

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Reading is an essential skill for all students at all levels started from elementary school to university. Besides, Reading is fundamental to function human in today's society. It has a great deal with the students' success in their future life. By reading the students will discover new things. Books, magazines, and even internet are great learning tools which require the ability to read and understand what is read. People who know how to read can educate themselves in any area of life they are interested in. We live in an age where we overflow with information, but reading is the main way to take advantage of it.

Considering the importance of reading, it is crucial that reading should be given the greatest attention in any level of education, especially at junior high school. Similarly, Moats (1999; in Westwood, 2008: 2) remarks that: reading is the fundamental skill upon which all formal education depends. It means that a child who doesn't learn the reading basics early is unlikely to learn them at all. Any child who doesn't learn to read early and well will not easily master other skills and knowledge, and is unlikely to ever flourish in school or in life. The ability to read and write is fundamental to all areas of learning in the school curriculum.

Based on the Standard of Curriculum 2006, the purpose of reading competence is to comprehend the meaning of simple written text interpersonally and transactionally both formal and informal situation in the form of descriptive, narrative, procedure, report and recount texts to interact (with people) in (the students') close environment (Depdiknas 2006: 360). Moreover, all reading comprehension instruction involves phonics, fluency, and vocabulary development (Westwood, 2008: 56).

Comprehension is an active process. Active reading involves interacting with the information or creating internal dialogue with the material. The reader is expected to be actively engaged with the text to construct meaning. Furthermore, Westwood (2001:31) suggests that to comprehend, readers must use information they already possess to filter, interpret, organize and reflect upon information from the page. It means that in order to be successful in reading comprehension, they have to be able to connect between ideas in a text and ideas in their mind. Hence, the readers need to be involved cognitively and mentally in reading comprehension process.

In addition, reading literature in English as a Foreign Language (EFL) is a challenging task for EFL learner. The activity is difficult because it is related to a learner's ability to read, understand and make interpretation of the text written in English. There will be interference and facilitation effects between the L1 and L2. Nation (2009: 5) states that the native readers already know a lot of the language they are beginning to read (sounds, vocabulary, grammar, discourse). L2 learners

do not. Hence, Indonesian students as EFL readers need very controlled text. They have to consider many factors that affect the difficulty of learning to read in another language. Since, for EFL learner English text is more difficult than Indonesian text.

In other side, the teacher has an important role as well as the students in comprehending the text. The teachers should have a good interaction with the students and guide them to mean the point of text. A conducive classroom environment involved two way interaction between students and teacher. Classroom life is what teachers and learners make it. Simon and Miller (2006:64) state that the same time, classroom life is what they make of it, and what it makes them. These apparently simple observations capture both the inherent contradictions of classroom life and its complex systemic nature. Students' enthusiasm, involvement, and willingness to participate affect the quality of classroom activity as an opportunity for learning.

Effective teachers demonstrate effective learning strategies for students to use: Teachers can help students become more efficient language learners. The teacher's challenge is to engage all students to participate, keep them talking to each other about the same topic, and help them to develop insights into the material. The teacher should mean and hold children's attention as he or she conducts the lesson. Scripted presentation ensures that all steps in the teaching sequence are followed and that all questions and instructions are clear. Children actively respond to the frequent questions or prompts, either as a group or individually, with approximately 10 responses elicited per minute. Teacher gives

immediate feedback and correction. Rather than requiring each child to 'raise a hand' to reply, much choral responding by the group is used as a strategy for motivating students and maximizing participation.

Based on the researcher's experiences as a teacher at SMPN 6 Bantan and on the researcher's interview with the English teachers, it reveals that although many strategies and methods have been implemented in teaching reading comprehension, they still could not involve both the teacher and the students in an active, ongoing pursuit of meaning construction. Besides, the teachers are fail in facilitating the students' thinking to process what they read, the teachers do not offer guidelines/suggestion about how to teach children to comprehend text; instead, they offer reading comprehension assessment activities mislabeled as instruction.

Based on the preliminary study at SMPN 3 Bantan it was found out that some students were still passive and bored during teaching and learning process. They were reluctant to speak up, or took a part in learning activity. some were just busy by themselves and did not pay attention to the lesson. Furthermore, although, they knew the meaning of every single word, they were not able to construct the coherent meaning from the text and made sense of it and could not establish their own reading purposes. As the result, they could not find the detailed information, main idea, and general description from the text and could not infer what they have read. In other words, teaching and learning process still could not run well.

