teaching reading is to understand short functional text and simple essay in narrative text in context of daily life and to acces



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knowledge. Thus, basic competences at eighth grade of Junior High School are reading the text loudly in short functional texts and short simple essay in the form narrative with pronouncing and intonating, in daily life context and responding the meaning and the rhetorical written monologue or essay texts accurately, fluently and acceptably in daily life context and accessing the knowledge in form of the narrative text. Based on the above statement, it is clear that reading requires some aspects to be mastered by all students. It means that if the students are not able to master those aspects provided by the curriculum, thus the process of teaching and learning reading will not run well.

The writer did preliminary research on March 3<sup>rd</sup>, 2017 by interviewing English teacher at the eighth grade of Junior High School 3 Tualang, the researcher had the information about teaching reading to the students, the teacher usually asked the students to read all the texts, after that the students were asked to find out the factual information in the text. Then, the teacher provided some questions related to the text, and the students should answer the questions. After that teacher and the students checked the answer together. Based on the observation, the researcher found that most of students still had problems in learning English, especially in reading narrative text. Most of the students did not comprehend the narrative text and it could be seen that some of the students could not answer questions correctly when the teacher gave questions related to narrative text. Besides that, the teacher gave support to students in order to improve students' reading comprehension by providing

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English day and Extracurricular. In fact, there were many students who faced the problem and difficulties in reading materials. They were not able to comprehend the reading passages. Although the students learned by using some strategies, their reading comprehension was still far from the expectation of the curriculum. Those cases were quite problematical one and it should be solved because it could arise further difficulties to the next reading lesson if their low degree of reading comprehension was not improved soon. As the effect, they would be probably continuous difficulty to understand any other texts.

After conducting the preliminary study, the writer found the following phenomena:

- a. Most of students were not able to find factual information from narrative text.
- b. Most of students were not able to find the main idea in each paragraph text.
- c. Most of students were not able to identify generic structure of narrative text.
- d. Most of students were not able to identify reference of narrative text.
- e. Most of students were not able to identify inference of narrative text.

Therefore, the writer would like to find out the solution by applying a strategy in teaching reading. And the effective strategies were chosen by the writer in this study that could be used by teacher to accommodate these skills and improve the students' reading comprehension is called Direct Reading-

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Thinking Activity (DR-TA). According to McKenna and Michael C. (2002:88), Direct Reading-Thinking Activity (DR-TA) is a strategy used to introduce a reading selection and to encourage students to form predictions as a means of making their reading more purposeful. That is why Directed Reading-Thinking Activity (DR-TA) is selected as an appropriate strategy to be investigated whether the students' reading comprehension primarily on narrative text will improve. It encourages students to make predictions and inferences. It also helps students to understand the whole reading text. In addition, it creates a condition in which students can practice and involve in active comprehension by calling on their personal prior knowledge and text knowledge.

Based on the explanation above, the writer is interested in conducting a research entitled **“The Effect of Using Direct Reading-Thinking Activity (DR-TA) Strategy on Students' Reading Comprehension at Eighth Grade of Junior High School 3 Tualang Siak Regency”**

## B. Definition of Key Terms

The writer uses some specific terms in this research. In order to avoid misunderstanding and misinterpreting, the writer provides the definition of all terms in this research as follows:

### 1. Effect

Effect is something that is changed by a consequence. According to Richards and Schmidt (2002:175), Effect is a measure of the strength of

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one variable's effect on another or the relationship between two or more variables. The writer wanted to know the effect in using direct reading-thinking activity strategy on students's reading comprehension. In this research, effect is an ability that can change caused by the students' reading comprehension at eighth grade of junior high school 3 Tualang Siak Regency.

## 2. Direct Reading-Thinking Activity (DR-TA)

Directed Reading-Thinking Activity (DRTA) is a strategy that is intended to develop students' ability to read critically and reflectively. According to McKenna and Michael C. (2002:88), Direct Reading-Thinking Activity (DR-TA) is a strategy used to introduce a reading selection and to encourage students to form predictions as a means of making their reading more purposeful. According to Camille Blachowicz and Donna Ogle (2008: 138), the basic DR-TA involves the teacher working with a small group of students (6–12) as they read a short story or selection, pausing at teacher-selected stopping points to think and predict. The purpose of this teacher-guided reading of the text is to help students think actively and become personally engaged in the reading. By implementing Direct Reading-Thinking Activity (DR-TA), the students can identify the generic structures and the story elements i.e. the vocabulary, characters, setting, problem, and theme. In this research, Direct Reading-Thinking Activity (DR-TA) strategy is a strategy that is used in teaching

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English in reading comprehension at eighth grade of junior high school 3 Tualang Siak Regency.

