

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Language is a communication tool that is used to express the thought and feeling among people. Language is different among countries, and people around the world use one language to have communication with other people especially people from different country and different language. The language that can be used is English because English becomes international language. English is used by more countries as a tool for connecting to each other. English is used in some fields especially in education field from junior high school till university level (Lusyani, 2017:2).

English becomes compulsory subject in school. Teacher should build good atmosphere to the students in learning language. In English subject there are four skills that teacher should focus. The skills are speaking, listening, reading, and writing. Brown, (2004:4) states that there are written work, reading and listening activity, and performance of speaking to measure. In Indonesia, English subject is learned by student starts on elementary school till university level. Students need to consider that English is an international communication and as a dominant language from some fields. Students need to face their future by continuing their education and mastering English is one of solutions.

In mastering English, students need to consider about the knowledge must they get. It establishes the quality of their English. The knowledge can be got by the students by reading activity. Reading becomes one of the skills that is taught and it becomes the easiest way to get the knowledge and get information for students. Mubarok, Effendi, & Sofiana, (2016:26) state that reading, skill, as one of the language always plays an important role to help the students in understand the language.

In curriculum of 2013, English lesson has dominant part in reading. Students of the first year high school start learning a text. Students learn descriptive text and how to understand about the content of text. Teacher and students have interaction in reading activity through reading in text. A source and an information from reading contained in a text or about the language use. Students are guided the teacher in reading activity to get the information and students can catch the meaning from the text that they read. Reading also has relation with comprehension, because comprehension is the reading purpose and also gets the meaning from written text. Grabe and Stoller, (2002:17) state that reading comprehension as the ability of understanding and interpreting information in a text correctly. Comprehension makes the readers understand what they read, that is the reason why comprehension becomes important especially in learning English because it is needed to understand a text and get the knowledge. According to Harris and Graham from Hasan, (2017:141) reading comprehension is the constructing meaning which the

coordinate a complex processes that include word reading, word and world knowledge, and fluency in making students capable in comprehending a text especially to the basic level of English subject.

The importance of reading is essential to students who learn text in English lesson. In a basic understanding of text, students have the processes of working together at lightning speed. Understand the nature of reading to comprehend a text influences students reading habit. The word of habits is more clearly describes the automatic and unconscious processes in constructing meaning from text. Zwiars, (2010:3) states that ccomprehensions habit help a proficient reader actively in constructing meaning. They make the thinking process used majority during reading. Reading habits more clearly organizing a text's information to match what the author had in mind.

Reading comprehension and reading habit are the most important to mentally organize a text's information. The processes involve in construction meaning from text. By this activity students can improve their reading ability in comprehending a text by their habit in reading. Junior High School is in the first text learner and there are some kinds of texts that have to be learned. Students need understand and get the meaning in text by reading activity that has important part in students' future. Students will have examinations, and to pass the examinations they need to read and understand well.

Based on the interview with English teacher in MTs Mamba'ul Ulum, the writer choose MTs Mamba'ul Ulum because the students still have difficulties in understanding a text and get the meaning of text. Students' problems are low ability in reading, lack in getting the ideas of text, and the strategy was not appropriate to engage students. Those reasons make students are not intersted in reading activity. Descriptive text is the material for Junior High School students and the first text material for students of the first academic year. In making students interested in reading a text and understand about the content of the text, the writer need to help by giving an implementation of Directed Reading-Thinking Activity in improving students reading comprehension and improve their reading habit.

Directed reading thinking activity (DR-TA) is associated with Directed Reading Activity (DRA) developed by Stauffer in 1969. The directed reading thinking activity involves motivation and preparation for reading lesson, silent reading, vocabulary and skills development, oral reading, and follow-up activities. These are useful lesson plan for some reading lesson. According to AbiSamra in Lusyani, (2017:4) that the directed reading thinking activity is effective strategy in teaching reading comprehension because this strategy is able to help students set the reading purpose by making prediction on their reading, read actively, so they remember more information from what they read. Habibollahi & Behroozizad, (2018:115) state that DRTA as a metacognitive strategy that

activates readers to pay attention to the purpose of reading, this strategy sets a clear goal for their reading text and thinking.

The writer chooses this strategy because the strategy can help students in improving students' reading comprehension and their reading habit of descriptive text. The technique focuses on directed reading thinking activity to build the students' understanding of the text and apply as an learning activity in habitual reading so they able to improve the knowledge on lesson.

1.2. Research Question of the Study

Based on the background above, the problem becomes main discussion as follow:

“How effective is the use of Directed Reading Thinking Activity to improve students' reading comprehension and students' reading habit of descriptive text?”

1.3. Objective of the Study

Based on the problem was stated above, the objective of this research is to find out the Directed Reading Thinking Activity is effective to improve the students' reading comprehension and students' reading habit of descriptive text.

1.4. Scope of the Study

There are many methods, strategies, and techniques that can be improved by students' reading comprehension and reading habit. In this study, the researcher focuses using directed reading thinking activity in

improving students' reading comprehension and reading habit in descriptive text at the first academic year students of MTs Mamba'ul Ulum Pakis Aji.

1.5. Significance of the Study

1.5.1 Theoretically

This research is expected to give information about the effectiveness of Directed Reading Thinking Activity (DRTA) in improving students' reading comprehensive and reading habit, especially for describing text. This research can help to improve the reading comprehension and reading habit so can give the easy way to learn and understand of text.

1.5.2 Practically

This research may give benefits for teachers, students, readers, and the researcher in the future here are the benefits of each of them:

1. Teachers

It is expected helping the teachers for improving the ability reading in English of their students and the teachers can create this strategy in their learning to make students understand of text.

2. Students

With this research, the researcher hopes that the students get comfortably in learning English and improve their reading comprehension and reading habit.

3. Researcher

This research helps the researcher in the future, and the researcher get new knowledge in improving reading comprehension and reading habit to get new information from this research is useful for many people

