

CHAPTER I

INTRODUCTION

A. Introduction of The Research

Language is a specialized device that permits people to connect with one another, share encounters, give input, and gain from one another, both verbally and recorded as a hard copy. According to Keraf in Jamaluddin, language is a tool for community members to communicate through symbols of language sounds made by human speech tools. In conveying, it isn't just resolved whether the message of the speaker or author to the audience or peruser, still up in the air by whether the language utilized in the correspondence is great and right.¹

One of the most essential skills for students is their ability to use English. One of the UN's subjects is English (National Examination). One of the most important aspects of continuing education through college is taking English lessons. As a result, early learning should be done to make it easier to access more comprehensive English instruction. According to Law No. 20 of 2003 on the National Education System, Indonesian students must be able to understand and express information, ideas, and feelings in English, as well as learn about science, technology, and culture.²

Acquiring English incorporates four language abilities, to be specific listening abilities, talking abilities, understanding abilities, and composing abilities. Each of the four skills has a connection to the others.³

¹ Jamaluddin, 2003. *Problematika Pembelajaran Bahasa dan Sastra*, (Yogyakarta: Adicita), p. 31.

² Depdiknas. 2003. *Undang-Undang Tentang Sistem Pendidikan Nasional*, UU Nomor 20 Tahun 2003

³ Henry Guntur Tarigan, 2008. *Membaca sebagai Suatu Keterampilan Berbahasa*, (Bandung: Penerbit Angkasa), p. 12.

In the educational process, language skills need to be developed. Reading proficiency is an essential skill for students to acquire. Rahim emphasized that reading activities are the most effective method of learning.⁴

In Damianti, Roger Farr stated that reading was the foundation of education.⁵ We can deduce from that statement that reading is the foundation of education. Therefore, teaching reading to children, particularly those in elementary school, is absolutely necessary. Perusing will give significant data that can be a way to get a superior life later on, furthermore perusing cognizance likewise vital for understudies, in light of the fact that in perusing understudies are likewise expected to comprehend what they have perused. As a result, teaching students to read should be given a high priority because it enables them to gain insight, new knowledge, and useful information that will further enhance their intelligence and prepare them for life's challenges in the future.

The complex task of reading comprehension involves processing information at the word, sentence, and book passage levels. It involves the reader's active participation before, during, and after reading, as the reader absorbs the author's message, interprets it, responds to it, and retains it for a variety of purposes.⁶

Vocabulary, grammar, reading, spelling, and pronunciation are all essential English skills for students to have. The current curriculum for junior high school English requires students to be able to process

⁴ Farida Rahim. 2008. *Pengajaran Membaca di Sekolah Dasar*, (Jakarta: Bumi Aksara), p. 1.

⁵ Damianti, et. all. 2007. *Metode Penelitian Pendidikan Bahasa*, (Bandung: Remaja Rosdakarya, 2007, p. 4.

⁶ Jeanne Shay Schumm. 2006. *Reading Assessment and Instruction for All Learners*, New York: The Guideford Press, p: 263

communication, understand spoken texts, and speak on a daily basis. In a nutshell, they ought to be aware of the goal of learning English, and reading comprehension skills are crucial. In point of fact, in the field of learning to read, some students believe that reading is a learning activity that is monotonous, overdone, and makes it difficult to comprehend the text's content. Because they believe reading is less interesting education and causes more disruption in the classroom, students become less active. What's more, understudies are likewise confronted with hardships in understanding a text since understudies just skim without figuring out the items in the text.

According to the findings of a survey conducted by researchers at SMP IT Mutiara, students had difficulty comprehending and reading texts, particularly descriptive texts. First, the students' inability to comprehend the text's meaning and their lack of interest in learning were caused by the monotony of class activities after the teacher presented the material. Second, the students struggled to comprehend the text's parts and structure because they did not fully comprehend the descriptive text. In the process of putting learning into practice, not only did the students have issues, but the teacher may also have, too, such as when strategies were not used appropriately in the classroom. The teacher is crucial in guiding, developing, and enhancing students' reading abilities in the classroom. The teacher asks many students to read more actively and with more diligence, but teachers are still reluctant to make reading a requirement.

In light of these issues, the scientist is keen on carrying out the Coordinated Perusing Thinking Action (DRTA) technique to further develop understudies' perusing understanding of clear text.

