

CHAPTER I

INTRODUCTION

This chapter presents background of the study, statement of the problem, objectives of the study, significance of the study, scope and limitation, and the definition of key terms.

1.1 Background of the study

English language has four major skills that should be taught by teacher in classroom. Those are listening, speaking, reading and writing. One of the important skills to be mastered by students is reading. Reading is complex skill that connects to other skills. While reading students can find new ideas, obtain new information from the text, complete their assignment and their interest in reading.

One of the important thing in reading is comprehension. According to Klingner et, al (2007: 2) reading comprehension is making meaning process contain organize word reading, word and world knowledge and fluency. In comprehending the text students not only read the text, but also have to understand what they just read and can prove it by answer the question correctly or express their comprehension by retelling. Reading comprehension is not about fluency but also for understanding the meaning of the text reading.

However, reading comprehension activities is an easy task for students in SMP Muhammadiyah 17 Surabaya. The researcher finds some students difficulties in understanding reading text. First, reading is an uninteresting activity for students. Second, they lack vocabularies it is the main problem in comprehension the text, if the students have not enough vocabularies, of course they difficult to comprehend the text. Based on Kang shin (2015: 2) states that "to comprehend the text EFL learner has to know 95% the meaning of words separately". Third, is they cannot express their understanding when the teacher wants them to retell what they have read in speaking or writing. In consequences their reading scores was under the standard minimum of competent (75).

The problem faced by students may be caused of the strategies used by teacher. The teacher still used konvensional strategy. Teacher asks students to read the text in their textbook and help students to find the difficult vocabularies then ask students to answer the question related to the text. This method makes student easily get bored and become passive learners even if they in group work, only one of them was dominant than other and independent.

The teacher needs to apply the effectiveness strategies to solve these reading comprehension problems. The experts and previous researchers have created and used strategy to solve those problems. There are some strategies that can be used to improve students reading comprehension such as SQ3R (Survey, Question, Read, Recite, Review). SQ4R (Survey, Question, Read, Recite, Write, Review). RAP (Read, Ask, Put) and DRTA (Directed Reading Thinking Activity).

Based on background above researcher would like to use Directed Reading Thinking Activities (DRTA) to facilitate students comprehend the text. it is comprehension strategy such as prediction about the content of the text before reading. This study combines with Numbered Head Together (NHT) for the learning process, it is a part of cooperative learning based on Kagan (2009: 3.15) the research sum up that NHT can improve student achievement for about 75-83%, improve students' thoughts, interest and good teamwork in various levels and subject. the researcher decide the topic in this study under the title "*The Effectiveness of Directed Reading, Thinking Activity (DRTA) Through Numbered Head Together (NHT)*".

1.2 Statement of the Problem

Based on the background of the study above the researcher would like to state the following problems:

- 1.2.1 Is there any significant different of Directed Reading Thinking Activity (DRTA) through Numbered Head Together (NHT) on students' reading comprehension between control and experimental class?

1.2.2 What are the students' responses on implementation Directed Reading, Thinking Activity (DRTA) Through Numbered Head Together (NHT) ?

1.3 Objectives of the Study

Based on the statement of the problems above this study aims to :

1.3.1 Analyze the significant different of Directed Reading Thinking Activity (DRTA) through Numbered Head Together (NHT) on students reading comprehension between control and experimental class.

1.3.2 Know the students' responses on implementation of Directed Reading, Thinking Activity (DRTA) through Numbered Head Together (NHT).

1.4 Significance of the Study

The significance of the study addressed to the English teacher, students, and other researcher.

1.4.1 For a teacher in SMP Muhammadiyah 17 Surabaya, it is expected to give an innovation and solution in teaching reading effectively.

1.4.2 For students of SMP Muhammadiyah 17 Surabaya, it can help in solving their problems in comprehending the text, developing their confidence, and independence in completing the task and building their critical thinking and their teamwork.

1.4.3 For other researcher, it is expected that the result of this study can be referenced for further researcher about reading comprehension.

1.5 Scope and Limitation

This research limited to the subject study by eight grade students of SMP Muhammadiyah 17 in academic years of 2016-2017 that consists of 27 students. Material used for this study is about recount text introduced in the student textbook and focused on improving students reading comprehension by applying

Directed Reading, Thinking Activity (DRTA) Through Numbered Head Together (NHT).

1.6 Definition of Key Terms

In order to avoid misunderstanding on certain key terms the researcher would like to define some key terms :

- 1.6.1 Reading Comprehension is reading activity to understand the text not only understand the single of words in the text but have to comprehend the content so the reader can get a new information while they read.
- 1.6.2 Directed Reading Thinking Activity (DRTA) is the instructional strategy for reading comprehension that consists of three stages. First is students make prediction about the content of the text by answering the question base on the clues (title and pictures). Second, read the text loudly or silently. Third is evaluate or improve their prediction using information from the text.
- 1.6.3 Numbered Head Together (NHT) is Applying NHT into four steps those are numbered, questioning, head together, and answering. first steps is numbering, it mean students make a group of five to six and each student have own number. Second, the teacher gives each group questions. Third, head together means students discuss and answer the question together and make sure all of member knows and understand the answer. Fourth, teacher calls one of the number each group and students with the same number present their answers in front of the class.