

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is taken into consideration as the most extensively spoken international language within the era of globalization which includes; politics, technology, economic system, formal conference, industry, exchange, tourism, journalism, and education. English has become the global language as it spoken by the people of all countries in the world (Rao, 2019). Therefore, students are required to be fluent in English to compete with the community around the world.

In learning English, reading is one of the language skills that students need to master and it is a worthwhile educational topic to investigate. Reading is the process of comprehending to obtain information and knowledge. Students must comprehend not only the text but also its content. Furthermore, students must understand what they read and infer the meaning of the text. Students can interact with written information to enhance and add information to their reading comprehension (Haerazi & Irawan,

2020). The reader who paid attention to comprehension while reading is usually able to identify the text's content, provides an appropriate response to a text-related question, and draws a conclusion. They can identify vocabulary definitions, signal words, the main ideas of a paragraph, and how to summarize. As the student progresses from a surface level of understanding to a deeper level, comprehension is achieved gradually (Febriani & Jono, 2021)

Although many benefits of reading comprehension are known, some of these things still make the readers have less interest in reading, which is caused by several reasons, one of them is a lack of reading comprehension ability. However, the data show that students' reading interest in Indonesia is still low. Based on data from UNESCO in 2020, Indonesia ranks second to last in the world in literacy, indicating that reading interest is very low. According to the data, the reading interest of the Indonesian people is very low, at only 0.001 percent. That is, out of 1,000 Indonesians, only one is an avid reader (Pitoyo, 2020). Another fact based on the results of the Program for International Student

Assessment (PISA) released by the Organization for Economic Cooperation and Development (OECD) in 2019, Indonesia was ranked 62 out of 70 countries with low reading literacy levels (Pambudi, 2020). This demonstrates that reading levels in Indonesia remain extremely low. Understanding reading is a critical skill, particularly in the field of education. For students, this is inseparable because it is one of the foundations for understanding and adding knowledge and information to other subjects. The success or failure of their learning is highly dependent on their reading ability.

Some students feel that learning to read is difficult. Because students need to understand the content and information contained in the text. However, according to the test that the researcher did at SMPN 26 Seluma, the result shows that students' reading success still beneath the good quality. Students can not finish the task on time because they were struggling to translate and find the idea of the text. An interview the researcher conducted with a student at SMPN 26 Seluma. He said that learning to read was considered difficult because translating

through dictionary gives an ambiguous meaning because of the strange syntactical grammar, so he can not get the main idea of the text. Another student also explain that reading text and translate it with dictionary is very boring, so he gave up before trying. The teacher allows them to take it as homework if they could not finish it at school, then the students use the internet to translate the text automatically at home.

Furthermore, the success of teaching and learning process is influenced by several factors, one of which is the strategy used during the learning process. Based on interviews with students of SMPN 26 Seluma, he said that the teacher only ask them to translate a text by using dictionary and then they take the task as homework. Meanwhile, an interview with the English teacher at SMPN 26 Seluma stated that the teacher can not give more interesting learning style because of the poor quality of learning media there. So, they do not have any choices except ask the student to translate a text by using dictionary that they brought from home. This situation continues to repeat for months so that students feel bored and become lazy to learn English, especially

reading. Therefore, this strategy is considered less effective for students. Students need a different strategy to keep them active responding the material taught during the reading learning process.

There are various ways for reading comprehension, including the Directed Reading Thinking Activity (DRTA) strategy. DRTA is a method that encourages the students to apply their thoughts while they are reading a textual content. They are not allowed to use dictionary and only focus to their mind to find the idea of the text by the clue that available on the title or the picture involved. DRTA strategy makes the students more active because they need to guess the idea of the text, make predictions of the storyline and read further to affirm are their predictions correct. Meanwhile by using dictionary, they stuck with the strange syntactical grammar and were already bored. By guessing, the students can make their own conclusion of the text that they read. This strategy enables them to change into considerate learners, making them active to have more understanding about the meaning of the textual content. Through the use of the DRTA

method, the students can percentage every difference in about their problems in understanding the textual content. Students may find it very important to have better comprehension and understanding of the text because it will help them answer questions correctly and understand what the text is actually saying. DRTA strategy does not need any special media learning. So, the teacher can apply it in the SMPN 26 Seluma which was lack of media learning.

Directed Reading Thinking Activity (DRTA), which is firstly conceptualized and refined by Stauffer (Rahim, 2011), is an effective activity that helps students in understanding the text. According to Stauffer, reading likes a thinking mental process. To requires a readers' use of experience and knowledge to reconstruct the ideas or concepts procedure by the writer. The process of reconstruction is in continual change as long as a person reads. He further states that this strategy encourages students to develop their own reading and thinking processes by setting their own purpose for reading. (Al Odwan, 2012) stated that the DRTA helps students become aware of the reading

strategies, understand the reading process, and develop prediction skills. They add that this strategy stimulates students' thinking and make them listening to other opinions and modify their own in light of additional information.

Therefore, with all the explanations above, the researcher intends to conduct a research entitled: **The Effect of Directed Reading Thinking Activity (DRTA) Strategy on Reading Comprehension of Procedure Text (A Quasi Experimental Research at Ninth Grade Student of SMPN 26 Seluma in Academic Year 2022/2023)**

#### **B. Identification Problem**

Based on these circumstances, the researcher notices the following issues:

1. The student's comprehension of reading text was still beneath good quality.
2. The students have some issues to understand the text's meaning in order to read comprehension.
3. The students feel bored with the monotonous learning style of using dictionary.

4. The students struggle to find the idea of the text.
5. The students confused because of the strange syntactical grammar of English.
6. The teacher's strategy in the learning process is not interesting for the students.
7. The teacher struggles to give another learning style because the school was lack of media learning.

### **C. Limitation of the Problem**

In this research, the researcher only focuses on the influence of Directed Reading Thinking (DRTA) strategy on the reading comprehension of the students in the ninth grade of SMPN 26 Seluma..

### **D. Research Questions**

Based on the identification of the problem above, the research question is:

1. Is there any significant effect on students' reading comprehension after using Directed Reading Thinking Activity (DRTA) strategy?

## **E. Research Objective**

The objective of this research is to find out whether Directed Reading Thinking Activity (DRTA) strategy has any effect on students' reading comprehension in SMPN 26 Seluma's ninth grade.

## **F. Research Significant**

Researchers expect that the findings of this study can be used for the following goals by scholars, teachers, students, educational institutions, and other researchers.

### **1. Theoretically**

Theoretically, this research supports the theory which states that the Directed reading thinking activity (DRTA) strategy can improves students' reading comprehension.

### **2. Practically**

- a) Learning outcomes can be employed as an alternate teaching method for English teachers.
- b) For students, assist them in improving reading comprehension, increasing their desire to participate more actively in the teaching and learning process,

and encouraging them to share their opinions about what they have read.

c) For researchers, to gain a better understanding of learning strategies that can be utilized to motivate students to read and to gain a better understanding of discourse studies, particularly this study. As a result, academics can benefit from tactics for increasing people's interest in reading.

d) For future researchers, the findings of this study can be used as a model for doing research and to help the surrounding community's reading interest.

### **G. Definition of Key Terms**

With the reason to make clear the key terms that used on this study, a few definitions are recommend :

1. ***DRTA strategy*** : A teaching method that involve the students in reading by predicting, summarizing and evaluating the text.

2. ***Reading comprehension***: Reading comprehension is the process of simultaneously extracting and producing the meaning.