

CHAPTER I

INTRODUCTION

This chapter presents an overview about background of the study, statement of the problem, objective of the study, significance of the study, theoretical framework, scope and limitation and definition of key terms which will be used in this study.

1.1.BACKGROUND OF THE STUDY.

Many of studies related to the reading comprehension which has been considered as one of the factor which differentiate the way of the learners to learn. This can be found in the secondary schools such as vocational high schools. English teaching in high school and vocational school is different. In real situation, learning process can be applied by the teacher on teaching learning process to get the point students' attention. In the case, researcher focus on reading comprehension as the most preferred reading comprehension on vocational high school.

One of the main reasons for this result in vocational high schools is students' learning in pieces. And they cannot associate main lessons like make with real life. It can be students mostly memorize the lessons and do not realize the importance of what they learnt in real life. The students try to learn passively what has been thought. It is conducted from this perspective, learning is seen to be influenced communities to which they belong (see Gee, 1996), make a contribution to what gets learned and how. On the other hand, the problem reading at vocational high school is understanding instruction through text.

The instruction has correlation with reading because reading comprehension is also about understanding instructions through texts. Vocational school students are dealing well with comprehending information and instructions, they will not get hard times in meeting people expectation for their future career. According to (Grimbell, Block & Pressley, 2002) states the readers cannot understand due to ineffective prior instruction, as well as readers. Limited background knowledge, weak decoding skills and negative concepts

In addition, according to Freire in Sivakumar Sivasubramaniam (2005: 3) said that the relationship between text and context is the meaning of reading the word. It means that reading is an activity where the person does not use word by word, but he or she really explores and understands every word arranged in a sentence. Reading experts agree that a systematic and research-based instructional model that directly and explicitly teaches students the skills and strategies to comprehend text is necessary if students are to comprehend what they read (Alman a, z1997; Richeck, 1987).

Hall (2002) has argue about effective reading must be flexible and can appropriate with the material and guided from the reader. The important of that reader must aware and don't give up when the reader find out difficult of material.

Three aspect problem on Directed Reading Thinking Activity is reading comprehension. The reading without comprehending should not be called reading. The basic element for comprehension is knowledge. In other words, to be able to comprehend a printed material, one should be able to use background knowledge possessed and related in with the new information as they read so that reading comprehension is necessary. It is same according from it is enough to understand the gist of the text; more detailed comprehension is necessary (Grallet, 1992: 3).

Whereas Westwood (2001:31) said that to comprehend, readers must use information they already possess to filter, interpret, organize and reflect upon information from the page. It means that in order to be successful in reading comprehension, they have to be able to connect between ideas in a text and ideas in their mind. The readers need to be involved cognitively and mentally in reading comprehension process. To comprehend the texts, readers extract the information from the printed texts and make use their skills as well (Grellet, 1981, in Hedgecock 2009:15); (Urquhart & Weir, 1998 in Grabe: 2009:13).

Many researcher have been research this strategy such as by Talal Abd Al-Hameed Al Odwan (2012) at the title of research “The Effect of the Directed Reading Thinking Activity through Cooperative Learning on English Secondary Stage Students’ Reading Comprehension in Jordan” whose finding stated the strategy was appropriate to improve the reading skill with the material, this research is a statistically significant difference at ($\alpha= 0.05$) in reading comprehension in favor of the experimental group among English secondary stage students in Jordan due to the instructional strategy.

The reason is the descriptive results of the experimental group taught by the Directed Reading Thinking Activity through cooperative learning indicated that this group performed better compared with the control group taught by the conventional strategy. The weakness of this research is has a limited subject. The subject only 42 male student consist 22 male student on experimental group and 20 control group.

The previous research above has support from journal by Abdel Salam Abdel Khalek El-Koumy (2006) entitle “The Effects of the Directed Reading-Thinking Activity on EFL Students' Referential and Inferential Comprehension The DR-TA”. It is has 72 male students in Menoufya Directorate of Education (Egypt) during the academic year 2005/2006. The result is strategy is an effective strategy for developing both referential and inferential comprehension skills but he recommended the teacher should stimulate students' thinking, engage them in discussing what they predict and lead them without dominating the discussion. The data of his study concluded that combination of two methods, namely directed reading thinking activity and traditional method, was most influential in helping comprehension for male students to increase reading comprehension.

Beside that according to Novianti Arianti (2013) entitle “*Teaching Narrative Text Inference by Using Directed Reading Thinking Activity* “. Found that the strategy was appropriate in the students achievement in reading skill, this study was done and successfully. This study focus on one text that is narrative.