DRTA (Coordinated Perusing Thinking Action), A technique that is expected to foster understudies' capacity to peruse basically and brilliantly. The goal of DRTA is to teach readers how to identify their reading goals.”⁷

The strategy is a pattern that is created with the intention of carrying out certain activities or actions.⁸ The objectives of learning activities, who is involved in learning activities, the content of learning activities, the process of learning activities, and ways to support learning activities are all part of learning strategy. The DRTA strategy, on the other hand, focuses on students reading texts so that they can demonstrate their ability to predict the reading's content while reading. In order to make learning more effective and efficient, this strategy is expected to assist students in developing their reading comprehension skills. What's more, perusing exercises become fun, and significant. so that student can correctly comprehend and comprehend the readings taught by the teacher.

Based on this background, this thesis research is entitled "**The Implementation of Directed Reading Thinking Activity (DRTA) Strategy in Teaching Reading Comprehension for the VIII Grade Students of SMP IT Mutiara Sei Mencirim, Deli Serdang in 2021/2022 Academic Year**".

B. Identification of The Research

Based on the background of the study above, the problem of the study is as follow:

⁷ Al Odwan, T. 2012. *The effect of directed reading thinking activity through cooperative learning on English secondary stage students in Jordan*. International of humanities and Social Science, 2 (16), 139-151

⁸ Abdul Majid, 2013. *Strategi Pembelajaran*, (Bandung: Remaja Rosdakarya), p. 3

1. There are some students who had difficulty in understanding and reading text
2. The strategies used in the classroom when teaching and learning activities are not varied or monotonous.
3. The atmosphere of teaching and learning feels boring by the students

C. Limitation of The Research

As far as possible the learn about "The Execution of Coordinated Perusing Thinking Movement (DRTA) System in Showing Understanding Cognizance. There are numerous types of text, including: narrative, recount, descriptive, report, explanation, analytical, hortatory, procedure, discussion, review, anecdote, spoof, and news item are all types of texts.

The application of narrative text learning, particularly in reading, will be the primary focus of the researcher. The social function of descriptive text is to describe specific people, places, or things. In this way, one might say that elucidating text is a text that makes sense of about whether an individual or an item is like, whether its structure, its properties, its sum and others. The purpose of the descriptive text is obvious: to describe, represent, or reveal an abstract or concrete person or thing.

D. Formulation of the Research

The following problems were formulated into research questions on the basis of the aforementioned research problem:

1. How is the student's reading comprehension prior to participating in the Directed Reading Thinking Activity incorporated into the Language Teaching process?
2. What role does the Directed Reading Thinking Activity (DRTA) strategy play in reading comprehension instruction?

3. When Directed Reading Thinking Activity (DRTA) is being used, how is the atmosphere in the classroom?
4. How does the Directed Reading Thinking Activity affect the student's reading comprehension in the language teaching process?

E. Objective of The Research

Based on the problem of study above, the objective of the study is as follow:

1. to determine how the student's reading comprehension skills were utilized in Language Teaching process
2. prior to the Directed Reading Thinking Activity to learn how the Directed Reading Thinking Activity (DRTA) strategy was used in the classroom to teach reading comprehension
3. to determine how the Directed Reading Thinking Activity (DRTA) affects classroom atmosphere
4. to determine how the Directed Reading Thinking Activity affected the student's reading comprehension in the language teaching process.

F. Significance of The Research

This research is expected to be beneficial for both theoretically and practically.

a. Theoretical Significance

Theoretically, the findings of this study could provide the eighth-grade students at SMP IT Mutiara Deli Serdang with a wealth of information about how to use the Directed Reading Thinking Activity (DRTA) strategy to improve reading comprehension.

b. Practical Importance

This study is expected to be useful in practice for:

- a. For the Teacher

The teacher will use this research as a source of inspiration or information for all English teachers so that they can use the Directed Reading Thinking Activity (DRTA) strategy to help students improve their reading comprehension.

b. For the Students

The findings of this study may help SMP IT Mutiara Deli Serdang's eighth-grade students improve their reading comprehension skills.

c. For the Further Researcher

As input and feedback on how to use the Directed Reading Thinking Activity (DRTA) strategy to improve reading comprehension and increase students' active, creative, and enjoyable learning, it can serve as an additional reference for future researchers.

