

I. INTRODUCTION

This chapter discusses about background of the problem, formulation of the problem, objective of the research, uses and scope of the research as important information in order to have clear description of introduction.

1.1 Background of Problem

The aim of reading stated in 2006 Curriculum is that the students are able to understand monologue and functional texts. Monologue text is a text that should be mastered and known by the students of Junior High School. It can be in forms of short article, narrative text, recount text, procedure text, descriptive text and report text while functional text is a text used for everyday information. It is called functional because it helps the reader function in day-to-day life, it can be in form of invitation card, TV schedule, advertisement, a memo and a pamphlet notifying the public of grand opening.

Based on the Syllabus of Junior High School, standard competence in reading is comprehending the meaning specific information of short functional text and simple monolog text in the form of descriptive and narrative text, and basic

competence is responding the meaning of simple monolog text that using every kind of verbal language in accuracy, fluency, and accepted in daily life text. It is the same as reading comprehension goal. Without understanding the text, students will get nothing even confusing. In summary, comprehension is the necessary basic ability for learning to read; that is, the ability to acquire meaning from print.

The students of Junior High School have to interact with types of texts while they do not know what have to do with the texts. They have difficulties to answer the questions from the texts. Here, the writer limited the type of the text being used in the research is narrative text. Since this type of the text belongs to curriculum of second year of junior high school. Based on KTSP 2006 there are some sorts of texts such as exposition text, descriptive text, news item, descriptive text, and narrative text. Narrative text is chosen since the students have difficulties to get the idea and spesific information of this text. Then the topic deals with problematic events which load to a crisis or turning point of some kind (climax) in turn finds a resolution, like historical story, legend, fairy tales, folktale, etc.

The English teachers at SMP Negeri 8 did not realize the appropriate technique of reading which is needed to be applied in various types of the text they interact. The result is that the purposes of their reading are not achieved. The students still find difficulty to get the information in the text i.e. the main idea or the specific information. For example, the students have to identify the specific information in the text; they always read the whole passage word per word. It is not effective and not efficient, since they do not know and apply the appropriate technique for this

purpose. What they have to do is fit the technique of reading with the type of the text they read.

There are many factors that might influence students' problem in reading. One may have difficulties to comprehend a passage because of some problems such as unfamiliar code in which the text is expressed, the amount of previous knowledge that reader brings to the text, the complexity of the concept expressed, and vocabulary knowledge (Nuttal, 1985:5-6).

However, the writer assumed that one of most important factors is the reading technique used in the class. As the way out of this problem, the readers need more creative reading technique to overcome the problems. They need to be familiar with many kinds of reading techniques that can help them to comprehend the text much better. Among many techniques that can be applied in teaching reading comprehension is SQ3R Technique (Survey, Question, Read, Recite, Review). This technique can help the students to understand what they read. It is one of several effective ways to increase reading comprehension. This technique is proposed by Robinson (1981). Using this technique for the students' reading is believed to help students' reading. When applying this technique the students are supposed to be able to comprehend a reading passage written in target language.

Another technique that can be applied in teaching reading comprehension in translation technique. This technique belongs to Grammar Translation Method and still used by English teachers until now. After having applied this technique

the students are supposed to be able to catch the meaning and idea from the text and translate the target language into the students' native language. In Indonesia, many English teachers usually use this technique since it is easier to present language material in the classroom and evaluate the process of language teaching. Moreover, the medium of instruction is native language, which is used to explain conceptual problems and to discuss the use of particular grammatical structure. Using the native language for the purpose of instruction is believed to give language learners a set of clear objective and also clear sense of achievement. Besides that, the students also need sense of security, thus the using of native language will provide it.

Based on the 2006 English curriculum, the students are expected to be able to understand monologue / essay and functional text. The students have to interact with some types of texts while they do not know what they should do with the text. The texts contain a lot of specific information such as date, name, amount, time, etc. Unfortunately, the students only read the texts and cannot get the idea of the text. It was found by previous writer Kusuma (2010) at SMP Tunas Harapan Bandar Lampung. This problem rises because they can not match nor use the technique with the texts. When they identify the specific information in the text, they read whole of the texts. Finally, they are confused to identify the information of that text.

Referring to the background above, the writer compared between SQ3R and translation technique whether there is a significant difference achievement of students taught using the two techniques.

1.2 Formulation of Problem

The problem formulated in this research is:

Is there any significant difference of students' reading comprehension achievement between students taught through SQ3R technique and those taught through translation technique at the second year of SMP Negeri 8 Bandar Lampung?

1.3 Objective of research

The objective of the reseach is to identify whether there is any significant difference of reading comprehension achievement between students taught through SQ3R and those taught through translation technique at the second year of SMP Negeri 8 Bandar Lampung.

1.4 Uses of The research

The uses of this research are:

- a) Theoretically, as verification of theories concerning with SQ3R and translation technique.

- b) Practically, as information for the English teachers that one of the two techniques in this research is more effective for the students' reading comprehension achievement.

1.5 Scope of The Research

The writer focused on students' reading comprehension achievement. This quantitative research was conducted to the second year students of SMP Negeri 8 Bandar Lampung. In the research, SQ3R technique and translation technique were used as the technique to teach the students. The type of the text being used in the research was narrative text, since this type is stated in curriculum of second year of junior high school. Narrative text was chose since the students have difficulties to get the idea and spesific information of this text. Then the topic deals with problematic events which load to a crisis or turning point of some kind (climax) in turn finds a resolution.

1.6 Defition of Key Terms

- 1.6.1 **Reading comprehension** is an active process of interacting with print and monitoring comprehension to establish the meaning.
- 1.6.2 **SQ3R (Survey, Question, Read, Recite, Review) technique** is a useful technique for fully absorbing written information. It helps the students to create a good mental framework of a subject and also helps the English teacher to set study goals.

- 1.6.3 **Translation technique** is a technique in which the students transfer the thoughts and ideas from English to Indonesian language.
- 1.6.4 **Narrative text** is kind of text which deals with problematic events which lead to a crisis or turning point of some kind (climax) in turn finds a resolution.