

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

Reading is a necessity in today's world. That is a reason why students should try to develop their reading skills. Paul Shoebottom, 1996 stated that there is a strong correlation between reading and academic success. In other words, a student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader.

Good readers will understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They know most of the words in the text already, but they can also determine the meaning of many of the unfamiliar words from the context. They also can use their dictionary effectively to do so. In summary, good readers can extract from the writing what is important for the particular task they are employed in. And they can do it quickly.

According to Anderson, 1969, Reading is a very complex process. It requires a high level of muscular coordination, sustained effort and concentration. Reading is more than just visual task. Not only must the reader use and identify the symbols in front of her but also she must interpret what she reads in the lights of her background knowledge, associate it with past experience and project beyond theirs in term of ideas, judgement, application and conclusion.

It is showed in reading skill, students must be able understand and comprehend the text because of the teacher's role is important for developing class situation. They should be able to design the lesson to make students interest in reading activity.( Insiyah,2009)

As Steve ,1996 mentioned on the Teaching Reading Page, comprehension is the only reason for reading. Without comprehension, reading is a frustrating, pointless exercise in word calling. It is no exaggeration to say that how well students develop the ability to comprehend what they read has a profound effect on their entire lives. A major goal of teaching reading comprehension, therefore, is to help students develop the knowledge, skills, and experiences they must have if they are become competent and enthusiastic readers.

In this case, the research will be focused on teaching reading in SMK. Absolutely, In SMK, the curriculum is needed to ease the teaching-learning process. Right now, the curriculum which is used in all schools is Competency-based Curriculum. The main objective of Competency-based Curriculum is to teach the students in order to make the students able to communicate both in oral and written by using the appropriate language variety fluently in the interaction and / or monolog discourse especially that has relation with narative, procedure, recount, report, and news item discourse. ( *Kurikulum 2004, Bahasa Inggris*).

Based on interview with the English teacher of SMK,Teaching English in SMK has two basic purposes ,they are :

1. to give the English practice skill ,both oral and written in order to make students ready to work after they graduated from SMK. For example : how

to introduce our self to another people, how to read procedure of using a machine in English, Presenting reports, etc.

2. to prepare students to pass the national examination.

English is one of subjects in national exam. So, if they have low english subject score in national exam ,they cannot pass the whole school program. It means they have to repeat their study.

Survey has been conducted on SMK Daruttaqwa Gresik, found that,there is a problem when the teacher teach in classroom activities, the learners are not interested and have low motivation in English. After interviewed the teacher and some learners was known that most of the learners assume that English lesson is too difficult for them and they cannot comprehend well in English especially the reading text. A reason for this problems because most of students don't have good English basic . Most of them are from low economic background. They have never got intensive English course like in other school since they are in elementary and junior high school.

So the general problem will cause the students get low scores.Especially in reading text , we know that a big part of English program in SMK consists of reading texts. It is useful for them in the field work to read the instruction to operate something in English , to present the report in English and also to pass their examination which the majority of the questions are about reading.

Whereas, there are many subjects in SMK presented in reading text especially Expository text. It is a mode of writing in which the purpose of the

author is to inform, explain, describe, or define his or her subject to the reader.

Examples of expository texts are textbooks, encyclopedias, scientific books/journals, atlases, directions, guides, biographies, newspapers.

It is important to expose students to many forms of expository text. It often serves as prior knowledge for expository writing. Students will be challenging to comprehend expository text. According to the Teaching Today website [<http://www.glencoe.com/sec/teachingtoday/weeklytips.phtml/146>], "struggling readers require intervention in order to understand what they are reading". Signaling, as found in textbooks, often assist with the task of such comprehension. This may appear in the forms of headlines, charts, captions, and more. Identifying the structure in which expository text is written can be helpful for grasping its underlying concepts as well.

It means, teacher's role to give knowledge to the students how to read effectively. According to The National Capital Language Resource Center, Washington, DC, 2004. "Effective reading means producing students who can use reading strategies to maximize their comprehension of text, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension". In an effort to improve the quality of education and to achieve quality human resources in accordance with competency standards set nationally, need a good learning system implemented and planned. A good learning system not only implemented at the national, provincial and district levels, but also at the school level need to be considered and implemented properly.

In this case, a competence teacher 's needed. Teacher who can create an effective learning environment and handle a class well. In this reason teacher

should find an appropriate strategy to rise and raise the student's effectiveness of learning.

The strategy which the writer will study is DRA( Directed Reading Activity) .It will give students instructional support before, during, and after reading. The active role have done by the teacher, he or she prepares students to read the text by pre-teaching important vocabulary, eliciting prior knowledge , teaching students how to use a specific reading skilland providing a purpose for reading. (Modified from Dr.Samuel J.Smith 2007:1).

DRA is a strategy that explicitly teaches students to good reading habits. This strategy encourages students to be active and thoughtful readers, enhancing their comprehension. Most students require explicit instruction in reading comprehension strategies (Tierney 1982).

## **1.2.. Problem of the study**

Observing the problems facing a 11th Class student SMK Daruttaqwa Gresik about the lack of mastery of English language materials in understanding the expository text fluently , the research questions that can be revealed is: "How can Directed Reading Activity (DRA) improve students' reading ability in understanding the expository texts at 11<sup>th</sup> class SMK Daruttaqwa Gresik ?"

## **1.3.Research Objective**

The purpose of this study are:

Knowing the extent to which the success rate of DRA (Directed Reading Activity) improving the results of English Learning 11<sup>th</sup> class students of SMK Daruttaqwa Gresik.

#### **1.4. Significance of the Study**

Theoretically, this research is expected to be useful for:

- a. Developing teaching and learning process towards a more complex level of English teaching in SMK Daruttaqwa Gresik.
- b. Expanding the horizon of the mind and develop the greatest potential for teachers to teach English in SMK Daruttaqwa Gresik.

And Practically , this research is expected to be useful for :

- a. The alternative of learning English.
- b. Increase skill to read or understand the text

#### **1.5 Scope and Limitation**

In this research, the writer limits the problem on the process of teaching reading by using Directed Reading Activity to improve students' reading ability in understanding Expository text. The study is only focused on the use of DRA at the eleventh grade of SMK Daruttaqwa, Gresik.

#### **1.6 Definition of Key Terms**

Here the writer will present the explanation of key words to avoid misinterpretation and the key words that are necessary to be defined in this research are:

- a. Reading

Activity includes discovering meaning in print and script, within a social context, through bottom-up and top-down processing and the use of strategies and skills. (From Wikipedia/ Free encyclopedia)

b. Expository text

A type of oral or written discourse that is used to explain, describe, give information or inform on what is being discussed. One important point to keep in mind for the author is to try to use words that clearly show what they are talking about rather than blatantly telling the reader what is being discussed. (From Wikipedia/ Free encyclopedia)

c. DRA (Directed Reading Ability)

DRA (Betts, 1946) is a strategy that provides students with instructional support before, during, and after reading. The teacher takes an active role as he or she prepares students to read the text by pre-teaching important vocabulary, eliciting prior knowledge, teaching students how to use a specific reading skill, and providing a purpose for reading.