I. INTRODUCTION

In this introduction chapter, the researcher explains the background of the problems that is the reasons for conducting the research. It is includes, the identification of the problems, limitation of the problems, formulation of the problems, the objectives, uses of the research, and scope of the research.

1.1. Background of the Problem

English is a foreign language which was taught as a compulsory subject at Senior High School. Reading was strongly recommended for all students who learn English subject. By reading, the students can get information and knowledge from the text. According to English Curriculum 2006, the students of Senior High School are required to learn English from various texts. It means that the students have to deal with many texts during their participation in the English subject. In this case, reading dominates the teaching learning activity in the classroom. In reading process, the students have to learn kinds of texts and they do not only learn how to read but also how to get the information from those kinds of text.

Based on the curriculum above, the senior high schools that apply the KTSP curriculum expected the students able to comprehend the information from every reading text. The students are expected to be good at reading. Good at reading

means the students used their prior knowledge for connecting words to their thoughts. In line with the concept of reading as an active process which was important when reading process, the readers have to involve the interaction between thought and language.

In fact, based on the information from the teacher when the researcher conducted pre research in SMAN 1 Kotagajah, the teacher said that some students were successful in comprehending the text like narrative text but the others still have some problems in comprehending the texts especially in getting the main idea and find the specific information from the text. As the result, the students' achievements could not reach the standard score in the school. In addition, their problems were also related to some factors such as, identifying the main idea of the passage and the passage which has unfamiliar vocabulary. Moreover, the students also tended to be passive and the teacher was the centred, and they do not focus during the learning process. When the teachers give the students some questions and asked them to give the answer directly, they could not answer or gave the responds quickly. According to the researcher's observation during the learning process of reading, the students read the whole paragraph words by words, and then finally they got difficulties in transferring the information from the text quickly.

Moreover, there was one important factor that might also influence the students' problems in reading that was the reading technique. Based on the information from the students, they said that they got bored because the teacher used the same

technique in every reading activity. Therefore, the researcher assumed that the students' problems were also caused by the same old teaching technique used by the teacher and the teacher did not try other various techniques to encourage the students' motivation to be more active in the classroom activities. By knowing the appropriate technique in reading, hopefully they were able to overcome their problems during the learning process of reading.

Predictive technique was one of the techniques which help the students to activate their awareness for the subject and also focus on their reading. Before the students read the whole text, they will be asked by teacher to predict what they will be read concerning the topic and the contents by giving some clues and supporting media like a picture. After making predictions, the students can read through the text and refine, revise, and verify their predictions. Thus, this technique was proposed to help the students when they get the problems in getting main idea and getting specific information from the text quickly.

Meanwhile, making inferences technique was also one of the techniques where the students are using all clues to draw conclusions while reading the text, so that they are able to answer the questions requiring the answer which are not explicitly stated in the text. For example, in reading narrative text, the students are able to imagine why things happen, why characters behave, and how characters are feeling, despite of that information are not explicitly stated in the text.

Based on the explanation above, the researcher tried to compare the two techniques in teaching reading. Those techniques might overcome the students' problems in comprehending the reading text quickly because it helped the students in comprehending the reading text quickly by predicting the content before they read the whole text. In this research, the researcher focused on narrative text because narrative text is one of reading texts that the students still get difficulties to comprehend the text, especially for getting main idea, getting specific information from the text quickly.

1.2. Identification of the Problems

Based on the background of the problem, there are five main problems that could be identified:

1. The students got difficulties in comprehending the reading text, especially for getting main idea and getting specific information from the text.

2. The students do not focus during the learning process. So, when the teacher give the students some questions and asked them to give the answer directly, they could not answer or give the responds quickly.

3. The students tend to be passive (Teacher-centred).

4. The students' problems were also related to some factors such as, identifying the main idea of the passage with very long sentence, the passage containing unfamiliar vocabulary.

5. The teacher still applied the same old teaching technique and do not try other various techniques to encourage the students' motivation to be more active in the classroom activities.

1.3. Limitation of the Problems

In line with the identification of the problems above, the researcher focused the research on the students' problems in comprehending the reading text, especially for getting main idea, finding the answer of question and getting specific information from the text. Motivate the students' respond become more quickly and also the students' participation during the learning activities. Moreover, this research was intended to find out the solution for the students' problem in reading by comparing the two techniques and determine which one was more effective.

1.4. Formulation of the Problem

Based on the limitation of the problems, the researcher formulates the research problems as follows:

1. Is there any difference of students' reading comprehension achievement between those taught through predictive technique and those taught through making inferences technique?

2. Which of the two techniques is more effective to improve the students' reading comprehension achievement?

1.5. Objectives of the Research

In relation to the formulation of the problem above, the researcher determines the objectives of the research are as follows:

1. To investigate whether there is difference of students' reading comprehension achievement between those taught through predictive technique and those taught through making inferences technique or not.

2. To determine which one of the two techniques is more effective for teaching reading comprehension.

1.6. Uses of the Research

The findings of the research may be beneficial both theoretically and practically:

1. Theoretically, the results of this research are expected to confirm and clarify the existing theories about the effectiveness of teaching reading through predictive technique and making inferences technique.

2. Practically, the result gives the information to the teachers about the effectiveness of teaching reading through predictive and making inferences techniques to improve the students' reading comprehension achievement.

1.7. Scope of the Research

This quantitative research was focused on the implementation of predictive technique which was compared with making inferences technique. This research was conducted to the second grade of SMA Negeri 1 Kotagajah. For the experimental class, the researcher used the reading text that was concerning the reading aspects and one supporting media that was a picture related to the topic.

Meanwhile, in the control class the researcher discussed the reading text that also concerned about some reading aspects without any supporting media. The materials were taken from English handbook and internet that were relevant to senior high school curriculum (KTSP).

1.8. Definition of Terms

There are some terms that the researcher used to make them clearer, as will be defined in the following sections:

Reading Comprehension

Reading comprehension is an active process which involves the interaction between thought and language. The readers use their prior knowledge for connecting words to their thoughts to get the information from reading the text.

Predictive Technique

Predictive technique is a technique in reading in which the reader is asked to apply his/her background knowledge as well by using the illustrative material.

Making Inferences Technique

Making inferences technique is a process where the readers use their own experiences and combine them with information gathered from the text in order to get the information that is implicit from the text.

Narrative Text

Narrative text is the form of writing used to relate the story of acts or events. The story can be fiction or it can be non-fiction.