

CHAPTER 1

INTRODUCTION

A. Background of Study

Language is a medium through which one can express his ideas, thought, feeling and message.¹ As an indivisible aspect, it supports human to interact with each other to keep life run well. Basically, language is principally tool of communicating about what someone wants to say. Further, speaker or writer concerns on language in such a way in order to convey the exact meaning in communication.² Just imagine if interaction occurs without language. Someone will get misunderstanding each other, and in the end communication will not run properly. There is no message or information that can be conveyed or received between subjects of communication. This is one of the reasons how important language is. Although there are many languages in the world that can be learned, but nowadays English becomes an important one as a global language.

¹ M.F. Patel & Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, (Jaipur: Sunrise Publishers & Distributors, 2008), page 27

² Claude W. Faulkner, *Writing Good Sentences*, (New York: Charles Scribner's Sons, 1950)

There are two reasons why such language called global language. *Firstly*, a language can be made the official language of a country, to be used as a medium of communication in such domains as government, the law courts, the media, and the educational system. *Secondly*, a language can be made a priority in a country's foreign language teaching, even though this language has no official status.³ Then, children are conditioned to be taught in school environment and provided to adults who never or badly learned the target language in their basic education years. Even in Indonesia itself, English is viewed as one of important language must be mastered especially in education field. English becomes subject for student to learn as foreign language after second language that is Indonesian language in the curriculum.

Foreign language itself refers to the language which is used by the people of other country or society. The language where the secondary environment is not observed and the people of linguistically foreign societies use such language.⁴ According to Krieger, students are foreign language because

³ David Crystal, *English As A Global Language second Edition*, (New York: Cambridge University Press, 2003), page 4-5

⁴ M.F. Patel & Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, (Jaipur: Sunrise Publishers & Distributors, 2008), page 25

they use monolingual in daily communication and learn English in their own country.

It is difficult condition for foreign language learners because they don't acquire such language but learn it through teaching learning process. Since they are not native language learner, as consequence they have limited access and even limited competence to the target language. Unfortunately, with four aspects to be assessed namely speaking, listening, reading, and writing, it tends to be difficult for most of learners especially reading skill. The problem now is, considering that reading cannot be separated in our life since societies bounded with reading for educational, professional, and pleasure purposes.

Reading itself can be defined as a complex activity. According to Anderson reading is an active process in which the readers interact with the text to build the meaning using their background knowledge and experience⁵. A set of ability to find out the information from printed language. In order to gain comprehensive understanding, a reader must be able to not only decode a written language but also understand the

⁵ Anderson, N, *Exploring Second Language Reading: Issues and Strategies*, (Boston: Heinle & Heinle Publishers, 1999)

text.⁶ It can be called as multitasking skill with deep comprehension in learning English.

Islam itself concerns reading as the important aspect in the holy Qur'an through surah *Al-Alaq* verse 1:

إِقْرَأْ

(Proclaim! Or read!)⁷

Same with Anderson, through an Essay entitled "*Reading makes a full man*" Bacon states that reading means to understand the meaning of printed words that is written symbols.⁸ Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it.⁹

From these definition above can be concluded that reading is an active process involves comprehensive understanding based on the text. Unfortunately, many students have difficulties to start reading. They think that reading has too many of complexity components. Furthermore, reading ability cannot be reached suddenly. It must be passed through

⁶ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (Singapore: Mc Graw Hill ESL/ELT, 2006), page 69

⁷ Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (USA: Amana Publications, 2001), page 1672

⁸ Dr. M.F. Patel & Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, (Jaipur: Sunrise Publishers & Distributors, 2008), page 113

⁹ Jeremy Harmer, *How to Teach English New Edition*, (England: Pearson Education Limited, 2007), page 99

teaching learning process, since once more that we are foreign societies to the target language.

Sometimes students get trouble because they do not recognize the meaning. In other side, seeking meaning in words will spend more time. Students often read the text with no meaning they get. It makes lasting impact in learning English. It causes reading became more difficult in a foreign language than in the first language, in which English Foreign Learner (EFL) readers may face many problems while reading such text difficulty and lack of reading strategies.¹⁰

Reading comprehension involves much more than readers' responses to the text. Reading comprehension is multi components, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).¹¹ Therefore, teacher must apply effective strategy to facilitate student in reading text easily through critical thinking more than usual.

