

CHAPTER I

INTRODUCTION

A. Background of the Research

English is a lesson that still be learned until now. It means that English is very crucial to be learned with all aspects around it. Those aspects are receptive skills and productive one. Receptive skills are reading and listening, while productive skills are speaking and writing.

Reading as one of the receptive skills has been given a main priority in learning process. Because of that, one of the advantages for the students is they will get new knowledge from many information sources by reading. They must learn to locate, access, and use the information wisely. Today, the students must not only read the words on the page and understand them, but also think critically about what information they get when they are reading.

Besides talking about reading, the way of teaching is compulsory aspects to achieve the learning objectives. Teaching and learning process in class is said to be successful when there is students' involvement in classroom activity. Teaching is not only transferring knowledge to the students but also making the students understand what the teacher will be talking about; and learning is not merely an activity that must be done by students based on the teacher's instruction. A good atmosphere in classroom is when the teacher and the students cooperate to create an interactive condition. It can be seen from the teacher whether the teacher is able to make the students active, to make

students join the class effectively, to make students understand the message well, and also to use an interesting strategy to build students' participation in teaching and learning process in a classroom or not. Keith Davis (in Asrofudin, 2010) defines that participation is as a mental and emotional involvement of a person in a group situation which encourages then contributes their involvement to group goal and also shares the responsibility each other. From that definition, it can be concluded that participation is one of important factors which influence classroom condition. If there is no students' participation, classroom activity will be passive. Students must take part in class and give the feedback to lesson. The teacher will know whether her or his material is understood or not based on the students' feedback.

Based on the pre-observation in December 2010 in SMP Negeri 2 Sokaraja, the writer found the fact that mostly the classroom activity was dominated by the teacher, including in reading class. The students just sat on their chair, listened to the teacher explanation and they did not know what they would do in main activities during teaching and learning process. After distributing the text, the teacher asked to the students to read that text without any other activities. The common activity was just doing exercise. The example of exercise were multiple-choice question, essay question, fill in the blank, and etc. The students were not enthusiastic to follow the class. Some of them did not participate to follow the teacher's instruction because they said that the activity was very boring. Because of that the writer describes the problems as follows:

First, most of the students did not concentrate in following the lesson. There always were some students are busy with their activity. Then, the condition showed that students' motivation in learning reading was not high enough. It was seen from their attitude during following the teaching and learning process. Third, students' motivation in answering question was low. When the teacher gave questions for them, they were not enthusiastic to answer the question. Fourth, it seemed that it was not easy for students to understand the content of the text. The last problem was the class atmosphere was very noisy, and some students disturbed the other students.

Related to those problems, the writer used Directed Reading Thinking Activity (DRTA) strategy as a solution to solve the problems. Generally, Directed Reading Thinking Activity strategy tries to reinforce students' cognitive skill. The cognitive skills are related to students' comprehension toward the text which will be given. Reinforcing these skills will give a positive impact for psychomotor skill. For example, the students will be brave and have motivation in asking question, answering question, creating an interaction to each other, and also doing exercise which is given. Essentially, this strategy emphasizes the function of brain to think critically towards to a text. This strategy also encourages active reading by activating prior knowledge, helping students to focus on the topic, predicting a topic that is not clearly enough, and checking accuracy of prediction. The DRTA process will encourage students to be an active and thoughtful reader. This strategy also enhances their participation in reading class. The using of DRTA is also

expected to improve the students' involvement and the students' desire to respond all teaching learning process activities.

DRTA is one of the participative strategies that were used by the writer to bring the students into conducive situation. The students were expected to be active and sensitive in teaching and learning activity in order that the classroom condition was better than it was in pre-observation which had been done before.

B. Reason for Choosing The Topic

DRTA is a reading strategy that can create good atmosphere in reading class because it engages students to participate and use their mind to think about the topic.

C. Problem of The Research

Based on the explanation above, the writer formulates the problem of the study as follows: "Can Directed Reading Thinking Activity (DRTA) improve students' participation in reading class?"

D. Aim of The Research

The aim of the study is to know whether Directed Reading Thinking Activity (DRTA) Strategy can improve students' participation in reading class or not.

E. Contributions of The Research

This study was expected to be useful for the reader in conducting teaching and learning process in reading class. This study was contributed especially for:

1. The Student

- a. This research can make the students enthusiastic to attend the teaching and learning process because they get a new experience how to learning English in other ways.
- b. This research would be as an extrinsic motivation to help students to comprehend the text.
- c. This research was expected to be able to improve students' participation in reading class that the students are able to comprehend text easier.

2. The Other Reader

The other readers will get new knowledge about Directed Reading Thinking Activity (DRTA). It may be one of the strategies that can be implemented in class, and also it can be a reference to write the other scientific writing.

3. The teacher

It would give a positive impact for teaching learning process because the teacher can apply this strategy in his or her teaching, especially in reading class. Besides that, it would make the teacher realize that class is not always dominated by her or himself. A class is collaborative between the teacher and the students.

F. Clarification of Term

1. Participation

This word is formed from the word “participate” which means to take part in or become involved in an activity. According Cambridge Advance

Learner's Dictionary, participation is when you take part become involved in something.

2. Reading

- a. Reading is a dynamic case most particularly with the reader's knowledge of the experimental content of the text. (Nunan, 1994)
- b. Reading means looking and understanding the meaning of written or printed material. (Oxford, 2000: 1053)

3. DRTA

According to Guzzetti (2000: 45) The definition of DRTA is:

- a. D stands for Directed, the teacher direct the students to activate their prior knowledge.
- b. R stands for Reading, the teacher asks the students to read the whole of the text.
- c. T stands for Thinking, the teacher asks the students to think critically about their prediction based on the text.