

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading was one of the four language English skills that should be mastered by students. It is line with what Stone (2013: 39) stated that reading was basic purpose that children must be mastered in order to be successful in school and in life. Because of reading, the students could easier to get information from what they read in order to be able to gain comprehension. In other words, Reading was the first activity that very important to be mastered by the students because most of the subject in the school begin with printed material or text book and the students' tasks at school were also related to reading activity. Moreover, Reading was also an activity that students could improve their knowledge and get new information.

According to Salam and Riyanti (2013: 1), a learning process of transferring information from writer to the reader by using written form was reading. In process of reading, the readers should use their ability in understanding the words or sentences in order to obtain information and easier to understand what was written in a text. In other words, reading was the process of transferring information from a written text to reader that involves both thought and understood the readers to get general or detail information from the text.

Reading could not be separated from comprehension because of comprehension becomes the main objective in reading. Comprehension was the process of

understanding words, sentences, and connected paragraph. It meant that, when readers read a text, they needed to comprehend what the writer told about in the text through written text. It was same with students, students should understand the text that they read in order to obtain the meaning and information that they needed from the text. Students could not get the information or the message of a text clearly, if they read the text without comprehending it properly.

According to Clarke, et al (2014: 2), reading comprehension was the process of constructing meaning in a text by coordinating some complex processes that include word reading, word and world knowledge, and fluency. It meant that reading comprehension was a process which the information from writer would be transferred to reader so the reader understood what the writer meant. Reading comprehension became very essential when students enter the educational. The purpose was to acquire an understanding of text than obtain meaning from individual word or sentence. And, the mental representation of a text meaning that combined with the readers' prior knowledge was the outcome from reading comprehension.

In Curriculum 2013, there were several texts that must be studied by high school students in Indonesia. According to Basic Competence in current curriculum 2013 for tenth grade, some of those texts were recount text, narrative text, descriptive text, and interactional text that reflecting various acts of speech. The text considered as the most interesting text was narrative text. According to Hanafi (2019), Narrative text was a text that telling story with complication or problematic events which tried to find the solution to solve the problem and it was the same time entertained the

audience. The story could be folklore, fable, legend, etc. The structure of this text was orientation, complication and resolution. In short, Narrative text was an imaginative story to entertain reader with complication which attempts to find out the solution in order to solve the problem.

Based on preliminary study in SMA Negeri 1 Bintan Timur, that was carried out at the first semester of tenth grade for the academic year 2021/2022 on October 30th 2021 by observation checklist and interview, the researcher found several problems in class X especially in X MIPA 3. The first problem was about the students' vocabulary mastery. The researcher found many students still had limitations in vocabulary mastery. It could be seen when they were asked to mention verb2 in irregular verbs with the meaning, they could not mention it. Then, when they found the difficult words in a text, they did not try to guess the meaning of the context. Some students relied on dictionary since they carried dictionary. But, for students who did not bring a dictionary, they missed the difficult words or asked their friends. Consequently, students had a problem to understand the context of the reading text.

The second problem was about the students' motivation in learning English particularly in reading. This problem could be seen from the condition when teaching reading. When students read a text, they did not focus on the text. They stopped reading even chatting with their friends. Then, only 10% students who paid attention to the teacher and material, and participated in discussion with the teacher like responded the teacher's questions. But students who did not participate in the discussion or did not paying attention while the teacher taught them, they remained

silent or did other activities such as played with their pencil, pen or eraser even there were some students gave unserious responds. This was made the teacher had to command them more than one time to make the serious and concentrated to the lesson for the time of learning process.

The third problem related students' reading comprehension was still low. The problem could be seen from students' achievement in the first semester of X MIPA 3 at SMA Negeri 1 Bintan Timur. Minimum Mastery Criteria (MMC) for English subject that must be achieved by the tenth grade students of SMA Negeri 1 Bintan Timur was 75. Based on the data, 58% (21 of 36) students did not pass the Minimum Mastery Criteria (MMC). It could be inferred that X MIPA 3 students of SMA Negeri 1 Bintan Timur still had difficulty in reading comprehension.

In order to solve the problems, researcher modified Directed Reading Thinking Activity (DRTA) Strategy. It was to help the students be more active as readers and help students to develop their comprehending of the text. It would also be an effective way that was used as the strategies for researcher in enhancing students' reading comprehension. Directed Reading Thinking Activity (DRTA) strategy was a strategy that developed by Russel G. Stauffer in 1969. According to Stauffer (1969), Directed Reading Thinking Activity (DRTA) was a strategy that focused students' involvement actively in predicted and provided their predictions when read a text. Stauffer added, with Directed Reading Thinking Activity (DRTA), teacher guided and motivated students' concentration by involving their intellectual and encourage them to formulating questions and hypothesis, processing information and evaluating

previous hypothesis. In short, The DRTA strategy was a teaching strategy which could help students in comprehending the meaning of certain text which was before students only focused to answer the provided questions, but now demand the students to thinking through prediction so that could enhance their comprehension in reading a text.

1.2 Identification of the Study

Based on background above, the researcher identified several problems were:

1. The students still had limitation in vocabulary mastery
2. The students had low motivation in learning English especially in reading
3. The students' reading comprehension were still low

1.3 Limitation of the Study

Based on identification of study, the researcher found many problems faced by the X MIPA 3 students of SMA Negeri 1 Bintan Timur, thus the researcher limited the students' problems to the students' low in reading comprehension. The researcher focused on "improving students' reading comprehension of narrative text by modifying DRTA (Directed Reading Thinking Activity) Strategy at X MIPA 3 students of SMA Negeri 1 Bintan Timur".

1.4 Research Question

Based on background of the study, the Researcher formulated a research question as follow:

“How could students' reading comprehension of narrative text be improved by modifying DRTA (Directed Reading Thinking Activity) strategy at X MIPA 3 students of SMA Negeri 1 Bintan Timur?”

1.5 Research Objective

Based on research question above, the research's objective in this study was enhancing students' reading comprehension of narrative text by modifying DRTA (Directed Reading Thinking Activity) Strategy at X MIPA 3 students of SMA Negeri 1 Bintan Timur.

1.6 Significances of the Study

The results of this study were hoped that could provide benefits and contributions to English teaching and learning. The expected contributions were:

1. Theoretical

Theoretically, this research could give meaningful contribution for the ELT (English language Teaching) by enriching the existing theory for teaching reading comprehension.

2. Practical

Practically, the result of this study could provide meaningful contribution to teacher and students:

1. Teachers

For teachers as an educator, this research could provide benefit to enhance the quality of teaching and learning process and achieved learning objective. With

implementing this research, the teacher could use this strategy as an alternative strategy that is effective in teaching reading.

2. Students

For students, the result of this study could help students in enhance their reading comprehension, help students to understanding a text and obtain the information from a certain text, interest students to participating in teaching and learning process and improve the results of study in English learning.

3. Other researchers

For the other researchers, it could give fruitful ideas to conduct the research in similar field.

1.7 Definition of Key terms

To avoid misunderstanding from this research, the researcher gave definition from key terms used in this research as follows:

1. Reading Comprehension

Reading comprehension was a process of connecting the readers' background knowledge with the information in the text, build and construct meaning to get the message or information of the text.

2. Narrative text

Narrative text was a story whether true or fictional story to entertain and engage the reader in an imaginative experience with complication which tried to found the solution to solve the problem.

3. DRTA (Directed Reading Thinking Activity)

The DRTA (Directed Reading Thinking Activity) strategy was a strategy in teaching reading that could help students to comprehending the meaning of text through prediction and evaluate the prediction.

