

CHAPTER I

INTRODUCTION

This chapter discusses about background of the research, problem of the research, purpose of the research, operational definition, significant of the research, scope of the research. They will be presented respectively.

1.1 Background of the Research

As a tool of communication, English has been adopted as one of the most important foreign languages that must be learned by the students at school. The instructional English teaching at junior high school is to help the students in mastering language skills. English covers four basic language skills. They are listening, speaking, reading and writing.

In English teaching, reading is one of the communication skills that need to be developed and mastered by students. McDonough, Shaw and Masuhara (2013: 110) state that reading is considered as the most important skill in learning a foreign language. Reading skill is the basic skill in learning English, because every activity in English class involves reading. In addition, Harmer (2001:70) states reading is not passive skill, it is an incredible activity that we have to understand the word meaning in a text.

Reading comprehension is the process of building a connection between what the readers know and what they do not know between the knowledge. According to Snow (2002:11) reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. So, the readers construct the meaning by interacting with the text through the combination of prior knowledge and previous experience to get the information the text.

There were many weaknesses of students on reading comprehension after the researcher interviewed and observed the English teacher of eighth grade of MTs Baitu Arqom Balung. It was done on April 9, 2016 the aim was to get the basic information about reading comprehension teaching and learning process. According to the English teacher of the eighth grade of MTs Baitul Arqom, the eight grade still faced difficulties in comprehending a narrative text. The difficulties were understanding the word and sentences in texts, cannot get the point or information when they read the text, they did not interested with text and they thought that reading was boring activity.

In overcoming these problems, the researcher proposed a method of teaching reading which was more effective on students' reading comprehension. The method is DARTs (Directed Activities Related to Texts). DARTs is an alternative method that teachers can apply in reading classroom. Harrison states (2004:15) DARTs is activities for helping children to explore, identify the macrostructures which get interacted with text. So, DARTs would enable readers to learn much more effectively from text. In addition, DARTs also can help students to remember the information, develop the idea and increase the learning

motivation because they get involved actively in the learning activity (in Pamelasari and Khusniati, 2013:622).

Therefore, the writer is interested in conducting a research entitled : “The Effectiveness of DARTs (Directed Activities Related to Texts) on Students’ Reading Comprehension in Narrative Text of The Eight Grade Students at MTs Baitul Arqom Balung in the 2015/2016 Academic Year”.

1.2 Problem of the Research

Based on the background of the research, the problem of the research is formulated as follows: “Is there any significant effect of using directed activities related to texts (DARTs) on students’ reading comprehension in narrative text of the eight grade at MTs Baitul Arqom Balung in the 2015/2016 academic year?”.

1.3 Purpose of the Research

Based on the problem of the research above, the purpose of the research is formulated as follow: “To know whether there is or there is not any significant effect of using directed activities related to texts (DARTs) on students’ reading comprehension in narrative text of the eight grade at MTs Baitul Arqom Balung in the 2015/2016 academic year”.

1.4 Operational Definition of the Terms

1.4.1 Reading comprehension

Reading comprehension is students’ ability to understand the reading text given. In this research the text is narrative. The researcher wanted the student to

have ability in understanding words, understanding sentences, understanding paragraph and understanding text.

1.4.2 DARTs (Directed Activities Related to Texts)

Directed Activities Related to Texts (DARTs) method that have activities to directly interact with texts. The interaction is activities that can make students participate in a text. Directed Activities Related to Text (DARTs) is small group activity, it can be pair learners. There are two kind of Directed Activities Related to Text (DARTs). They are analytical and reconstruction.

1.5 The Significance of the Research

The researcher hopes that the result of the study gives contribution to:

1. The teacher

The researcher hopes this research gives a solution for teacher to make their teaching more effective and can inspire teachers to use an alternative techniques in teaching English especially in teaching reading for Junior High School.

2. The students

It is useful for students to have good reading comprehension and the students will get new experience and knowledge in studying reading skill. Hopefully, by applying directed activities related to texts (DARTs), it can motivate the students read more, understand the text easily and have better ability in reading because this method is fun and enjoyable.

1.6 Scope of the Research

The scope of this study conducted on the eight grade students at MTs Baitul Arqom, Balung. The research focused on the process of teaching and learning reading using Directed Activities Related to Texts (DARTs) method. The topic of the text is Narrative text.