

CHAPTER I INTRODUCTION

A. The Background of the Problem

Reading is the window to the world. By reading someone can get much knowledge about anything in the world because this activity will broaden one's horizon especially in this globalized era. It also can add information about many places without coming to those places directly. It shows that reading brings many advantages in human life. Thorndike in Heilman (1981) stated that the reading of a paragraph involves the same organization and analysis as does thinking. It includes learning, reflection, judgment, analysis, synthesis, problem-solving behavior, selection, inference, organization, comparison of data determination of relationship and critical evaluation of what is read. In other words we can say that reading is thinking process to get the comprehension.

Today reading activities have developed not only from printed symbols but also from other sources, such as internet, environment, and human life. Reading can guide someone to take the most appropriate way for his/her life and the solution for the problems that are being faced. It proves that reading is very important in life.

There are four aspects that will be learned in studying English such as speaking, reading, listening and writing. The ability to read is one of the most important things in learning English because reading makes us able to improve science and obtain the latest information. Reading is a very important part of our lives. It is needed every day to gain information. It is really helpful when you read

it aloud. You can hear yourself and see how you pronounce words. Your reading will be improved if you keep reading aloud. You should take whatever steps needed to help you learn the Art of Reading. When you read, you will open up a life time of learning. When you read, you will gain knowledge and understanding of what you have just read.

Reading comprehension is a good way to develop and to deriving meaning from written language (including books and other forms of written language) and constructing meaning from written language. But, most of the students still reading comprehension difficult even though they have done it for many years. They do not know to comprehend a text and get some information from the text. Consequently, the students become slow down and bored. Therefore, reading comprehension is fact not as easy as some people think. Most people read a text without comprehending on how they do it since they assume reading comprehension is not very important. For them, reading comprehension is a task of little concern. So, it is problem for the teacher in teaching reading in the classroom.

In teaching reading, most students cannot comprehend English text well. There are some factors why they cannot comprehend the text. Prihantono (2007) states that there are some mistakes in learning reading such as: having no attention in theme of the text, having no skimming, having no good grammatical structure, having no good logical thinking and having no specific time to read any text. That's why students cannot comprehend the text or even answer the questions based on the text. This reality makes them have no interest in reading.

Based on the writer's experience in PPL (Teacher Training Practice), it was difficult for the students to comprehend English texts. When he/she told them to tell some information from their reading text, most of them did not have any ideas or opinions to clarify the information in the reading text. It proved that they were not interested in learning reading comprehension and the process of teaching reading did not run well. This situation happened because the teaching method or the technique which was used was not suitable. Usually, teacher teaches reading comprehension by translating the reading text. Therefore, the students always open the dictionary when they want to understand the text. In this case, the teacher should make variations and choose a suitable technique in teaching reading comprehension in order to make students interested. At this time, there has already been implemented Learning Revolution in teaching and learning that is learning is no longer centered on teachers. So the teacher is only as facilitators and a provider of solutions in learning is no longer only as a source of knowledge in the learning process.

Therefore, a teacher is required to find a suitable alternative learning technique to prepare for all learning situations. Appropriate learning techniques in the teaching-learning process can produce maximum learning outcomes. From the several existing learning technique, BDA Technique is one of them aimed at increasing the ability of students in learning, especially in reading comprehension as well. It is a technique that was developed to help teacher use the dialogues in cooperative learning to teach reading comprehension and reading independently.

B. The Problem of the Study

The problem of this study is formulated as follows:

“Is the student’s achievement in Reading Comprehension improved when they are taught through Before, during, and After (BDA) Technique?”

C. The Objective of The Study

In relation to the problem, the objective of the study is to find out the improvement of students achievement in Reading Comprehension through Before, during, and After (BDA) Technique.

D. The Scope of The Study

In this study, the writer discusses only the using of the Before, During, and After (BDA) Technique on the students’ reading comprehension. In this case, teacher introduces the Before, During, and After (BDA) Technique for Second Year of the Junior High School students.

E. The Significant of the Study

The finding of the study is useful for:

1. The teacher to motivate, encourage, and increase his/her strategy by using the Before, During, and After (BDA) Technique.
2. the students to overcome their difficulties in reading comprehension taught by using the Before, During, and After (BDA) Technique.