Considering the conditions above, the writer is interested in applying Directed Reading Thinking Activity (DRTA) technique which was developed by

Russell Stauffer (1969) to teach reading comprehension. The directed reading thinking activity is a plan for directing children's reading of either story in content area selections and for encouraging children to think as they read and to make predictions and check their accuracy. Teacher can motivate effort and concentration of the students by involving students intellectually and emotionally, and encouraging him or her to formulate questions and hypothesis, to process information, and to evaluate tentative solutions (Burns 1984:310). Moreover, Crawford (2006:42) states that The DRTA process encourages students to be active and thoughtful readers. In short, the use of DRTA strategy can stimulate their thinking ability and teach them reading good habit.

Furthermore, Maarof (2010:93) states that the DRTA is one such reading strategy that can be used to help EFL students read text written in English with comprehension. Accordance with it, the researcher thinks DRTA can help EFL learner in comprehending any subjects and can meet the need of any leveled reader. Besides, DRTA is also very flexible strategy which can be used individually with the small group or with an intire class.

Based on the explanation above, the researcher tries to conduct DRTA strategy in teaching and learning reading comprehension. The researcher decides to carry out a research entitled:

THE EFFECT OF USING DRTA STRATEGY TOWARD THE STUDENTS' PARTICIPATION AND THEIR READING COMPREHENSION AT SMPN 03 BANTAN.

1.2. Statement of the Problem

The problem of this study is that the second year students exhibit low in reading comprehension ability, besides, the teacher is fail to engage the students to participate in teaching and learning process. However, the students are expected to be presence on time and participate actively to absorb, seek and apply the skill and knowledge shared in the classroom or other learning activities. These complementing engagements between teacher and students do generate conducive classroom environment and improve the students reading comprehension ability. Hence, the teacher need an appropriate strategy which emphasizes the function of teacher as instructor to engage the students to participate in the teaching and learning process.

The problem that is identified in this study is whether there is significant difference on students' participation in teaching and learning process after using the treatment done by the teacher using DRTA strategy, and whether there is significant difference on students' reading mean score after using the treatment done by the teacher using DRTA strategy.

1.3 Limitation of the Problem

Relating to the scope of this study is limited to the following:

- a. This study aims to find out the effect of using DRTA strategy toward students' participation and their reading comprehension.

- b. Reading comprehension is focused on narrative text which is taught at the second semester.
- c. The study is conducted to the students of the eighth grade of SMPN 03 Bantan, one of state junior high schools in Bantan sub-district with the consideration of that school has accreditation (B).
- d. Data dealing with the students' participation based on the observation by using observation list. The indicators of participation are described into 10 items in observation list.
- e. Data on the students' reading comprehension is gathered using a written test. In this study the researcher limits the type of test into an objective test, which consists of 25 multiple choice items that must be answered based on the text given.

1.4 Purpose and the Objective of the Study

The purpose of the study is to find out whether there is any significant effect of using DRTA strategy toward students' participation and their reading comprehension.

The Objective of the study are follows:

- a. To identify, and to explain what extend DRTA strategy gives the effect toward the students' participation in teaching and learning reading comprehension process.
- b. To identify, and to explain what extend DRTA strategy gives the effect toward the students' reading comprehension.

1.5 Research question

The problems of the research are formulated in the following questions:

- a. To what extent does DRTA strategy give the effect toward the students' participation in teaching and learning reading comprehension?
- b. To what extent does DRTA strategy give the effect toward the students' reading comprehension?

1.6 Significant of the Study

This study is apparently one of the attempts to investigate the effect of using DRTA strategy on the students' participation and their reading comprehension. Therefore, this study may provide a useful launching pad for further research in this area of interest. The findings of this study could provide some forms of empirical data for future research in this area. It could perhaps also help in the more effective implementation of DRTA strategy, not only in learning reading, but also in other language skills learning such as listening, speaking, and writing.

This study would therefore, try to provide some feedbacks concerning the effectiveness of the using of DRTA strategy and some factors that involves in the implementation. Furthermore, it gives meaningful learning experience to the students because DRTA strategy advantages not only to improve the students' reading comprehension but also to increase their participation in learning activity.

Hopefully by this strategy the students can be more motivated and interested in learning English.

At the pedagogical level, this study would stand to benefit the selected school in the study. It would provide an insight into the effectiveness (i.e. the strengths and weakness) of the using DRTA in teaching learning process, particularly in learning reading comprehension.

