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CHAPTER I INTRODUCTION

I.1. Background of the Study

Reading is one of the language skills that must be learned by students at any level of education. From the middle elementary years through the rest of their lives, students spend much of their time for reading and learning information presented in text. Reading skills are necessary when students want to further their study. They need good reading skills for acquiring knowledge and learning new information. Andrew (2011) explains that reading is a complex cognitive process and mastery of all aspects of reading is crucial for academic success and achievement. It becomes an essential part of language instruction at every level because it supports learning in multiple ways. Westwood (2008:2) points out that reading is the fundamental skill upon which all formal education depends. Furthermore Stone (2009:39) also states that reading is a fundamental goal that must be mastered in order to be successful in school and in life. So, it is clear to say that having reading activity is very important for students at any level of education because it can help them to get much information in their learning process.

In reading activity, a reader should be able to understand what she or he reads about. Without knowing the content of the reading material, the reading activity becomes inadequate. Moreillon (2007:10) also points out that reading is making meaning from print and from visual information. Furthermore, Linse (2005:69) says that reading is a set of skills that involves

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making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. That is why deep comprehension of a reading material is the main goal for a reader to gain in reading process. In conclusion, knowing the content of a reading material is a very crucial point for a reader in having a reading activity because reading without comprehension is useless.

Tankersley (2003:90) states that reading comprehension is the center of reading. According to McNamara (2007: xi) comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text. In other words, readers have to be able to understand and link the words into meaningful ideas. That is why; reading comprehension is the final stage that should be gained by the students as the essence of reading activity.

One of the important aspects in reading is motivation. Motivation is one of the indispensable factors and has significant roles in learning achievement. The importance of motivation in learning was stated by Collier in Alderman (2004:11): “Motivational factors determine not just the goals toward which students aspire but the way in which they seek out, process, and use information”. Furthermore, Sockett in Alderman (2004:3) states the basic role of motivation is to lead to possibilities for fostering the development of students’ potential of life chances; in addition, the motivation give them resources for developing inspiration, independent learning, achieving goals,

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and fostering resiliency in the facing obstacles. According to William and Burden in Harmer (2002:51), motivation is a state of cognitive arousal which provokes a decision to act as a result of which there is sustained intellectual and/or physical effort so that the person can achieve some previously sets of goal. In short, the motivation in learning roles as the mental factor that gives the students courage to explore their potential and to overcome the obstacles in order to achieve the goal of learning.

Reading motivation is one of the most important factors. It receives the special focus in foreign language teaching especially on the four skills of listening, speaking, reading, and writing. Reading motivation is one's own purpose, idea and desire related to the title, action and the results of the reading (Guthrie & Wigfield, in Ahmadi: 2013). It is regarded as the most vital and necessary for learners in both a classroom context and an extracurricular environment. Motivation for students is always a main element that affects their reading comprehension. So, reading motivation is vital to the learners' ability to read and comprehend texts purposefully which are crucial for students.

As one of the language skills, reading is taught at school and it is supported by School Based Curriculum (KTSP). In Hakim's book (2010:3) School Based Curriculum is a kind of curriculum concept that focuses on the development of doing competence based on the standard of performance and it can make the students able to master in a particular competency. In short, the School Based Curriculum involves the teacher in teaching and learning

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process just for a facilitator that might guide the students in achieving the competency. The students play a prominent role in teaching and learning process.

In School Based Curriculum, there are two competences namely standard competence and basic competence which need to be mastered by the students, and these competences are stated in syllabus as a guidance for teachers in arranging teaching and learning design or lesson plan. At Senior High School, the standard competence is to understand the meaning of short essay of various genre. Therefore, the focus of teaching reading at Senior High School is comprehension.

In Senior High School precisely the second year students at the second semester learn short functional written text and simple essay in the form of narrative, spoof and hortatory exposition. Then, in English Syllabus of the second grade (2013-2014), there are two basic competences for the second year students of Senior High School in the second semester that must be mastered by the students. Firstly, responding meaning of informal and formal short functional written texts in daily life and knowledge usage accurately, fluently and understandably. Secondly, responding meaning and rhetorical steps of simple essay in daily life and knowledge usage accurately, fluently and understandably in the form of narrative, spoof and hortatory exposition.

Senior High School Al-Huda Pekanbaru is one of senior high schools in Pekanbaru. Similar to other schools in Indonesian, this school uses School

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Based Curriculum (KTSP) as guidance in teaching and learning process. English is one of the compulsory subjects that must be taught to students. It is taught twice a week with time allocation 2 x 45 minutes in one meeting. The English teachers have to teach four major skills in English. They are listening, speaking, reading and writing. Based on preliminary observation of teacher's ways in teaching reading activity at Senior High School Al-Huda Pekanbaru, the school has already applied the School Based Curriculum and at that school, Reading has been taught from the first year until the third year. The students also learn lots of different types of text which depend on their grade. As mentioned above, the second year students of Senior High School Al-Huda Pekanbaru also learn about spoof, hortatory exposition and narrative text.

