

I. INTRODUCTION

This chapter discusses several points such as background of the problem, identification of the research problem, limitation of the problem, formulation of the problem, objectives of the research, the use of the research, scope of the research and definition of terms. The content of the chapter is presented as follow.

1.1 Background of the Problems

Language can be learned through productions (speaking and writing) as well as through receptions (listening and reading). One of the important skills in English is reading skill. Reading is one of the four basic language skills that must be mastered in language learning, especially in English learning. Reading is a skill which is commonly considered as the difficult one for the students.

Based on the purpose of teaching English in curriculum 2013, the teachers have to: (1) develop the ability of communication in oral and written. These capabilities include in listening, speaking, reading, and writing; (2) grow awareness of the importance of English as a foreign language to become a major tool of learning. In reading aspect, the competence that students should be mastered is understanding the various meanings (interpersonal, ideational, textual) in a variety of written texts interactional and monologue especially in the form of descriptive, narrative, spoof/recount, procedures, reports, news items, anecdotes, exposition, explanation, discussion, commentary, and reviews.

In term of understanding reading comprehension, many students had difficulties in understanding the texts. The researcher assumed that it was caused by several factors. The first factor was the students' lack of vocabulary mastery. If the students did not have enough vocabulary, of course it was difficult for them to comprehend the reading text. The next factor was the students' lack ability of identifying five aspects of reading. It was also an important problem to understand the text, how to find the main idea, specific information, references, and inference. The students must be familiar with those terms. Then, it was about students' passiveness toward reading. It could be identified from their attitude toward the text they read, such as they were not curious to read and explore more specific information from the text.

The last problem was related to the teachers' technique of teaching reading. Most of the teachers asked the students to read the entire page by reading loudly. Then teachers explained the difficult words if there was any. If not, they asked the students to answer certain questions which were related to the text, this way of teaching was not interesting to the students. They easily felt bored with reading because the techniques of teaching reading were not following such kind of interesting reading techniques. In the other words, teachers could not attract the students' interest in reading. As a result, students felt reluctant to read even they did not understand the text optimally. In conclusion, those problems above appeared because the teacher did not apply the effective reading technique yet in order to motivate students become active and creative in learning reading.

According to Anderson (2008) to make students become active and get involved in reading activities, it is needed to teach them by using the various reading techniques because reading by using various techniques could create students to be critical and creative readers.

After conducting the pre-observation at SMAN 9 Bandar Lampung, several problems were found. One of them was the students' difficulty in comprehending the text. According to the teacher, in teaching learning process especially when they were studying about reading texts, the teacher usually used DRA (Direct Reading Activity). This technique was commonly used by most of teachers. They asked the students to read the whole paragraph of the text then answered the question. So there were no special techniques to attract the students to read. On the other side, according to the students, reading section was mostly disliked in doing national examination. The students had some reasons about it, such as they were not able to read a very long paragraph, the students did not know about most words meaning in the text, and it wasted their time to read whole texts. All the problems came because the students did not get the effective technique, so that they were not interested in reading activity.

In line with the problems above, one of effective techniques was applied that hopefully it can increase the students' reading comprehension achievement. DRTA was developed in 1969 by Russell Stauffer. DRTA is intended to develop students' ability to read critically and reflectively and is fundamentally different from the DRA used in basis. DRTA attempts to equip readers with the ability to determine purposes for reading; the ability to extract, comprehend, and assimilate

information; the ability to examine reading materials based upon purposes for reading; the ability to suspend judgements.

DRTA technique was used as a technique to increase students' reading comprehension achievement in. DRTA is one of the techniques which able to make students active in learning process, because this technique teaches the students to open their mind and use their imaginations to create or continue the plot of the story. Students need to think about the next event that happening in the next paragraph of the text. The students could guess the story of the blank paragraph, based on the previous paragraphs that are read by them. Besides that, the students could find out the clue by reading the next paragraph after the blank paragraph.

This finding was in line with Stauffer's theory (1969: 30) stated DRTA is a technique which involves (a) preparation/readiness/motivation for reading a lesson; (b) silent reading; (c) vocabulary and skills development; (d) oral reading; and (e) follow-up the activities.

1.2 Identification of the Problems

In line with the background, the problems can be identified as follows:

1. The students got difficulties in comprehending reading text. They got difficulties in identifying main idea, the topic sentences, finding the answer of question and getting the specific information from the text.
2. The teacher used inappropriate technique which was not interested for the students to understand the reading texts.

3. The students lacked awareness in reading comprehension which affects the students' achievements in reading comprehension. They only followed the subject to fulfill the requirements to study in classroom.
4. The students did not master vocabulary then finally they did not understand when they read the text which consists of many vocabularies.
5. The complicated and long text made the students lazy to read the paragraph before answering the question.

1.3 Limitation of the Problem

The researcher realized her capability in doing her research. Therefore, the research was focused on the students' difficulties in reading comprehension of narrative text because the students were rarely assigned to work in a group by teachers. As the solution to overcome their difficulties, the researcher was interested in investigating teaching technique which regarded to be effective way in helping students to understand reading comprehension easier.

1.4 Formulation of the Problems

Based on the background above, the researcher formulated two problems as follows:

1. Is there any difference of students' reading comprehension achievement in narrative text before and after being taught through DRTA at SMAN 9 Bandar Lampung?

2. Is there any increase of students' reading comprehension achievement in narrative text after being taught through DRTA at SMAN 9 Bandar Lampung?

1.5 Objectives of Research

Based on the background above, the objectives of this research were:

1. To find out whether or not there is a difference of students' reading achievement in narrative text before and after being taught through DRTA at SMAN 9 Bandar Lampung
2. To find out whether or not there is an increase of students' reading achievement in narrative text after being taught through DRTA technique at SMAN 9 Bandar Lampung

1.6 Use of the Research

The uses of the research are as follow:

1. Theoretically

The result of this research can be used as the reference for those who want to conduct a research in English teaching process by using DRTA technique. This research might be useful and relevant for supporting the theory of DRTA technique in helping the readers to comprehend a reading text better.

2. Practically

The result of this research is expected to provide the teacher with a new insight that might be taken as a guideline in teaching reading so that the students are able to comprehend English text better.

1.7 Scope of the Research

This research was quantitative. It was conducted in the second year students of SMAN 9 Bandar Lampung. The researcher investigated students' reading comprehension by implementing DRTA technique to increase their reading achievement. Narrative text was used as the material of the learning process. The topics of the reading were fairytale, legend, and fable which were taken from internet. The students were concerned on five aspects of reading, such as finding the main idea, inferences, determining the reference specific information and understanding vocabulary

1.8 Definition of Terms

There are some terms which are used by the researcher and to make it clear, the researcher gives the definitions as follows:

1. Reading Comprehension

Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

2. DRTA (Direct Reading- Thinking Activity)

DRTA is a comprehension technique that guides students in asking questions about a text, making predictions, and reading to confirm or refute their predictions. The DRTA process encourages students to be

active, thoughtful readers and to enhance their comprehension (Stauffer: 1969).

3. Narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The purpose of Narrative Text is to amuse or to entertain the reader with a story.

4. Achievement

Achievement is the result of what an individual has learned from some learning. It is the pupils' progress that is made toward the goals and objectives of the curriculum. It may be the one's ability or the extent of his/her knowledge in a specific content of the successfulness. The extent or ability, the progress in learning experiences that the individual indicate in relation with his/her learning process.

5. Increase

To become progressively greater (as in size, amount, number or intensity), in this term, increase refers to the score of the students whether it will be better than previous or not.