

CHAPTER 1

INTRODUCTION

A. The Background of Research

English is compulsory subject in Senior High School. This condition demands the teacher to really provide learning atmosphere to help the students learn the language well. The mastery of English will make students ready to face the globalization era. Therefore, it is needed good participation between the teacher and the students to make teaching and learning process success. In the learning process there are four major skills of language, and they are reading, listening, writing and speaking. They must properly be introduced to the students to reach the goal of language learning.

Among the four majors that have been mentioned above, reading is the most important skill. By reading students can get some information about science, technology, and other announcement in the world. Reading is one of the skills that were given important priority in learning process because reading skill is very important for students to get new knowledge from many sources of information such as books, magazines, and newspapers. The students will access more information from those sources. They must learn to access and to use this information wisely.

Based on the data from the experience of PPL in SMA Negeri 1 Rawalo that found by the writer, the reading comprehension of students class X-2 in reading was still low. It happened because of some reasons. Most of students did not have enthusiasm in joining reading class. They also had low motivation when the teacher asked them to read the text related to the materials. These conditions happened because the students found difficulties in understanding the content of the text. Most of the students were seen passive in joining the lesson. It seemed to be the teacher couldn't guide students' in reading class.

One way to help the students' problems in comprehending reading text is using Directed Reading Thinking Activity (DRTA) method. DRTA is an instructional method which includes three procedural steps repeated throughout a reading passage: predicting, reading and proving (Leu, 1987: 17). DRTA method encourages students to be more active and thoughtful readers, activates students prior knowledge, teaches students to monitor their understanding of the text as they are reading, and helps strengthen reading and actual thinking skill.

DRTA focuses on students' involvement with the text. Students predict and prove the text while they are reading. So that is way a research which is entitled "Improving Students' Reading Comprehension using Directed Reading Thinking Activity (DRTA) Method (A Classroom Action Research of the X-2 Grade Students of the SMA Negeri 1 Rawalo in the Academic Year 2011/2012).

B. The Reason of Choosing the Topic

1. Reading is one of the important skills that must be done well to get important information in the text, but there are a lot of students can not understand the information that they read well. It was the reason why the DRTA method was used by the writer. It was to make the students can understand the text that they read well.
2. DRTA method can make the students more active to involve the teaching learning activity because it focuses on students' involvement with the text by predicting and proving.

C. The Problem of Research

The problem of this research was: "Can DRTA Method improve students' reading comprehension at the X-2 grade of SMA Negeri 1 Rawalo in the academic year 2011/2012?"

D. The Aim of Research

The aim of research was to improve students' reading comprehension of the X-2 grade students of SMA Negeri 1 Rawalo in the academic year 2011/2012 using DRTA method.

E. The Contributions of Research

Because the topic was very important in the area of teaching and learning reading so hopefully this research result can give meaningful

contribution toward the improvement of reading achievement. The following were some contributions of this research:

1. For the students

- a. The students will be motivated to learn reading.
- b. The students will comprehend text easily.

2. For the English teacher

The teacher can apply DRTA method in teaching reading, so the teacher will not always dominate the class. A class is collaborative between the teacher and the students.

3. For the Writer

The contribution of this research was for supporting the writer in teaching English especially reading. Beside that, it was a new method information in delivery English lesson especially in reading class.

F. Clarification of Term

To understand the study more easily, essential terms of this research were classified as follows:

1. Improving

Pei in Rohman (2012: 6), stated that improving means bring to more describable or excellent condition to better or increase value or excellent. In the other word, improving is to get better achievement or quality in reading competence than before.

2. Reading Comprehension

a. Reading

Nunan (1991: 72), reading is usually conceived of a solitary activity in which the reader interacts with the text in isolation.

b. Comprehension

Comprehension is an ability to understand the meaning or importance of something (or the knowledge acquired as a result).

Devine in Renggo (2011: 6), comprehension is reading for understanding, reading for understanding is reading for meaning, and reading for meaning is comprehension. It means that to comprehend the text, the students should understand what the text about, so that students can answer the questions well.

c. Method

Method is a method of doing something that needs skill (Hornby, 1991: 425).

d. DRTA

DRTA is an instructional method which includes three procedural steps repeated throughout a reading passage: predicting, reading and proving (Leu, 1987: 17).

