Chapter I: Introduction

In this chapter, there are some topics that will be discussed, they are basic consideration, research question, research objective, significance of study.

Basic Consideration

Nowadays, reading comprehension becomes more significant progress in educational system. Reading is how the reader gets the writers point of view in order to understand the text. Not only reading the text loudly, but also it needs reader's ability to comprehend it. It is reinforced by Dalman (2013, p.87) that reading comprehension is a cognitive reading which is reading for understanding. This statement indicated that in understanding a text, the students need to have the ability to comprehend the meaning of words, the expressions that used by the author, explicit meaning, and implied meaning. Thus, the students should master those abilities to read efficiently, so they do not need to spend much time to read because they can understand the whole text about.

In this skill activity, reading and comprehending are related to each other. Caldwell (2008,p.4) stated that reading comprehension is the process of extracting and constructing meaning through interaction and involvement on written language. It has intended meaning that the reader understands the meaning deeply in the reading text. From this explanation it can be concluded that reading comprehension is a reading process to get the writer's message from the text by analyzing the whole text deeply.

Based on observation at SMPN 2Bulawa, especially on students at grade VIII, the researcher found that the students still get difficulties to find the main idea, supporting details, and make a conclusion from the text. When the researcher gave the students reading text, they were asked to answer the question such as what is the text talking about?, what happened with the characters in the story?, and what can be concluded from the text?. Most of students just silent and no one wants to answer the questions.

Other problems was students did not like English well because they bored when the teacher just give them assignments without any explanation. They also said the researchers used conventional method (lecturing). Conventional method becomes the problems of reading comprehension because it makes students bored and the students are not active in classroom discussion.

Teacher should give a comfortable class condition in order to make their comprehension increased and easier to learn English in learning process. The teacher should also explore and develop effective ways or methods. It was important for the teacher to prepare the method in teaching English especially in teaching reading comprehension.

To solve the above issue, the researcher intends to address the students ' issue by using DRTA method as one of the easy for the students to comprehend the texts. The main issue of this study is to find out if DRTA method can improve students

reading comprehension in narrative text. In this study, the researcher utilizes DRTA method as the best solution for that problems.

According to Jennings,Caldwell, and Lerner (2014, p.269) The Directed Reading Thinking Activity (DRTA) is a comprehension strategy that is used during reading to guide students in asking question about a text and making predictions. They than keep reading to figure out if the their prediction was correct or not. This can be done individually, in a small group, or as a whole class. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension. The purpose is to help encourage students to be active and thoughtful reader and to activate prior knowledge and background knowledge to gain a better understanding of reading and the material. Also it helps students' develop monitoring while reading, because they are always checking to make sure their prediction are right and they are understanding.

Stauffer (1969,p.19-20) said that DRTA method focused on how students get the main point from the text though predict and prove. The teacher can guide the students to make a predict question about what, how, where, and when, they will discuss and share their thought with their group discussion. So the students were motivated and concentrate to do all the activities.

El-Koumy(2004,p.40)stated that DRTA method engages students to manage their thinking about what they read through the three steps. The first is "Before Reading" the students can make prediction question by looking at the title of the text,

subheading, and heading in order to know what they are going to read. The second is "While Reading", the students can evaluate their predictions question through the information that they got from the text to support their point of view. The third is "After Reading", the students can prove it about what they got from the previous step. El-Koumy (2004,p.40) also believes that this method can develop students' ability in reading comprehension through their higher thinking and manage their reading completely. To deal with this, Tan Kersley (2005, p.108) points out that DRTA method extends students higher thinking by push the students to give their ideas and thought. Moreover, DRTA method became an effective way to teach studentsto improve their reading comprehension.

Previously, there are some people who had done research using DRTA method in teaching English. First, SaronaMaisarah (2018) with the title "Using DRTA Technique to Teach Reading Comprehension for Eleventh Grade Students". In her research, she found that the use DRTA Technique helps students in reading ability. Using the DRTA they became more interested in learning the recount text. Using DRTA method made themmore comprehended the text. The second researcher is NunkiWijayanti (2011) with the title "Improving reading comprehension using DRTA" (the researcher conducted at the Eighth Grade Students of SMP N 17 Purworejo). She uses Classroom Action Research (CAR) as a method of research technique. She found that implementing the DRTA method in the narrative text in learning English works well that there are several students who are enthusiastic and

enjoyed following the lesson and doing the test. It seemed of the result of each lesson. When the teaching-learning process happened, all the students would give the teacher a good response. Some of them brave to ask the teacher about their difficulties when they didn't understand the content and most students were able to answer questions from the teachers. Based on the explanation above, research from NungkyWijayanti is almost the same as my research. But in her research, she uses Classroom Action Research (CAR) as a method of research technique. Meanwhile, in my research, I use a quantitative method with the research design pre-experimental was pre-test, treatment, and post-test.

Research Question

Based on the basic consideration above, the research question are :

Can the implementation of DRTA increases the student's ability in reading comprehension at SMPN 2 Bulawa?

Aim of research

The aim of this research is to find out whether that DRTA method can increase the student's reading comprehension or not.

Significance of research

There are some significances of this research, especially for those who always involved with this problem regarding to students' reading comprehension. First for

teachers, the result of this research serves as an alternative method for teaching reading in classroom. Second, for students, this research is helpful for them, because after they learn how to comprehend the text, they will be easier to understand the whole text.

The Scope of study

This research focuses on students reading comprehension by applying DRTA method. The researcher focused on narrative text, based on the curriculum 2013 that used in SMP Negeri 1 Bulawa at second grade, in basic competence (KD11.1) "understanding the social function, generic structure and language feature of narrative text, according to the context it is used."

In addition, the target of this study focuses on 5 aspects of reading, namely identifying the main idea, identifying the specific information, references, making inferences, and understanding the difficult vocabulary.