In this research, the writer focuses on Narrative text. According to Benyamin et al (2010) narrative text is a text which social function is to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Narrative is used both in essay and short story. In addition, Sudarwati (2006) says that the purpose of narrative text is to amuse or entertain the reader and the generic structure of narrative text that consists of three parts: orientation, complication, and resolution.

In teaching reading, the teacher used the Three Phase Technique. According to William in Rasmujiatun (2007:7), three phase technique is a

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technique of teaching reading skill which is divided into three-phases, they are: pre-reading activity, while-reading activity and post-reading activity.

The first activity at the pre-reading activity is, the teacher explains the narrative text and after that the teacher asks students' knowledge about narrative text. Teacher also uses such kinds of interesting words to stimulate students' thinking and increase their motivation in learning reading. At while-reading activity, the teacher invites some students to read the narrative text. The teacher chooses the interesting story to be read by the students. After the students read the text, the teacher then asks the students about the content of the story. At the end at post-activity, the students answer the questions based on the text given and give their opinion about the story.

Based on the explanation above, the students should have good reading comprehension and motivation. Unfortunately, based on the writer's preliminary observation, some of the students still find many difficulties in reading activity. They get difficulty to comprehend the text and cannot answer the questions correctly. Besides, they had low motivation in learning English, especially in reading. Consequently, it makes them slower in doing task given by teacher. Furthermore, some of the students cannot reach the minimum standard of score (75) in doing the reading assessment. The symptoms of students' difficulties in reading activity can be seen from these phenomena:

1. Some of the students get difficulty to find the main idea of the text.
2. Some of the students get difficulty to reach the standard score.

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3. Some of the students get difficulty to retell the content of the story when they are asked by the teacher.
4. Some of the students get difficulty to find the meaning of unfamiliar word.
5. Some of the students get difficulty to analyze the content of the narrative text.
6. Some of the students do not pay attention to the teacher's explanation about reading material.
7. Some of the students leave the class in reading session.
8. Some of the students always refuse to do the reading assignments.
9. Some of the students do not do the reading task.
10. Some of the students always say that they can not read English.

Based on these problems, the teacher needs appropriate techniques or strategies to help the students better to comprehend the reading materials and stimulate their reading motivation. Therefore, the writer recommends a teaching reading strategy to assist students improving their reading comprehension, as a goal of reading activity, especially in narrative text. It is Directed Reading Thinking Activity (DRTA) Strategy.

Alan Crawford et al in their book "Teaching and Learning Strategies for the Thinking Classroom" (2005:43) states that Directed Reading Thinking Activity is a strategy designed to support students' reading comprehension by guiding them to key points in the text and providing opportunities to discuss its meaning with their classmates. Besides, directed reading thinking activity is useful for engaging students in reading narrative texts for understanding.

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According to Talal Abd Al-Hameed Al Odwan in his journal (2014:141), the value of directed reading thinking activity is to make prediction each section. This cycle requires students to use their background knowledge to set purposes for reading and develop their questioning ability.

Additionally, DRTA is “a lesson plan which involves (a) preparation/readiness/motivation for reading a lesson; (b) silent reading; (c) vocabulary and skills development; (d) silent and/or oral reading; and (e) follow-up or culminating activities.” While this is a useful plan for some reading lessons and is essentially synonymous with the basic reading lessons of the elementary grades (Tierney, Readance & Dishner, in Al Odwan: 2014). The directed reading thinking activity is a much stronger model for building independent readers and learners. Almasi in Al Odwan (2014) stated that the goal for using the directed reading thinking activity is to foster students’ independence when reading. It engages students in an active process where they must use their reasoning abilities and their own ideas.

In short, directed reading thinking activity is an beneficial strategy to use to increase students’ reading comprehension in narrative text and stimulate students’ reading motivation.

Therefore, based on the symptoms and the explanation above, the writer proposed to carry out a research entitled : **“The Effect of Using Directed Reading Thinking Activity Strategy toward Students’ Reading Comprehension and Reading Motivation at Senior High School Al-Huda Pekanbaru”**

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I.2. Statement of the Problem

The main goal of this study is to improve students' reading comprehension and reading motivation while learning reading English because some of the students still face some problem in reading. Actually, the teacher of English in senior high school Al-Huda has implemented several strategies that appropriate to solve the problem in learning reading. One of them is using three phase technique. Three phase technique is a technique of learning reading that is divided into three phases: *Pre reading activities*, *while-reading activities*, and *post-reading activities*.

William in Rasmujiatun (2007) states that *pre-reading activities* has several objectives: a). to introduce and arouse interest in the topic, b). to motivate learners by giving reason for reading, and c). to provide some languages preparation for the text. In this phase the students and teacher prepare themselves for the task and make them familiar with the topic. As stated above, in these phases students create expectation to arouse their interest in the text.

Meanwhile, in the level of *while-reading activities*, students interact with the text by helping of their relevant background knowledge, such as an interaction will help students: to understand the writer's purpose, to understand the text structure, and to clarify the content. The rational behind this development is that large unit will provide a context for understanding to the smaller one (Harmer:1991).

