

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Aristotle states, education purpose to equip individual to fulfill their potential and become a productive member of society. Any interaction or relationship between an adult and a child and be considered educational. M.J. Langeveld defines education as an industry or setting in which educational work takes place. Education refers to the way individuals gain knowledge and understanding of certain concepts and ideas at a higher level. Through formal education, people develop patterns of thought and behavior that align with their learning.<sup>1</sup>

Education is the sum of all an individual's experiences and is one of the most significant aspects of human life. The level of education in country has a significant impact on its development. Since individuals are constantly influenced by external factors throughout their lives, education must be a lifelong process. Education also aims to assist individuals in finding solutions to the problems they encounter. Therefore, as long as researcher continue to receive education and face problems that require solutions, education will always be necessary. The extent to which education has evolved can serve as a measure of a country's progress.<sup>2</sup>

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<sup>1</sup> Bambang Afriadi dan Burhanuddin Tola, "Evaluation of the Implementation of Teacher Professional Education in Indonesia," *International Education Trend Issues* 1, no. 1 (2022): 1–9.

<sup>2</sup> Ruth Abigail Tarigan, Ari Saptono, and Saparudin Muchtar, "Enhancing Indonesia's Education Quality: Identifying and Addressing Key Challenges," *1st International Students Conference on Business, Education, Economics, Accounting, and Management (ISC-BEAM)* (2023): 659–670, <https://journal.unj.ac.id/unj/index.php/isc-beam/article/download/42700/16818/>.

Based on several problems identified by the researchers, one of the main causes is the lack of appropriate methods used in teaching English to eighth-grade students at SMP Negeri 1 Kemiri. Students tend to feel unmotivated during the English learning process because teachers pay less attention to them and often use monotonous teaching methods-for example, the lecture method where students are only passive listeners.

Therefore, an alternative is needed to overcome these issues. Teachers should supervise and actively engage students in learning English by applying the Directed Reading Thinking Activity (DRTA) method. This method is expected to increase students' enthusiasm for learning, and it will be the approach used by the researchers.

Educational problems, especially in Indonesia, often result in the production of so-called “human robots”. This term reflects the imbalance or bias in the education provided. Another major issue is the declining quality of the education system. The current system is not liberating, as students are often viewed as individuals who know nothing. As a result, the educational model tends to produce individuals who are merely prepared to meet the demands of the are without being critical of it.<sup>3</sup> In addition, there are many schools and universities with poor infrastructure, low availability and usage of educational media, and incomplete libraries. The use of information technology is still lacking, and other basic amenities. Research and Development Department of the Ministry of National Education states, there were 146,052 elementary schools with 865,258 classrooms and a student population of 25,918,898. Of the total

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<sup>3</sup> R. Madhakomala, M. Akrimul Hakim, and Nabillah Syifauzzuhrah, “Problems of Education in Indonesia and Alternative Solutions,” *International Journal of Business, Law, and Education* 3, no. 3 (2022): 135–144.

classroom 364,440 (42.12%) were in good condition, 299,581 (34.62%) had slight damage, and 201,237 (23.26%) had serious damage.

There is a significant disparity the quality of education between in urban and rural areas. Schools in major cities typically have better facilities and more qualified teachers, while schools in remote areas often lack resources. The curriculum in Indonesia does not fully align with the needs of the workforce or the developments of the times. The curriculum is often considered too theoretical and does not place sufficient emphasis on practical skills or critical thinking. In terms of infrastructure quality, many schools especially those in remote areas have inadequate facilities. such as computer labs and projectors, as well as insufficient teaching and learning materials. Such conditions negatively affect student comfort and hinder the overall learning process.

These educational challenges, ranging from curriculum limitations to inadequate infrastructure, not only affect students' academic performance but also hinder the development of essential skills such as communication and critical thinking. One crucial aspect often overlooked in these environments is the role of classroom interaction, particularly in language learning, where active engagement can significantly influence students' speaking abilities.

