

## CHAPTER I

### INTRODUCTION

This chapter contains an explanation for conducting the research, and it deals with several points: an introduction that concerns the background of the research, the research questions, the research purposes, the significance of the research, the rationale, and previous studies.

#### **A. Background**

Reading is one of the essential skills in the English Language. According to Erlidawati & Syarfun (2018), reading is a technique for improving students' ability to extract knowledge and their reading skills and success in reading a text. The need for reading increases along with the student's need for information. According to Mikulecky and Linda (2001), reading aims to obtain information, understand ideas, discover authors' viewpoints, and seek evidence for their point of view, which may be needed for writing their essays. Reading also entails comprehending what others read. Moreover, Neufeld (2005) states that reading comprehension can be described as the process of forming a supportable knowledge of a text. In addition, reading is only a decoding activity without grasping the content of the text if it is done without comprehension.

In reading comprehension, the reader needs to have some points that can become a workflow. This point is called the aspect of reading comprehension. There are several aspects involved such as, the main idea, supporting detail, reference, vocabulary, and inference as part of reading comprehension (Mikulecky & Jeffriess (1996) in Dwi et al. (2018)). This aspect helps students to understand the reading text better.

Meanwhile, students still find difficult to comprehend the English reading text. Ismail (2019) states that the students' ability to use their language is limited to understand and communicate the contents of the reading material they have read. In line with such situation, based on interview with the English teacher at a senior high school in Bogor, it was found that the students got difficulties in understanding the English text. They can read aloud a text, but they got trouble in understanding information in a text and have limited vocabulary. It is problematic for students

because reading aims to extract information and ideas from the text and complete instruction such as exercise or the test.

Various strategies have been recommended to improve students' reading comprehension skills. One of the strategies is called DRTA. According to Stauffer stated in Ruddell (2005), DRTA is an instructional strategy that focuses on students' thinking through prediction and open-ended questions before moving to the text. In addition, McKenna (2002) states that the DRTA is a reading strategy that encourages students to create predictions to make their reading more purposeful. It means DRTA is a strategy for improving reading comprehension. The DRTA strategy supports students in concentrating their attention on the reading text and encourages them in comprehend it (Almasi, 2003).

There are several previous studies regarding DRTA strategies to improve EFL students' reading comprehension. The first, Arisetyawati (2017), discusses the effect of directed reading thinking activity in cooperative learning setting toward students' reading comprehension. Second, Nelson and Yohanes's (2019) research discusses the use of directed reading thinking activity strategy to enhance students' reading comprehension. Yuni, Sugirin (2019) examine fostering students' reading comprehension ability through DRTA strategy. Nerim (2020) discuss the scrutinizing directed reading thinking activity (DRTA) strategy on students' reading comprehension. The last, Nurmadina & Yuliah. (2021) discusses the implementation of directed reading thinking activity (DRTA) to improve students' reading comprehension. However, this research is different from the previous research. While previous research used experimental design and focus to find the improvement reading comprehension using DRTA strategy in narrative text, this research uses a qualitative method or case study design, focus to explore DRTA strategy in teaching reading comprehension especially in recount text, to find how the process of implementing DRTA strategy in EFL classroom, to investigate what aspects of reading comprehension skills are found to be fostered when using DRTA and to know the responses of students after learning with DRTA strategy.

Based on the above elaboration, this research entitled "Exploring Directed Reading Thinking Activity (DRTA) Strategy in Teaching Reading Comprehension

In Recount Texts To EFL Students: A Case Study At The Tenth Grade of Senior High School In Bogor."

## **B. The Research Questions**

There are several research questions about the problem that have been raised in the background:

1. How is the process of implementing DRTA strategy in EFL classroom in Bogor?
2. What aspects of reading comprehension skills are found to be fostered when using DRTA?
3. What are the EFL students' responses after learning with DRTA strategy?

## **C. Research Purposes**

Considering the research questions above, this research aims:

1. To observe how is the process of implementing DRTA strategy in EFL classroom in Bogor.
2. To investigate aspects of reading comprehension skills found to foster when using DRTA.
3. To explore EFL students' responses after learning with DRTA strategy.

