

CHAPTER I

INTRODUCTION

This chapter describes the general issues related to the study. These include Background of the Study, Statements of the Problem, Aims of the Study, Scope of the Study, Significance of the Study, Clarification of Key Terms, and Organization of the Paper.

1.1 Background of the Study

Reading is a part of human life. In daily activities, people deals with it, such as reading a brochures, reading letters, reading newspapers and reading short messages and so on. It is very useful in different ways and for various purposes. As it is inseparable from people's life, it is important to master reading skill.

Reading deals with written language which is different from spoken language. Therefore, the sill of reading cannot be mastered by natures as speaking or listening skill. Cameron (2001) stated that reading requires individual's specific skills and knowledge about how written language operates on text. Hence, reading skill needs to be taught explicitly.

In language teaching and learning, reading has been taught from primary to high school. However, a great number of students are still lacks of reading skill, especially in English as a foreign language (ESL). Although, some students could read texts well, they were unable to retain the information and many students encounter some trouble in summarizing or pulling main ideas from their reading.

Besides, students may be able to complete their reading assignment but they are not aware that they had problems understanding to text (Ozckus, 2003).

Results finding shows that teaching reading comprehension to students is not an easy task for teachers. The difficulty are due to large class size, limited reading strategies, and lack of consideration in applying the suitable strategy in teaching process (Yoosabai, 2009). The teacher usually explains everything to students by translating each sentence or word by word rather than helping students read by promoting thinking about the meaning (Panmanee, 2009). The technique seems to lead the students to think that reading is tiring and boring since it forces the students to deal with the meaning of each word. Another unproductive teaching strategy which commonly appeared is asking students to read aloud sentence by sentence or each section and then answers the questions given. Essentially, English teachers can present the reading material better and meet all learners' needs if they can teach the students by using an interactive way.

In order to encourage students to read interactively and develop their reading comprehension, teachers need to find an effective exercise for students by using different reading strategies for different purposes (Panmanee, 2009). One of popular strategy that can improve students' reading comprehension is Directed Reading Thinking Activity (DRTA) (Stauffer, 1969).

Directed Reading Thinking Activity (DRTA) is an instructional framework that views reading as a problem-solving process best accomplished in a social context (Stauffer, 1969). The teacher's role in this framework is to select an instructional leveled text, divide the text into meaningful sections, and facilitate

discussion of each section of the text. Meanwhile, Students are responsible for establishing their own purposes for reading, generating prediction, and verifying or revising predictions during the discussion of each section. In addition, Stauffer recommends using DRTA with narrative or non-narrative text at all grade levels.

Considering the explanation above, this study is conducted to find out whether the use of DRTA in teaching reading narrative text can be an effective technique, especially for tenth grade of senior high school. Narrative text is chosen because it is commonly read by senior high school students. It is hoped that this study can be one of references for English teachers to teach reading in interesting and enjoyable ways in order to motivate the students to read.

1.1 Statements of the Problem

This study is conducted to answer these following questions:

1. Is the use of Direct Reading Thinking Activity (DRTA) effective in teaching reading narrative text?
2. What is the students' perception toward the use of DRTA method in teaching reading narrative text?

1.3 Aims of the Study

Based on the questions formulated above, the aims of the study are:

1. To find out whether teaching reading narrative text using DRTA technique is effective in improving students' reading skill.

2. To investigate the students' perception toward the implementation of Directed Reading Thinking Activity (DRTA) technique in teaching reading narrative text.

1.4 Scope of the Study

This study focuses on teaching reading by using Directed Reading Thinking Activity (DRTA) technique at the first year in SMA in Bandung. Dealing with reading skills, the researcher focuses on reading narrative text since it is one of the text types that must be learnt by tenth grade students of Senior High School (Model Syllabus and RPP, 2007). While for comparison, the whole class lecturing method is given in the control group.

1.5 Significance of the Study

This study is expected to make contributions to the improvement of teaching and learning English in Indonesia, particularly in senior high school. This study is also expected to enhance students' and teachers' knowledge related to reading skills and to develop their creativity in packing the reading process into meaningful action.

1.6 Clarification of Key Terms:

To avoid misconception and misunderstanding, several terms are clarified.

Those are:

- a. **The Directed Reading Thinking Activity (DRTA)** is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions (Stauffer, 1969).
- b. **Reading** is an activity in combining words into idea to get new information of the whole text (Spache, 1964).
- c. **Reading Comprehension** is building construction process while reading text (Harris &hodes, 2005).
- d. **Narrative text** is a piece of writing which has purpose to entertain, it also deals with problematic events that leads to crisis and turning point (Gerrot&Wignell, 1994).
- e. **Whole class lecturing method** is an instructional method which teacher delivers the materials to all students in the form of lecturing and demonstrating, and leads discussion in the form of question and answer (Stahl, 1994).

1.7 Organization of the Paper

This paper will be presented in five chapters. The chapter will be subdivided into subtopics that will elaborate the issue given. Chapter I discusses the background of the study, statement of problems, aims of the study, the scope of the study, the significance of the study, clarification of key terms and organization of the paper. Chapter II provides the theoretical foundation of the study. The theory discussed include reading, reading comprehension, teaching reading, DRTA, narrative text, students' perception and previous related studies. Chapter III elaborates the research design, population and sample, and data collection and analysis. Chapter IV presents the findings and discussions of the study. Finally, chapter V presents all the conclusions of the study and also provides for implications and suggestions for further researchers and related institutions.