¹⁰ Oqlah Smadi & Malek Alshra'ah, *The Effect of an Instructional Reading Program Based on the Successful Readers' Strategies on Jordanian EFL Eleventh Grade Students' Reading Comprehension*, Journal of Education and Practice Vol.6, No.15, 2015, page 77

¹¹ Janette K Klingner, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), Page 8

Effective reading instruction that corresponds to the brain's patterning processes results in more successful and efficient learning. Recognizing that a particular stimulus fits into an established category appears to be the most efficient way for the brain to learn new information.¹² Then, teacher needs a strategy that can accommodate student's learning. One of strategies with deep comprehension such as *Directed Reading Thinking Activity (DRTA)* strategy in teaching EFL. The strategy which is used in reading comprehension, in which according to Stauffer refers to a popular method for engaging students in reading narrative texts for understanding.¹³

The *DRA* is a reading comprehension/critical thinking activity for the building knowledge part of a reading lesson with either narrative or informational text.¹⁴ A productive method which involves student's critical thinking as a whole

¹² Judy Willis, *Teaching The Brain To Read: Strategies for improving fluency, Vocabulary, and Comprehension*, (USA: Association for Supervision and Curriculum Development, 2008), page 22

¹³ Wendy Saul Crawford, Samuel R. Mathews, *Teaching And Learning Strategies For The Thinking Classroom*, (New York: The International Debate Education Association, 2005), page 44

¹⁴ Wendy Saul Crawford, Samuel R. Mathews, *Teaching And Learning Strategies For The Thinking Classroom*, (New York: The International Debate Education Association, 2005), page 50

to improve reading comprehension in the reading process.¹⁵ Because reading is thinking, and the thinking we do when we read, in order to read, is no different from the thinking we do on other occasions. Reading is thinking that is partly focused on the visual information of print; it is thinking that is stimulated and directed by written language.¹⁶

This strategy is suitable to be applied in fiction or non-fiction texts material such as news item. According to Gerot and Wignel define news item as an informational text has function to inform the reader, listeners, or viewers about events of the day which are considered newsworthy or important.¹⁷

Based on the interview with native teacher of the school related to student's background in teaching and learning activity, there are some problems probably faced by pupils in the classroom. *First*, pupils seem weak in mastery vocabulary, whereas vocabulary is needed in reading activity. *Second*, there is old perspective that English only consists of memorizing. *Third*, method used in the classroom. Teachers

¹⁵ N Mather & L Jaffe, *Woodcock-Johnson III: Reports, Recommendations, and Strategies*. (New York: John Wiley & Sons, 2002)

¹⁶ Frank Smith, *Understanding Reading Sixth Edition, A Psycholinguistic Analysis of Reading and Learning to Read*, (New Jersey: Lawrence Erlbaum Associates, Inc., Publishers, 2004), page 191

¹⁷ Linda Gerot & Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Antipodeon Educational Enterprises, 1995), page 200

tend to use traditional method because of the time limit and teachers must finish whole of materials in the particular time.

Considering to this background situation, researcher is interested in applying an experimental research entitled “*The Effectiveness of Using Directed Reading Thinking Activity (DRTA) Strategy in the Teaching of Reading Comprehension on News Item (An Experimental Research at Tenth Grade of Ma Nu 03 Sunan Katong Kaliwungu in the Academic Year of 2015/2016)*”.

B. Research Question

- a. How Is *Directed Reading Thinking Activity (DRTA)* Strategy effective in teaching reading comprehension?

C. Objectives of Study

Based on the problem above, this study discusses the following matters:

1. To describe the effect of *Directed Reading Thinking Activity (DRTA)* strategy in teaching reading comprehension

D. Significance of Study

The data gathered from this study will be useful for:

1. Students

The result of this study is students can use productive strategy in learning English and understand that studying English is not only memorizing vocabulary and tense but also involves deep comprehension in critical thinking. By *Directed Reading Thinking Activity (DRTA)* strategy, hopefully students can explore their critical thinking in reading ability and be able to master English comprehensively.

2. Teachers

Using *Directed Reading Thinking Activity (DRTA)* strategy in teaching learning process will help teachers to find out productive way or strategy to explore student's critical thinking in teaching learning process. So, teacher can recognize their student's ability as a whole.