## **D. Significances of The Research**

The study is intended to provide theoretical and practical contributions.

### **a. Theoretical Significances**

Theoretically, this research is expected to be a source of information for other researchers who conduct research related to this research.

### **b. Practical Significances**

Practically, this research is essential to make the teacher realize that the DRTA strategy can effectively increase students' reading skills and help teachers find alternative ways of teaching reading comprehension by using the DRTA strategy. While for the students, it can foster them to comprehend the text they read and get the encouragement for students to be interested in reading.

## **E. Research Framework**

Woolley (2011) states that reading comprehension is making meaning from text. Moreover, Dalman (2013) states that reading is more than looking at a collection of letters that have created words, groups of words, phrases, paragraphs, and discourses; it is an activity to interpret symbols or writings so that the author's message may be accepted by the reader.

Based on the previous definition, reading comprehension is the process of discovering information in a text and deducing the meaning. Conveying ideas and opinions are essential for understanding an author's text. In reading comprehension, the reader reads to respond appropriately to the information read through learning to read (Musdalifah, 2020). Moreover, in reading comprehension, students are required to find aspects of reading comprehension such as determining the main idea, locating references, making inferences, detailing the information, and understanding vocabulary (Nuttal, 1982). It could be easy to comprehend the meaning of the text if the students can master an aspect of reading comprehension.

According to Al Odwan (2012) Rahman and Akhyak (2013), the DRTA strategy engages students in an active process that examines their ability to think critically; it effectively encourages them to become involved and independent readers. The essential point of the DRTA strategy is the presence of an active process, the occurrence of problem-solving activities, and the reader's use of existing knowledge to understand the reading. This strategy emphasizes student participation with the text since students predict and demonstrate it while reading. The DRTA strategy allows the teacher to help children think like good readers by anticipating the prediction, confirming, and refining their ideas with the story.

Elfira, Marhum, and Mashuri (2015) citing Opitz and Lindung (2009) also added that DRTA is a strategy that can help students improve their reading comprehension by generating transparent predictions and validating them as they read. It means learning by DRTA strategy can give a good response for the students because it encourages the student to use their minds to make the main idea and conclusion from the text they read. Maarof and Suharjo (2010) stated that DRTA assists EFL students in improving their comprehension of English text.

## **F. Previous Studies**

There are some previous studies that focus on a similar area with the current research. The first, Arisetyawati's (2017) study, focuses to find the effect of DRTA in cooperative learning settings toward reading comprehension. It employs an experimental approach with pre-test and post-test design. The population of this research was sixty-five students of eleventh grade at senior high school. This research used a random sampling technique. This study involves two sample groups, one class as a control group and one experimental group. In cooperative learning, the practical group class used DRTA, while the control group class did not. According to the finding of this study, the student's scores who DRTA taught in cooperative learning were higher than students' who were only introduced by DRTA. This previous study is relevant in terms of the topic. The topic is about DRTA strategy in reading comprehension. However, there are also some gaps between the current and previous research. The current research explores the tenth grade of senior high school. The instrument used to collect the students' skills in aspects of reading comprehension is document analysis. The research used purposive sampling.

The second, the research was conducted by Nelson and Yohanes (2019). They focused on finding the effectiveness of the DRTA strategy. The study belongs to quantitative methods using an experimental design. The instrument used to collect data for this study included a pre-test, treatment, and post-test. The participants were twenty-six junior high school students in ADVENT II Bandung. The research used SPSS 21.0 to analyze the data. According to the findings hypothesis show that  $p\text{-value (Sig)} < 0.000$ ,  $p\text{-value (Sig)} \leq \alpha (0.05)$ , it means a DRTA strategy effectively improves students' reading ability. This previous study is relevant in terms of the topic and participants. The topic is about the use of DRTA strategy to enhance students' reading comprehension in junior high school. However, there are also some gaps between the current and previous research. Using qualitative with case study design, the current research explores DRTA strategy in teaching reading comprehension at tenth grade of senior high school. The instrument used to collect the data are observation, document analysis, and interviews with nine participants.