On this research, researcher taken a general text. The position of those strategy same from Merie Agustiani (2016) with title is "*The Effect Of DRTA and LC (Literature Circle) Strategies on Students Reading Comprehension Achievement of Narrative Texts Based on English Score*". This research using 2 strategies. There are Directed Reading Thinking Activity and Literature Circle. Both of strategy is successful on reading comprehension achievement between students in Directed Reading Thinking Activity, but there are not successful on interaction effect strategies used and English score levels on students' achievement comprehension. It is not successful because on statistical analysis showed that two way ANOVA was used to find out the interaction effect of strategies used and English score levels on students' reading comprehension achievement. It was obtained that the p value of teaching strategies and English score levels was 0.827. Then found that vocabulary has cause significant effect not successful. The same previous study between Novianti Arianti and Merie Agustiani is focus on narrative and their research taken sample on senior high school. To make different with them, I focus on general text and take sample on vocational high school at twelve grade.

In the fact, English teacher of SMK NU Gresik used traditional strategy, but she never applied Directed Reading Thinking Activity as her strategy in teaching learning process. It was known from the researcher's interview to the English teacher. She said that she used traditional strategy as her teaching strategy, but she never used Directed Reading Thinking Activity in the classroom. So Directed Reading Thinking Activity was still new for her and her students. For make different research above, researcher choose female student, it can help take sample and population enough to create their reading comprehension and help this research.

In addition, there is no study used female student on vocational high school as the subject. Most of those studies used the student of senior high school. So it becomes one of the reasons why the researcher using directed reading thinking activity for female students as subject. Therefore, this study was aimed to know the effect of Directed Reading Thinking Activity for student's comprehension on twelve grade at SMK NU Gresik.

1.2.Statement of the Problem.

Based on explanation background of the study, the problem that will be analyze by the researcher is that:

What is the effect of Directed Reading Thinking Activity for student's reading comprehension on twelve grade at SMK NU Gresik?

1.3. Objective of the study.

According of statement of the problem, the objective of the study is to find out the effect of Directed Reading Thinking Activity for student's reading comprehension on twelve grade at SMK NU Gresik.

1.4. Significance of the study.

Generally, the results of this study were expected to improve education quality, here were two significance of this study:

A. Theoretical significance.

This study gives contribute theory, strategy how the students in vocational high school use their thought to understand reading comprehension by using directed reading thinking activity in vocational high school at twelve grade.

B. Practical significance.

1. For teacher.

By knowing the effect from that strategy, the teacher considers uses DRTA strategy in teaching English. It is can make interesting learning process and teaching learning process can successful. In addition is give solution in teaching reading.

2. For student.

The student using directed reading thinking activity can give student chance to development their reading skill so they can more active in learning process. Whereas it assisted them to solve their problems in reading activity and it could help them to develop their creative thinking skills.

1.5. Theoretical Framework.

The dependent variable is the variable a researcher is interested in. The changes to the dependent variable are what the researcher is trying to measure with all their fancy techniques. An independent variable is a variable believed to affect the dependent variable. This is the variable that you, the researcher, will manipulate to see if it makes the dependent variable change. On this research consists of the following variables:

1. DRTA is independent variable (X) because this variable can influence or has effect on a dependent variable.
2. Students' reading comprehension is as dependent variable (Y) because this variable is observed and measured to determine the effect of the independent variable (Hatch and Farhady, 1982:15).

Relationship between independent variable and dependent variable in this researcher, each interrelated cause and effect. It means that when Directed Reading Thinking Activity will be implement on the class, it can be effect solve problem and increase students' reading comprehension. It is support from According to Zimmermann and Hutchins (2003) in Moreillon (2007:10) states that reading comprehension is a tool that good readers use to solve the comprehension problems they encounter in texts.

Furthermore, Stauffer's (1969) Directed- Reading Thinking Activity (DRTA) is the most appropriate strategy that meets the requirement of comprehension (build schemata, provide opportunities in using reading strategy, and enable the students to plan, monitor, and evaluate their reading process) and is suitable for reading informational text (Blachowich & Ogle, 2008).so, if the teacher using appropriate strategy, it make influence reading comprehension by using Directed Reading Thinking Activity.

1.6.Scope and Limitation of the Study.

Based on the problems were identified above, the problems of the Previous study were limited subject on teaching method used in teaching reading and interest in reading whether it would affect their reading comprehension. Teaching method used in this study was Directed Reading Thinking Activity (DRTA) method. Besides, the researcher take sample for only female student because on SMK NU Gresik almost female student and the teacher still using traditional method. Therefore, this study concerned to investigate “the effect of directed reading thinking activity for student’s reading comprehension on twelve grade at SMK NU Gresik”.

1.7. Definition of key terms.

- a. Reading skill: Reading is productive skill in English language so that reading has important role. It is support from Beatrices Mikulecky and Linda Jefries, *More Reading Power*, 2nd Ed., (New York:Pearson Education,2004), p.6.

It is through reading skill, the student has important role in manage their productive skill.
- b. Directed reading thinking activity: Directed Reading-Thinking Activity (DRTA) is a problem solving discussion strategy designed to support comprehension (Stauffer (1980). It is directed reading thinking activity (DRTA) is one strategy to solve the problem in reading comprehension.
- c. Reading Comprehension is concerned with one's thinking and understanding of the text. One's reading comprehension is affected by his or her prior experience and knowledge (Booth & Swartz, 2004). It is understanding of text is affected from experience and knowledge the reader.