3. Readers

Hopefully reader can get more experience and knowledge about strategy used in teaching learning process and apply it either on professional or academic purpose.

4. School

By applying *Directed Reading Thinking Activity (DRTA)* strategy, hopefully subject can be alternative way of the teaching and learning process quality and productivity.

E. Scope of Research

The researcher classifies the term used in this study as follows:

1. Reading Comprehension

According to Anderson reading is an active process in order to the readers can interact with the text to construct the information based on their background knowledge and experience.¹⁸ Comprehension may be regarded as relating aspects of the world around us—including what we read—to the knowledge, intentions, and expectations we already have in our head.¹⁹

Reading comprehension itself is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with

¹⁸ Anderson, N, *Exploring Second Language Reading: Issues and Strategies*, (Boston: Heinle & Heinle Publishers, 1999)

¹⁹ Frank Smith, *Understanding Reading Sixth Edition, A Psycholinguistic Analysis of Reading and Learning to Read*, (New Jersey: Lawrence Erlbaum Associates, Inc., Publishers, 2004), page 13

written language.²⁰ *Extracting* and *constructing* are used as stressing points refer to the importance and unrepresentative text as a factor of reading comprehension. So, reading comprehension is neither skill nor ability for being developed at any level instruction. It is gained step by step depends on childhood acquisition and individual reads for information.

2. News Item

According to Gerot and Wignel define news item text as one of informational kind of informational literary text has function to inform the reader, listeners, or viewers about events of the day which are considered newsworthy or important.²¹

Much of the reading we do is for information—sometimes for school purposes and other times for our own. In fact, recent reports of current reading practices by students and adults indicate that the majority of reading

²⁰ Catherine Snow, *Reading for Understanding : Toward A Research and Development Program in Reading Comprehension*, (Santa Monica: RAND, 2002) page 10

²¹ Linda Gerot & Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Antipodeon Educational Enterprises, 1995), page 200

done by middle and high school students as well as by adults is informational in nature.²²

3. *Directed Reading Thinking Activity (DRTA)* strategy

Developed by Stauffer (1969), this activity is widely used in a variety of ways both for listening (where it is called *DLTA*) and reading. The purpose of this teacher-guided reading of the text is to help students think actively and become personally engaged in the reading.²³

The purpose of the *Directed Reading Thinking Activity (DRTA)* strategy (Stauffer, 1976) is to help students read critically and reflect upon what they read. This strategy helps students determine a purpose for reading, carefully examine the text, and remain engaged throughout the lesson. Although this strategy can be modified for nonfiction (Content Directed Thinking Activity), it is easily implemented with fiction.²⁴ This

²² Camille Blachowicz & Donna Ogle, *Reading Comprehension Strategies For Independent Learners*, (USA: Guilford Publications, Inc, 2008), page 91

²³ Camille Blachowicz & Donna Ogle, *Reading Comprehension Strategies For Independent Learners*, (USA: Guilford Publications, Inc, 2008) Page 138-139

²⁴ Judy Tilton Brunner, *I Read It But I Don't Get It: Helping Students Understand What They Read*, (United Kingdom: Rowman & Littlefield Education, 2011), page 56

strategy encourages readers to be active and thoughtful readers, thus enhancing their comprehension.²⁵

4. Experimental Research

An experiment is characterized by the treatments and experimental units to be used, the way treatments are assigned to units, and the responses that are measured.²⁶ An experiment involves making a change in the value of one variable – called the independent variable – and observing the effect of that change on another variable – called the dependent variable.²⁷ The essential feature of experimental research is that investigators deliberately control and manipulate the conditions which determine the events in which they are interested, introduce an intervention and measure the difference that it makes.²⁸

²⁵ Melisa Sethna, *Literacy Skills and Strategies for Content Area Teachers Comprehension and Vocabulary*, (Mundelein High School, 2011), Page 12

²⁶ Gary W Oehlert, *A First Course in Design and Analysis of Experiments*, (Minitab, Inc, 2010), page 2

²⁷ Louis Cohen, Lawrence Manion And Keith Morrison, *Research Methods In Education*. (New York: Routledge, 2007), page 272

²⁸ Louis Cohen, Lawrence Manion And Keith Morrison, *Research Methods In Education*. (New York: Routledge, 2007), page 272