A. Khoiriah states from the *Journal of English Language Teaching and Linguistics*, “an interaction between these two models of performance applicated especially strongly to conversation, the most popular discourse category in the profession”. Interaction in

classroom plays an important role in enhancing students' speaking skill.<sup>4</sup>

The relationship of interaction or communication that occurs between teachers and students during the learning process is known as teacher-student interaction. In the context of education, the effectiveness of this interaction has a significant impact on student engagement, understanding of the subject matter, and the ability to think independently and critically. To foster student involvement and comprehension, teachers provide not only verbal communication but also emotional and cognitive support during the learning process.

Teacher-student Interaction has a significant impact on classroom management and influences learning and development. From a developmental perspective, the establishment of a positive teacher-student relationship supports a student's cognitive, social and emotional growth, and enhances their mental well-being. Such relationships positively affect students' self-esteem and help improve their skills. Student-Teacher interactions are essential for the development of students' academic self-concept and for increasing their motivation and academic success. Colleges and universities that actively promote close and frequent contact between students and faculty members are more likely to benefit from such initiatives. When faculty members show interest in their students' academic progress, they can make significant contributions to the students' intellectual and professional development.<sup>5</sup>

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<sup>4</sup> Ariska Khoiriyah, "Classroom Interaction In English Speaking Class: A Naturalistic Study At English One Course Surakarta," *Journal of English Language Teaching and Linguistics* 5, no. 3 (2018): 311.

<sup>5</sup> Kristin Sen, "Importance of Teacher-Student Interaction," *Prime Scholars Library*

Teacher-student interaction (TSI) is defined as the exchange of information between teachers and students within the classroom. Interaction serves as a foundation for relationship development, as these relationships are mutually beneficial. The classroom environment and the quality of teacher-student interaction (TSI) significantly influence the formation of positive and healthy relationships. Establishing a sense of community and enhancing students' learning motivation are two major benefits of effective TSI. In online learning environments, when face-to-face interaction is limited, it can be challenging for teachers to build rapport and personalize their interactions is a crucial component, as it contributes to improved academic achievement. For learning to be effective, it is also essential to ensure that students feel comfortable and confident when participating in online lessons.<sup>6</sup>

"Reading is a highly complex process, and therefore it is not surprising that some children struggle to become proficient readers". As such, reading is skill that must be taught and learned. It has been stated that reading is the practice of using text to create meaning. We need reading not only to understand what we read but also to respond and evaluate it. Furthermore, reading is also involves accessing and acquiring both language knowledge and domain-specific knowledge.

Reading is the ability to extract information from a text. It involves not only retrieving information but also interpreting it. Reading is an active process that relies on the writer's ability to convey meaning through language and the reader's ability to infer

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9, no. 3 (2021): 1, <https://primescholarslibrary.org/>.

<sup>6</sup> Sharmaine Gek Teng Ong and Gwendoline Choon Lang Quek, "Enhancing Teacher-Student Interactions and Student Online Engagement in an Online Learning Environment," *Learning Environments Research* 26, no. 3 (2023): 681-707.

that meaning. In addition, reading is essential for gaining a general understanding of a text. This process is often carried out quickly, as it focuses on grasping the overall meaning, identifying key ideas, connecting concepts within the text, and predicting its content.

There are a lot of definitions of the DRTA (Directed Reading Thinking Activity) technique. The DRTA technique is a reading instruction method that involves forming predictions from the author's point of view and then verifying or revising those predictions through critical thinking. Instructional guidelines, this technique can be used by readers at all reading levels, either in groups or individually, using narrative text or informational passages.<sup>7</sup>

Directed Reading-Thinking Activity (DR-TA) is a strategy designed to guide language learners in improving their reading comprehension. DR-TA is applied at each of the three stages of reading: pre-reading, during reading, and post-reading. It can be implemented both in small groups and individually. In DR-TA, making predictions play an important role in providing students with reading purposes. Readers should have specific goals when reading. It is in line with Celik who argues that reading should have defined aims to guide readers' cognitive engagement. N. Nimar states from the *Journal of Languages and Language Teaching*, "teacher should provide questions for students to activate their prior knowledge and use clues such as the title and pictures from the text so as to stimulate students to make an accurate prediction". In addition, the teacher