William (rasmujiatun:2007) gives additional information that in post-reading activity, students need to consolidate of reflect upon has been read. They

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need to relate to contain or idea of the text their own knowledge, interest or view. Here the teacher has to guides students by giving some questions.

Ideally, based on the explanation above, the students should have a good comprehension in reading and should be motivated in learning reading English. It means that the students should be motivated to act as the result of their intellectual and physical effort to achieve the learning goal. Unfortunately, based on the writer's preliminary observation, some of the students still find many difficulties in reading activity. They got difficulty to find main idea of the text, lack of vocabulary, got difficulty to analyze the content of the text, got difficult to comprehend the text and could not answer the questions correctly. Besides, they also had low motivation in learning English, especially in reading, they did not pay attention to the teacher's explanation about reading material, and always refused to do the reading assignments. Finally, it can be inferred that strategy used by teacher did not really improve students' reading comprehension and reading motivation yet.

1.3. Limitation of the Problems

In order to focus the problem and to avoid misunderstanding, the writer limits the problems of the research. The research is focused on the effect of using Directed Reading Thinking Activity Strategy, students' reading comprehension and reading motivation at Senior High School Al-Huda Pekanbaru.



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I.4. Research Question

Based on the identification of the problems above, the problems are formulated by following questions:

1. To what extent does Directed Reading Thinking Activity Strategy give the effect toward students' reading comprehension?
2. To what extent does Directed Reading Thinking Activity Strategy give the effect toward students' reading motivation?

I.5. Purpose and Objective of the Study

The purpose of the study is to investigate and to explain what extend Directed Reading Thinking Activity gives the effect toward students' reading comprehension and reading motivation.

The objectives of the study are to find out whether there is 1). significant difference of students' reading comprehension and reading motivation between a). pre-test of both experimental and control class, b). pre-test and post-test of experimental class, c). post-test in both experimental and control class, and 2). significant effect of using Directed Reading Thinking Activity Strategy toward students' reading comprehension and reading motivation.

I.6. Significance of the Study

The significance of this study lies in the exploration of using DRTA strategy. This study can be used for the writer and readers to get the information about the effect of using DRTA strategy in reading comprehension and motivation. Besides, this study can be used to give

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positive contribution to students of senior high school Al-Huda Pekanbaru in improving their proficiency in reading comprehension and motivation in narrative text. In the same line, it can be used to increase the teacher's knowledge about teaching reading comprehension and motivation especially by using directed reading thinking activity strategy. The last but not least, this study enlarges the writer's knowledge about the research, especially about teaching reading comprehension and motivation in narrative text.

I.7. Rationale of the Study

Reading is one of the important skills in learning English. Students, especially in senior high school, have to and need to learn reading. They should master it and comprehend the reading material. To make them comprehend the reading material, teacher should help them by implementing appropriate strategy in teaching process. One of the strategies that can be used to assist students improving their reading comprehension is Directed Reading Thinking Activity Strategy.

Crawford (2005:43) explains that Directed Reading Thinking Activity is a strategy designed to support students' reading comprehension by guiding them to key points in the text and providing opportunities to discuss its meaning with their classmates. Besides, directed reading thinking activity is useful for engaging students in reading narrative texts for understanding. By using this strategy, the students learn to make their reading comprehension and motivation better.

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1.8 Definition of Term

In order to avoid misunderstanding and misinterpretation in this research, it is necessary to explain the term used in this research. The terms are as follows:

1. Directed Reading Thinking Activity

According to Bauman in Puji Rahayu (2013:5), Directed reading Thinking Activity is a strategy that guides students in asking questions about the text, making prediction, and then reading to confirm or refute their prediction. The process of Directed Reading Thinking Activity Strategy encourages students to be active and thoughtful readers, and enhances their comprehension.

In addition, Directed Reading Thinking Activity is a strategy that is intended to develop students' ability to read critically and reflectively. The directed reading thinking activity 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 (Al Odwan: 2012:139).

2. Reading Comprehension

Rand Corporation in Tarkensley (2005:142) says that reading comprehension is the process of simultaneously extracting and

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constructing meaning through interaction and involvement with written language. Moreover Kirby (2013:8) also states that reading comprehension is the process by which we understand the texts we read. It is also the purpose of reading.

In this research, reading comprehension refers to the capability of the second year students of Senior High School Al-Huda Pekanbaru in understanding or comprehending reading narrative text.

3. Reading Motivation

Reading motivation is one's own purpose, idea and desire related to the title, action and the results of the reading (Guthrie & Wigfield, in Ahmadi: 2013). In this case, reading motivation refers to the students' willingness to involve in reading activity.

4. Effect

Definition of effect is change caused by somebody/something; result (Oxford Dictionary:2009:138). In this case, the effect is important to measure how much students' reading comprehension and reading motivation changed.

5. Strategy

According to Brown (2000:119), strategy is specific method of approaching a problem or task, mode of operation for achieving a

particular end, planned design through controlling and manipulating certain information.

In this research, the strategy used is Directed Reading Thinking Activity Strategy.



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