This study provides the teacher some guidances for instructions in DRTA using in teaching reading comprehension step by step effectively. Besides that, this study supports the teacher to be aware of the factors that involved in improving the students' participation, as well as support teacher in understanding, assessing, and developing the students' reading comprehension.

Finally by conducting the research, the researcher reveals the effect of using DRTA strategy toward the students' participation and their reading comprehension. Then, she can suggest certain solution of the problem being faced and she gets valuable experience of the research conducted.

1.7 Rationale for the Study

The researcher believes that there is a general dissatisfaction among school teachers regarding the low level of reading comprehension achievement of the students. Meanwhile reading is one of the most important language skills in academic field. It is also one of the most complex skills in developing second language fluency because in reading people not only activate their language competence but also their competence in connecting the text to the context.

Reading has many contributions in enhancing and enriching students' knowledge. Nowadays, reading is an essential skill for all students at all levels started from elementary school up to university. That is why, the researcher takes the students' reading comprehension as one of the variables in this study.

To master reading skill, the readers need good comprehension in reading activity. It is not only related to know about the code of the reading text but also to fulfill meaning from whole reading text. It means the reading comprehension involves the thinking process. Many teachers complain that they must spend much time on reading comprehension lesson. Hence, it is important to carry out this study as a step towards improving students' reading skill and increasing their performance by using Direct Reading Thinking Activity (DRTA) strategy.

Besides that, a lack of participation in attending language courses is a persistent problem that most teachers teaching English to students enrolled in professional courses face. Then, when language classes are attended, the biggest challenge lies in motivating students to participate in reading activity. Reading passage is bound to be too difficult for them and they predict that the whole experience will be frustrating and de-motivating, such attitudes often due to unsuccessful experience in reading. Considering the conditions above, the researcher believes that students participation also an interested problem to be discussed as one of the variables in this research. The researcher also thinks that the using of DRTA strategy can make significant effect in increasing students' participation in teaching learning activity. Teacher can motivate effort and concentration of students by involving students intellectually and encouraging

him or her to formulate questions and hypothesis, to process information, and to evaluate tentative solutions.

In this research, the researcher chooses SMPN 3 Bantan as the research location because it is located in the center of Bantan Subdistrict. So, that school can represent the condition of other schools in Bantan. Besides, that school has enough students for the population of this research.

The eighth grade students are chosen as the population of this research because they have one year experience to study at Junior high school that can be used as background knowledge, which is needed in DRTA strategy. Beside, based on the syllabus the narrative text is taught at the eighth grade in the second semester. This is suitable with the research schedule.

1.8 Definition of Key Term

To avoid misunderstanding and misinterpretation, the researcher defines the terms used as follows:

1. DRTA is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions (Crawford, 2006:42). This strategy is 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. The DRTA process encourages students to be active and be thoughtful readers in enhancing their comprehension. In this study, DRTA strategy is used to guide the students in making prediction about a text and then reading to confirm or refute their

prediction. This strategy direct and stimulate the students' prior knowledge, and guide them to think critically to connect what they have in the mind and the idea in the text. The teacher's direct instruction in this strategy enable student to adopt cognitive behaviors that are invisible or performed and enable students to monitor their comprehension and concept development.

2. **Participation** is the action of take a part in an event or activity (Encarta: 2007).

Participation in teaching learning process is establishing a high response rate to teacher's questioning and prompting (Westwood, 2008:14). Participation can be seen as an active engagement process which can be sorted into five categories: preperation, constribution to discussion, group skill, communication skill, and attendance (Rocca, 2010: 187). In this study the participation can be indicated based on the students' physics and mental activities carried out in the process of interaction of students and teacher in order to achieve learning objectives or known as learning activities. The students' learning activity will increase if the teacher makes a good interaction with the students and concerns with his or her own continuous learning process and reflects on all the elements of performance in an effort to continuously improve.

3. **Reading Comprehension** is the practice of using text to creat meaning (Jhonson, 2008: 3). There are two key words here; creating and meaning. It means that if there is no meaning being created, there is no reading taking place. In line with the statement above, reading comprehension can be defined as an active thinking process which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text (Linse, 2005: 57). So, reading is not only decode (sound out) the printed words

but also comprehend what we read. The students do not only identify the meaning of word but the students are also able to construct the meaning of the text, make them coherence, and get the information from the text they read. Hence, it involves higher order thinking to process what they read. Moreover, Willis (2008: 127) states that skilled reader comprehend more successfully than less skilled reader because skilled readers use strategies such as activating background knowledge to comprehend the text and to draw valid inferences about what they have read.