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<sup>7</sup> A N Undergraduate Thesis et al., "To Improve Students Reading Comprehension at Junior This Undergraduate Thesis Is Written to Partially Fulfill the Requirements for Obtaining Bachelor Degree in English Education Department," 2023.

should also pre-teach vocabulary that is considered important to support students in making accurate predictions of the text.<sup>8</sup>

The benefit of Directed Reading Thinking Activity (DRTA) method include the following:

### **1. Enhancing Reading Comprehension**

By dividing the reading process into stages (before, during, and after reading), DRTA helps students gain a deeper understanding of the text. Students are encouraged to actively engage with the content rather than read passively.

### **2. Strengthening Vocabulary Mastery**

Through DRTA, students are exposed to variety of new words and phrases within meaningful context. This not only enriches their vocabulary but also helps them understand how words are used in different situation.

### **3. Training Gradual Reading Skills**

Since DRTA segments the text into smaller parts, students are encouraged to pause periodically to reflect and comprehend each section before proceeding. This approach improves focus and gradually enhances overall reading comprehension.

Based on the description above, the researcher believed that the Directed Reading Thinking Activity (DRTA) method could improve reading comprehension and foster critical thinking during the reading process. To achieve this goal, researcher structured the study into several parts. It begins with a relevant literature to establish a theoretical framework. Then, the research methodology is explained,

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<sup>8</sup> Nerim Nerim, "Scrutinizing Directed Reading Thinking Activity (Drta) Strategy on Students' Reading Comprehension," *Journal of Languages and Language Teaching* 8, no. 2 (2020): 128.

following by the presentation of research findings, and concludes with implications and recommendations for future research in this evolving field. It is hoped that the findings of this study will contribute innovative insights to help students enhance both their improve reading comprehension and critical thinking skills through the use of the (DRTA) method.

Although various studies have shown that DRTA is effective in improving reading comprehension, most of them have focused primarily on learning outcomes. Previous research has not extensively examined how teacher–student interaction occurs during the implementation of DRTA in the classroom. In fact, the quality of such interaction plays a crucial role in determining the success of the DRTA strategy. Therefore, this study aims to fill this gap by analyzing teacher–student interaction in the implementation of DRTA at SMP Negeri 1 Kemiri.

## **B. Identification of the Problem**

Based on the background of the problems described above, there are several issues that indicate the very low reading ability of eighth-grade students at SMPN 1 Kemiri. These problems can be identified as follows:

1. The current education system is not full empowering, as students are often perceived as individuals who lack prior knowledge. This limits opportunities for active engagement and independent learning, which are essential for improving reading skill.
2. There is inequality in the quality of education between urban and rural areas. Schools in remote regions often lack essential resources, including adequate facilities, qualified teaching staff,

and proper infrastructure such as laboratories and libraries, which are necessary to support effective reading instruction.

3. The use of technology in remote school remains suboptimal. Many of these school have not yet filly utilized information and communication technology-such as computer labs and classroom projectors-which could enhance the teaching and learning process, especially in reading actives.

### **C. Scope and Limitation of the Problem**

In this research, researcher will focus on the main problems outlined in the background section. This study aims to analyze the interaction between teachers and students during the implementation of the Directed Reading Thinking Activity (DRTA) method in the classroom. The focus of the study is on reading comprehension and how teacher-student interactions influence students' reading comprehension through the application of the DRTA methode.

### **D. Statements of the Problem**

Based on the description of the beckground of the problem, the identification of problem, and the limitation of the study, the research question can be formulated as follows:

1. How is the teacher – student interaction during the learning proses using the DRTA method at SMP N 1 Kemiri?
2. What are the aspects of interaction in the use of the DRTA method at SMP N 1 Kemiri?

