

CHAPTER I INTRODUCTION

1.1 Background of the Problem

English is international language, so almost in every country in the world, English is taught in school. In English, consist of four skills, namely reading, writing, listening, and speaking. The reading skill is very important in education field. Students need to be trained to read well in order that have good skill in reading. In acquiring English, students need to master those four skills. Listening and reading skills are regarded as receptive skills while speaking and writing skills are considered an productive skills. Meanwhile, reading is the skill which can help the students to read English articles, nonfiction books, to have good activity in reading and to practice English in non-English reading skill. Therefore, the ability to read the text will contribute a great advantage for English learners, for instance in reading comprehension at school.

The difficulty is caused by some factors, such as students' lack of vocabulary, have less knowledge about the tense, ignore punctuations while reading, reading word by word, difficulty in understanding or interpreting sentences, besides, they still have difficulty in analyzing the content of a text, and lack consentration during reading. Biside that, they cannot organize their time to learn English outside school time.

Based on the interview with English teacher on March 11st 2018, the researcher found some problem faced by the students at the twelfth grade of SMA Kemala Bhayangkari Kotabumi, those are various factors that might have been caused by the failure in teaching reading. The students lack of vocabulary and

important grammatical knowledge to comprehend the text. The students tend to translate every single word instead of using reading strategies such as guessing meaning from the context to understand such texts. Students are not interested when they read English text. Teachers' method in teaching reading is not interesting for students.

The researcher also interviewed the students on March 11st 2018 in SMA Kemala Bhayangkari Kotabumi. The students got difficulty when they studied reading. The students have some problems in learning English especially in reading comprehension. The students was difficult to get information from the text.

Therefore, most of the students are confused in reading English and get low score. It can be seen in the table 1 below:

TABLE 1
READING SCORE OF ELEVENTH GRADE STUDENTS OF SMA
KEMALA BHAYANGKARI KOTABUMI ACADEMIC YEAR 2017/2018

No	Interval	Class					Total	Percentage
		XI MIPA 1	XI MIPA 2	XI MIPA 3	XI IPS 1	XI IPS 2		
1.	40—45	8	9	8	10	12	46	30,06 %
2.	46—51	5	7	7	6	5	30	19,60 %
3.	52—57	5	5	7	3	5	25	16,33%
4.	58—63	4	3	4	4	2	18	11,80 %
5.	64—69	3	4	2	3	2	14	9,15 %
6.	70—75	4	2	2	1	1	10	6,53 %
7.	76—81	2	2	1	2	1	8	5,22 %
8.	82—87	1	1	-	-	-	2	1,30 %
Σ		32	33	31	29	28	153	100%

Source: English teacher of SMA Kemala Bhayangkari Kotabumi Academic year 2017/2018

The standard of English score in Senior High School (SMA) Kemala Bhayangkari is 70 but 88% or 133 students still got under 70. It is known that

there are 20 students who have successfully achieved the school passing grade. Meanwhile, 133 students have not achieved the school passing grade. It means that their reading comprehension is still poor. In addition, when the teacher taught English in the class, the students' seem not to have spirit in joining the teaching learning process, they not interest and feel bored because the teacher used the same method in every materials. The method really supports the success of teaching and learning process. The use of method can increase student's motivation in learning. Method makes the teaching learning process to be more interesting. The teacher should apply a method to attract the students' interest in learning reading.

Considering the importance of reading comprehension for the students' success, it is necessary to overcome the problems above. Those problems need, an appropriate teaching strategy to help the students. In this case the researcher used Directed Reading Thinking Activity (DRTA). DRTA help the students to

comprehend the texts by activating their background knowledge related to the texts and promote the use of reading strategies. Beside, DRTA uses media and activities that can help the students to understand the text and make them actively involved in the teaching and learning process.

DRTA is one of the techniques that is intended to develop students' ability to read critically and reflectively. It is a strategy that guides the students in questioning a text. DRTA as one effective technique for teaching reading comprehension. DRTA helps the students to comprehend the text by activating their background knowledge related to the texts and promote the use of reading strategies. DRTA can be used for teaching kinds of text in English. Such as narrative text, descriptive text, report text, recount text, and the other text.

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the story through a process of narration. Furthermore, the researcher limits the research to the increasing students' reading comprehension by using DRTA in narrative text that is legend, fable, and fairy tale. The purpose of the text is to entertain and amuse the readers or listeners about the story. The researcher chooses this text because it become the material at the first semester of twelfth grade at SMA Kemala Bhayangkari Kotabumi.

Therefore, the use of DRTA can make the students have more understanding and motivation to learn English especially narrative text. Therefore, the title of this research is "The influence of Directed Reading Thinking Activity (DRTA) strategy toward students' reading comprehension in narrative text of the

twelfth grade at SMA Kemala Bhayangkari Kotabumi Academic Year 2017/2018”.

1.2. The Identification of Problem

Based on the background of the study above, it can be identified several problems as follow:

1. The students' tended to translate every single word instead of using reading strategies.
2. The students lack of vocabulary and grammatical text.
3. Students lack interest in reading activity.
4. Teacher's method in teaching reading is not interesting for students.

1.3. The Limitation of the Problem

In this research, the researcher focused on the influence of Directed Reading Thinking Activity (DRTA) strategy towards students' reading comprehension in narrative text at the twelfth grade SMA Kemala Bhayangkari Kotabumi academic year 2018/2019.

1.4. Formulation of the Problem

Considering the identification and the limitation of the problem above the researcher formulated the problem as follow: “is there significant influence of using Directed Reading Thinking Activity (DRTA) strategy towards students' reading comprehension in narrative text?”

1.5 Objectives of the Research

The objective of research is to know whether there is or not any influence of using DRTA strategy toward students' reading comprehension in narrative text of twelfth grade at SMA Kemala Bhayangkari Kotabumi academic year 2017/2018.

1.6 Uses of the Research

The uses of the research are divided into two points of view, they are : theoretically and practically.

1.6.1 Theoretically

This result of the research can support the existing theory about use of Directed Reading Thinking Activity (DRTA) strategy toward students' reading comprehension in narrative text of the twelfth grade at SMA Kemala Bhayangkari Kotabumi in academic year 2017/2018 in teaching reading.

1.6.1 Practically

a. For English Teachers

For English teacher, the result of the research can be used as positive feedback to teach reading. Therefore, the teacher can select the best strategy to increase students' reading comprehension.

b. For Readers

It assists them to solve their problems in reading activity of narrative text and it could help them to develop their creative thinking skill.

c. For the Next Researcher

This research is used as one of reference to the other researchers. Moreover it can provide feedback for the next researcher to enrich their knowledge.