The third, the research was conducted by Yuni and Sugirin (2019). They examine fostering students' reading comprehension ability through DRTA strategy. The approach used in this study is a quasi-experimental method, with data obtained through pre- and post-tests. Two classes were randomly selected as the sample of this study, including class 8C as the control group using the DRA strategy and 8H being the experimental group using the DRTA strategy. The population of this research was eight-grade students of SMPN 1 Yogyakarta. There were 66 students. The results of this study showed that there was no significant difference between students who were taught using the DRTA strategy and those taught by DRA in reading comprehension. However, there was a significant effect on students' reading comprehension with a contribution of 82% after implementing the DRTA strategy. Therefore, the findings of this study indicate that the DRTA strategy can improve students' reading comprehension. They can understand it and become critical readers. This previous study is relevant in terms of the topic. The topic is about the fostering students' reading comprehension ability through DRTA strategy in Junior High School. However, there also some gaps between the current and previous research. Using qualitative with case study design, the current research explores DRTA strategy in teaching reading comprehension at tenth grade of senior high school. The instrument used to collect the data are observation, document analysis, and interviews with nine participants.

The fourth, the research was conducted by Nerim (2020). The purpose of this study was to look at the effect of DRTA strategy on students' reading skills. This study was designated as experimental research since it used a quasi-experimental design. This research included 60 second-grade students of junior high school. The students were split into two groups: experimental and control. The experimental group was given the DRTA strategy, whereas the control group was given the traditional learning strategy. A reading test was used to collect the data. Descriptive and inferential statistics were used to analyze the data. The study's findings revealed that the DRTA strategy for teaching reading was more effective than the traditional learning strategy. It was established that the mean score of the students in the



experimental class (78.80) was greater than that of the control group (73.73). This previous study is relevant in terms of the topic. The topic is about examine the directed reading thinking activity (DRTA) strategy on students' reading skills. However, there are also some gaps between the current and previous research. The current research used qualitative with a case study design, and the aims are to explores DRTA strategy in teaching reading comprehension in the tenth grade of senior high school. The instrument used to collect the data are observation, document analysis, and interviews.

The last, the research was conducted by Nurmadina and Yuliah (2021). This study aims to investigate into the usage of Directed Reading Thinking Activity to help students enhance their reading comprehension. A quasi-experimental approach is used in this study, comprising both an experimental and a control group. The DRTA technique was used to teach the experimental class, whereas the conventional strategy guided the control class. The participants in this study used random sampling and were divided into two groups: class X-1, which included 32 students as the experimental group, and class X-2, which included 30 students as the control group. A reading comprehension test and a questionnaire were used to collect data. According to the study's findings, employing the DRTA strategy raises students' test scores more than utilizing the conventional strategy. The experimental group had a mean score of 76.40, whereas the control group received a score of 50.3. This previous study is relevant to the current research because there are some similarities in terms of the topic and participant. The topic is about the use of Directed Reading Thinking Activity (DRTA) to improve students' reading comprehension in the tenth grade at SMAN 1 Tanete Riaja. However, there are also some gaps between this research and the current research. The current research explores in detail about DRTA strategy in teaching reading comprehension in the tenth grade of senior high school, investigate aspects of reading comprehension skills found to foster when using DRTA and find out EFL students' responses after learning with DRTA strategy. The instrument used to collect the data are observation, document analysis, and interviews.

In conclusion, this research and the current research has similarities and differences. The similarity is in the participant, the researcher used students in senior high school as the participants. The differences are the previous research used experimental method or quasi-experimental design and focus to examine the improvement reading comprehension using DRTA strategy. Meanwhile, this research uses a qualitative method or case study design and focus to explores DRTA strategy in teaching reading comprehension especially in recount text, to find how the process of implementing DRTA strategy in EFL classroom, to investigate aspects of reading comprehension skills are found to be fostered when using DRTA and to know the responses of students after learning with DRTA strategy.