### **E. Objectives of the Study**

The researcher determines the objectives of the research based on the formulation of problem as follows:

1. To analyze the teacher-student interaction during the learning process using the DRTA method at SMP N 1 Kemiri
2. To analyze the aspect of interaction in the use of the DRTA method at SMP N 1 Kemiri

### **F. The Significances of Study**

The significance of this study is divided into two categories: theoretically and practically

#### **1. Theoretically Significance**

Theoretically, this research will provide a better understanding of the Directed Reading Thinking Activity (DRTA) method and its implications in the learning context. It will contribute to the development of theories, concepts, and instructional guidelines that can enhance students' reading comprehension and critical thinking abilities.

#### **2. Practically Significance**

Practically, this research will have a tangible impact on students, teachers, and curriculum development in improving reading skills, critical thinking, and overall learning effectiveness.

##### **a. For the students**

This research will directly benefit students by enhancing their learning experience, boosting their confidence in reading, and equipping them with valuable skills applicable across various subjects and real-life

situations. Ultimately, the aim of this study is to empower students to become active, critical, and lifelong learners.

b. For the teachers

This research will provide insights into the challenges and obstacles that teachers may face when implementing the DRTA method, enabling them to proactively address these issues and improve their teaching practices. The study also aims to empower teachers with evidence-based insights and practical recommendations to enhance their instructional approaches, thereby improving the effectiveness of teaching and overall students learning outcomes.

c. For the researcher

The researcher will deepen and expand their knowledge of the DRTA method and its application in the context. The research will enable to enhance their understanding, research skills, and profile in the fields of education.

## **G. Previous Study**

This study refers to previous studies related to the effectiveness and efficiency of the DRTA method in improving reading comprehension. For example, a study published in the *journal Linguistic and language teaching* in Bengkulu by Juita Sari Puspita Dewi, Annisa Astrid, And Ridha Ilma "*The Effect Of Directed Reading Thinking Activity (Drta) Strategy On Students' Reading Comprehension*" show that the use of the DRTA method significantly help students improve reading comprehension. Based on the data presented in ye article, it can be concluded that the DRTA strategy is efective in enhancing students' understanding of text. The

result of several studies consistently indicate a significant improve students' average scores before and after implementation of the DRTA method. This proves that the application of the DRTA strategy is effective for improving student learning outcomes, particularly in reading comprehension at the elementary schools level.<sup>9</sup>

The relevance of the research conducted by Juita Sari Puspita Dewi, Annisa Astrid, and Ridha Ilma on the similarity of the use of the DRTA method to improve the reading comprehension. However, the difference lies in the level of the students being studied. Their research focused on eleventh-grade students at MAN located in the UIN Raden Fatah complex, Jl. Prof. K. H. Zainal Abidin Fikri, Pahlawan, Kemuning district, Palembang, South Sumatra. In contrast, the present study focuses on analyzing the implementation of the DRTA method to improve reading comprehension among ninth-grade students at SMP Negeri 1 Kemiri.<sup>10</sup>

In addition, the study conducted by Satriani, Wiwiek Zulfiana Rahman, Nur Hikmah, and Ainun Fahira also shares similarities in the use of the DRTA method. Their findings demonstrate that the DRTA method effectively increases student enthusiasm during classroom learning. Students do not feel bored and are more confident in asking questions. This method help enhance students' interest and motivation to learn. The difference lies in the research methodology:

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<sup>9</sup> Juita Sari Puspita Dewi, Annisa Astrid, and Ridha Ilma, "The Effect of Directed Reading Thinking Activity (DRTA) Strategy on Students' Reading Comprehension," *Linguists : Journal Of Linguistics and Language Teaching* 9, no. 1 (2023): 44.

