

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Nowadays, learning English is very important for students. In education, English subject is one of the target languages that has been taught in Indonesian's school curriculum. Generally, English involves some skills. They are identified as receptive skills and productive skills. Receptive skills concern with the ability to encode other's messages; reading and listening. Productive skills deal with the ability to decode messages to others; speaking and writing. One of the most important component in learning English process is reading. It is the way to understand written messages.

Reading is a mental process. There are many definitions of reading. Reading is when someone looks into a written text and starts to absorb the information from the written linguistic message. Reading is not only understanding the word means, the sentence structure, or the word pronunciation but also reading is a process of getting an information and building understanding. Reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. On the other hand, reading strategies are considered as one of the features of cognitive psychology which are essential for a successful comprehension.

According to Grabe in Kurniawan (2013: 68) reading is also important to recognize that many people around the world read in more than one language.

Reading can be seen as an active process of comprehending where students need to be taught strategies to read more efficiently, for example, guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc. Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. Still in line, Nation (2009: 49) reading is a source of learning and source of enjoyment.

Reading comprehension is an interactive process between the reader and the text. During reading process, the reader extracts meaning from the text by utilizing his/her previous knowledge through employing effective reading comprehension strategies. A lot of efforts had been made to enrich ESL students' reading comprehension, however, the students still need to be more proficient in comprehending the text (Javed, Eng & Mohamed, 2015: 139).

However, there are some problems faced by the students in reading comprehension and speed reading. There are reading strategy, vocabulary mastery, bad habit, regressing to read, reducing the speed reading when the sentence read is main idea, accelerating the speed reading when the sentences read is not main idea, and searching for key word and main idea (Soemantri, 2011: 76).

The problem also faced by the students at SMK Negeri 1 Poncol. Researcher observed that learners faced some difficulties when they read. In fact, students suffer mainly from understanding vocabulary. When the students have a large vocabulary, they will not face problems comprehension in understanding the whole text, and this comes from habitual reading. The other problems in reading

comprehension are working memory, absence of extensive reading and type of text.

Considering the problem above teaching method is one of important factors in determining students' achievement in reading. The teacher should apply effective and innovative strategies in teaching reading in order to make students interested to read and to improve the students reading comprehension. There are many methods that can be applied by the teacher in teaching reading comprehension for instance DRTA (Directed Reading Thinking Activity) method.

Direct Reading-Thinking Activity (DRTA) is a strategy that explicitly teaches students good reading habits. This strategy helps strengthen reading and critical thinking skills. DRTA can be used across all grades and learning abilities. It is designed to make students aware of their own interpretive actions during reading. The DRTA process helps students recognize predictions, judgments, and evidence verification. Research has shown that teaching meta-cognitive strategies, such as DRTA, enhances understanding and comprehension of text.

Besides, the role of reading purpose in the process of getting reading comprehension is also important since the strategies used in DRTA (Directed Reading Thinking Activity) set the purpose of reading. Since both prediction and reading purpose are essential to comprehend a text, DR-TA reading technique which emphasizes on them could help the reader to get the comprehension of the text being read.

Directed Reading Thinking Activity (DRTA) method would be applied and related it with students' reading interest to investigate whether students who had

high or low interest in reading would affect their reading comprehension. Also helps students recognize predictions, judgments, and evidence verification, student good reading habit, strengthen reading and critical thinking skills. So, DRTA technique is the best method in reading comprehension and make the students easier to understand the materials.

1.2. Statement of the Problem

The problem statements are as follows:

1. Can DRTA technique improve reading comprehension for the Eleventh Grade Students in SMK Negeri 1 Poncol?
2. How can directed reading thinking activity (DRTA) technique improve reading comprehension for the Eleventh Grade Students in SMK Negeri 1 Poncol?

1.3. Purpose of the Study

The research is conducted in order to reach the following purposes:

1. To find out whether DRTA technique can improve reading comprehension for the Eleventh Grade Students in SMK Negeri 1 Poncol.
2. To explain how DRTA technique can improve reading comprehension for the Eleventh Grade Students in SMK Negeri 1 Poncol.

1.4. Benefit / Significance of the Study

1. The result of this study is expected to be useful for the teachers and students to give the use of directed reading activity (DRTA) technique to teach reading comprehension for the Eleventh Grade Students in SMK Negeri 1 Poncol.
2. For teachers, the result of this study can be used to help teaching students' reading skill. So, the students can be easier to understand it. Hopefully, the directed reading activity (DRTA) technique to teach reading skill can be effective.
3. For students, it can also be used to improve and develop their abilities in English reading skill. Because if the teachers used the directed reading activity (DRTA) technique to teach reading skill, students can be easier to understand the materials.

1.5. Scope and Limitation

This study is restricted to the use of directed reading thinking activity (DRTA) in teaching reading comprehension. Specifically, the study is concentrating on how the DRTA technique can improve the students' reading comprehension. The strategy is implemented during the teaching of reading at second grade of SMK Negeri 1 Poncol.

1.6. Definition of key terms

In order to clarify the key terms used in this study, some definition are put forward.

Reading comprehension : a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary words encountered in the texts, and learning how to abstract meaning from text. It represents how well readers understand literal comprehension which concentrates on explicit meaning and inferential comprehension which concentrates on implicit meaning in the reading text (Odwan, 2012: 140).

DRTA : 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, (Odwan, 2012: 139).