

I. INTRODUCTION

This chapter introduces the beginning of this research. In the background of the problem, the writer states how students' reading comprehension skill is still low. The writer also identifies the problems, limits the problem, formulates the problem and gives the objective and the uses of this research. She also explains the scopes of this research and definitions of every related term.

1.1. Background of the Problem

In Indonesia, English is an important subject that students must learn at school. Students learn English from elementary school through university. The students are expected to have language skills in English. One of the important skills is reading. Students must improve their ability in reading comprehension, so they can get information from the text. As a matter of fact, the students' ability in reading comprehension is still far from the goal being expected, as stated in the syllabus of KTSP that students must be able to understand the meaning of functional text and simple short essay in form of narrative related to their environment. Based on the teacher's information in the school when the writer observed the school for her research, many students have difficulties in comprehending the reading text. Most of the students still get difficulty in getting

the information from the text. Besides that, finding the details, finding the main ideas, the answer to questions based on the text and making inferences from the text are some other obstacles they face. And as a result, the students got difficulties in retelling or in transferring the information from the text.

Standard and basic competence of KTSP indicates that there are many kinds of text in reading comprehension, such as descriptive, narrative, recount, spoof, report, review, etc. In this research, the writer focused on narrative text of reading comprehension, because narrative text is one of reading texts that is mostly used in the reading test. The text is simple but many students in the first year of senior high school do not really understand this sort of text. They have difficulty in finding the main idea and specific information of narrative text.

The students' failure in comprehending the reading text may be influenced by many factors, such as: lack of vocabularies, the media, the technique being used by the teacher, and the facilities. Due to this, the writer wants to underline one of those factors that are technique. Based on the teacher's information of the writer's observation, in fact English teachers in school do not teach reading comprehension using an effective technique in helping students understand reading comprehension easier. Because of that, the writer is interested in applying Directed Reading Thinking Activity (DRTA) for the solution. In DRTA, most students require explicit instruction in reading comprehension strategies (Tierney, 1982). Good readers make predictions and verify or refute them as they read.

They also make adjustments to what they think will come next based on the text.

DRTA is a strategy that explicitly teaches students to good reading habits.

The DRTA strategy is one of reading strategies which has been proved, through many studies, to have been able to improve students' reading comprehension. The DRTA strategy is developed by Stauffer in 1969 to help the students in comprehending a text. The DRTA strategy has many advantages in the teaching and learning of reading. First, the DRTA strategy can help to develop critical reading skills. Second, the strategy can encourage the students to be active readers. Third, it can activate the students' prior knowledge. Then, the strategy can monitor students' reading comprehension as they are reading. Finally, the strategy can enhance students' curiosity about particular texts or text types. From the statements above, it is obvious that the DRTA strategy is effective to improve the students' reading comprehension; so it is appropriate to be used by English teachers in teaching reading.

The DRTA is a strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension. Then benefit of a DRTA strategy may be used with an individual, a small group, or a whole class. This activity can be easily adapted for a variety of subjects and reading levels. This strategy helps strengthen reading and critical thinking skills. As the teacher guides the process, the DRTA teaches

students to determine the purpose for reading and making adjustments to what they think will come next based on the text.

Realizing the effectiveness of using DRTA strategy in reading, the writer is interested in using this strategy. The writer assumes that reading comprehension is an important skill for senior high school students and DRTA strategy is an interesting strategy that can be used in teaching student's reading comprehension. Therefore, the writer tries to propose the topic to find out whether there is any significant increase of students' reading comprehension achievement through DRTA strategy or not.

To implement the teaching strategy above, the writer chooses SMP PGRI 2 Katibung Lampung Selatan as the setting of her research. Based on her pre observation, she finds that the students have difficulty in comprehending an English reading text, such as: the students have difficulty in finding the main idea of the passage with long sentences, main topics, and explicit and implicit specific information in reading text.

1.2 Identification of Problems

In reference to background of the problem, the following problems can be identified:

1. Students get difficulties in comprehending the reading text. They get difficulties in getting information from the text, finding the details, finding

the main ideas, the answer to the questions based on the text and making inference from the text. As the results the students got difficulties in retelling or in transferring the information from the text.

2. Students get difficulties in comprehending English materials because there might be some misunderstandings between students with their English teacher in the teaching learning interaction.
3. Students' motivations in learning English are still low. So it is necessary to improve their English ability well.
4. Students have negative attitude in learning English. So it is difficult for them to learn English well because they regard that English is difficult to be learnt well.
5. Teachers use inappropriate materials in teaching English. So it is difficult for students to improve their English ability well.
6. Teachers use inappropriate technique in teaching English. So it is difficult in helping students understand reading comprehension easier.

1.3 Limitation of the Problem

The writer realized her capability in doing her research. Therefore, the writer focused on the students' difficulties in comprehending the reading text. As the solution to overcome their difficulties, the writer was interested in investigating students' reading achievement by using of DRTA strategy which was assumed to be an effective way in helping students understands reading comprehension easier.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the research question is: Is there any significant increase of students' reading comprehension achievement after being taught using DRTA Strategy at SMP PGRI 2 Katibung Lampung Selatan?

1.5 Objective

In relation to the research question, the objective of this research is to find out whether there is significant increase of students' reading comprehension achievement taught using DRTA Strategy or not at SMP PGRI 2 Katibung Lampung Selatan.

1.6 Uses of the Research

The uses of the research are:

1. Theoretically, the result of this research is expected to verify the previous theories dealing with teaching reading using DRTA Strategy and to be used as a reference for further research.
2. Practically, the results of this result hopefully can give contribution to the English teachers about the effectiveness of DRTA Strategy in increasing students' reading comprehension achievement.

1.7 Scope of the Research

This research has been conducted at SMP PGRI 2 Katibung Lampung Selatan. The subject of the research is the first year students of SMP PGRI 2 Katibung Lampung Selatan. In this research, the writer focused on the implementation of DRTA as a teaching strategy in developing students' reading comprehension. The variables of the research were DRTA as the independent variable and the reading comprehension of narrative text as the dependent variable. The research focused on the activities of reading comprehension of narrative text taught by DRTA. The students were expected to be able to comprehend some reading aspects: main idea, vocabulary, specific information, reference and inference. The materials were taken from English Book based on the School Based Curriculum (KTSP) of SMP. To find out the improvement of students' reading comprehension achievement of narrative text, the writer measured the score of a set of pre-test and post-test.

1.8 Definition of Terms

There are some terms used by the writer and to make them clear, the writer gives some definitions as follow:

1. *Effect* is a change which is a result or consequence of an action or other cause.

2. *Reading Comprehension* is defined as an active cognitive process of interacting with print and monitoring comprehension to establish the meaning (Silberstine, 1987, Simanjuntak, 1988:15)
3. *Narrative text* is a sequence of events, which is based on life experience and is person-oriented using dialogue and familiar language.
4. *DRTA* (Stauffer, 1969) engages students in a step-by-step process in which the teacher gives examples of how to make predictions. Students preview the passage, make and record predictions. As students read, they stop periodically to discuss and amend predictions.