<sup>10</sup> Khaldoun Ali Al-Janaydeh and Dina Abdulhameed Al-Jamal, "The Effectiveness of the Directed Reading Thinking Activity (DRTA) Strategy in Jordanian EFL Tenth-Grade Students' Reading Comprehension," *Dirasat: Human and Social Sciences* 51, no. 6 (2024): 267–288.

while Satriani and her colleagues used a quantitative research approach, the present study employs a qualitative research method.<sup>11</sup>

This research refers to previous studies highlights the effectiveness and efficiency of the Directed Reading Thinking Activity (DRTA) method in improving students' reading comprehension. One such study is published in the *International Journal of Applied Linguistics & English Literature* by Mohammad Mehdi Yazdani and Mojtaba Mohammadi, titled “*The Explicit Instruction of Reading Strategies: Directed Reading Thinking Activity vs. Guided Reading Strategies.*” The study involved three groups of Iranian high school students: one control group and two experimental groups. A quasi-experimental design was used, incorporating both pre-tests and post-tests.

The findings showed that both Directed Reading Thinking Activity (DRTA) and Guided Reading (GR) strategies improved reading comprehension, but DRTA had a significantly greater effect. The mean post-test scores for the DRTA group were higher than those of both the GR and control groups. This indicates that the DRTA strategy effectively enhances students' abilities to understand and engage with texts, likely due to its emphasis on prediction, active reading, and critical thinking throughout the reading process. Based on the statistical data and discussion presented in the study, it can be concluded that DRTA is a beneficial method in reading instruction. The results revealed a significant increase in average scores after the treatment, especially in the DRTA group. This reinforces the idea that

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<sup>11</sup> Satriani et al., “Students Reading Comprehension Strategy: Directed Reading Thinking Activity (DRTA),” *ETDC: Indonesian Journal of Research and Educational Review* 1, no. 3 (2022): 423–432.

the DRTA strategy can serve as a powerful tool in teaching reading comprehension, particularly in secondary education settings.<sup>12</sup>

Apart from that, in a study conducted by Abdel Salam Abdel Khalek El-Koumy entitled “*The Effects of the Directed Reading-Thinking Activity on EFL Students’ Referential and Inferential Comprehension*,” there are similarities in the learning method used, namely the DRTA method. The results of this study showed that the use of the DRTA method could improve students’ reading comprehension, particularly in referential and inferential aspects. Students became more active in reading, were able to make predictions, and were not hesitant to ask questions or engage in discussions about the text.

The DRTA method has been proven to increase students’ interest and motivation to learn, as they feel directly involved in the process of understanding the text. The difference between El-Koumy’s study and the current research lies in the research method used. El-Koumy employed a quantitative approach using a pretest-posttest control group experimental design, while the current researcher uses a qualitative approach. Despite the difference in methodology, the findings of both studies indicate that the DRTA strategy is highly effective in enhancing students’ reading comprehension skills.<sup>13</sup>

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<sup>12</sup> Mohammad Mehdi Yazdani and Mojtaba Mohammadi, “The Explicit Instruction of Reading Strategies: Directed Reading Thinking Activity vs. Guided Reading Strategies,” *International Journal of Applied Linguistics and English Literature* 4, no. 3 (2015): 53–60.

<sup>13</sup> Abdel Salam A. El-Koumy, “The Effects of the Directed Reading-Thinking Activity on EFL Students’ Referential and Inferential Comprehension,” *SSRN Electronic Journal* 3, no. December (2013): 23–30.

## **H. Organization of Writing**

In this study is divided into five chapters, which contains several points that describe the chapter.

**Chapter I is Introduction**, it is including of Background of the study, Identification of The Problem, Scope and Limitation of Problem, Formulation of Problem, Objective of Study, Significance of Study and Writing Organization.

**Chapter II is Theoretical Framework**, it is including definition of Reading Comprehension Theories, definition of teacher-student interaction, and definitions of Directed Reading Thinking Activity (DRTA) method

**Chapter III is Research Methodology**, it is including of Research Design, Research Instrument, Place, Data Collection Technique and Data Analysis Technique.

**Chapter IV is Research Finding and Discussion**. It containt description of data analysis, finding and discussion.

**Chapter V is Conclusion and Suggestion**. It consist conclusion for suggestion.