### 3. Reading Comprehension

Reading comprehension is as process of simultaneously extracting and constructing meaning from a text that is defined as the level of understanding of written text. According to Nunan (2005:69), reading is a set of skills that involves making sense and deriving meaning from the printed word. As it is stated, reading requires a rich background, and also some abilities to comprehend the texts. While comprehension is the ability of the students. It means that reading comprehension is ability of the students in comprehending the text. In this research, it refers to students' reading comprehension at eighth grade of junior high school 3 Tualang Siak Regency.

### C. Problem of the Research

In relation with the background, therefore, it is concluded that the problems in term of comprehending the text of this research are formulated as the follows:

#### 1. Identification of the problem

Based on the problems explained in the background, so the problems of this research are identified:

- a. What makes most of students not able to find factual information from narrative text?

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- b. What makes most of students not able to find the main idea in each paragraph text?
- c. What makes most of students not able to identify generic structure of narrative text?
- d. What makes most of students not able to identify the reference of narrative text?
- e. What makes most of students not able to make inference of narrative text?

**2. Limitation of the Problem**

Regarding to the identification of the problem stated about the effect, thus, to limit the problem in this research the writer discusses only about reading comprehension of narrative text by using Direct Reading-Thinking Activity (DR-TA) at eighth grade of Junior High School 3 Tualang.

**3. Formulation of the Problem**

Based on the problems limited above, the problems are formulated into the following major and minor research questions.

The Major research questions are:

- a. Is there any significant difference between the students' reading comprehension taught by using and without being taught by using Direct Reading-Thinking Activity (DR-TA) strategy at eighth grade of Junior High School 3 Tualang Siak Regency?

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- b. Is there any significant effect on the students' reading comprehension of using Direct Reading-Thinking Activity (DR-TA) strategy at eighth grade of Junior High School 3 Tualang Siak Regency?

The Minor research questions are:

- c. How is the students' comprehension taught by using Direct Reading-Thinking Activity (DR-TA) strategy at eighth grade of Junior High School 3 Tualang Siak Regency?
- d. How is the students' comprehension taught without by using Direct Reading-Thinking Activity (DR-TA) strategy at eighth grade of Junior High School 3 Tualang Siak Regency?

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

Based on the formulation of the problem above, the writer has the objective and the significance in this research as in the following:

##### **1. Objective of the Research**

The writer carried out this research for several objectives as stated below:

- a. To investigate whether there is a significant difference between students' reading comprehension taught by using and without being taught by using Direct Reading-Thinking Activity (DR-TA) strategy at eighth grade of Junior High School 3 Tualang Siak Regency.
- b. To investigate whether there is a significant effect of using Direct Reading-Thinking Activity (DR-TA) strategy at eighth grade of Junior High School 3 Tualang Siak Regency.

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- c. To investigate the students' reading comprehension taught by using Direct Reading-Thinking Activity (DR-TA) strategy at eighth grade of Junior High School 3 Tualang Siak Regency.
- d. To investigate the students' reading comprehension without being taught by using Direct Reading-Thinking Activity (DR-TA) strategy at eighth grade of Junior High School 3 Tualang Siak Regency.

**2. Significance of the Research**

Related to the objectives of the research above, the significance of the research is as follows:

- a. Hopefully, this research is able to benefit the writer as a novice researcher in learning how to conduct a research.
- b. These research findings are expected to be useful and valuable for teachers of English at eighth grade of junior high school of 3 Tualang Siak Regency for further teaching and learning consideration.
- c. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned with the field of teaching and learning English as a foreign language and those who are concerned with the field of teaching in general.
- d. Finally, these research findings are also expected to be the practical and theoretical information to the development of theories in general.

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## **E. Reason for Choosing the Title**

There are some reasons why the writer is interested in carrying out this research:

1. The title of this research is not yet investigated by other previous researchers.
2. This research is relevant to the writer status as an English student of English Education Department of State Islamic University Sultan Syarif Kasim Riau.
3. This research is very important to be discussed and it will be valuable contributions for the writer particularly and for the teachers of English generally to be recognized and applied to the students in teaching reading.
4. The location of the research facilitates the writer in conducting the research.