

CHAPTER I

INTRODUCTION

1.1 Background of Study

In teaching English as foreign language reading ability is one of essential skills should be mastered for students besides speaking, listening, and writing. Trough reading students will get much information to open their minds which is considered as knowledge and opportunity to know about their life and the world in general. This is the most important factors in modern society that each individual has to search as much as information through the medium of reading, since many information and knowledge are available in many sources such as; in fiction and nonfiction texts, books, journals, magazines, etc. As Bowman and Bowman (1991: 265) state that reading as an appropriate medium to promote life-long learning. It means that by reading the students will give a prospective future to explore knowledge and give chance for them to gain their lives' purposes. Furthermore, reading also as the one of the principle ways of transmitting a culture from one generation to another, failure to learn to read can keep people from full participation in society.

Comprehension is the essential goal of reading, because without good comprehension, reading doesn't provide the reader with any information and without comprehension reading is nothing more than tracking symbols on a page with your eyes and sounding them out. Imagine being handed a story written in

English with no understanding of its meaning. You may appreciate the words aesthetically and even be able to draw some small bits of meaning from the page, but you are not truly reading a text, the words on the page have no meaning. The students read for many reasons but understanding is always a part of their purposes.

In Educational Unit Oriented Curriculum 2006 (Kurikulum Tingkat Satuan Pendidikan) reading as one of language skills must be taught in English classes of Senior High School students. Through the teaching reading and learning of reading, the students are expected to be able to comprehend the reading passages they read well. The objective of reading instruction in Senior High School is to develop the students' reading skill in order they can read English texts effectively and efficiently.

In reality, reading is not as easy as people think, it is not easy to have ability of drawing a meaning from a text and interpret the information appropriately. The students need twice, three times or even more to read a text and comprehend a text to get the meaning or information from the text. All this take time and many less motivated students give up. Reading passage is bound to be difficult to the students to predict that the whole experience will be frustrating, such attitude often due to unsuccessful experience in reading. If the students have given reading text which are too difficult and have no interest and where teachers failed to excited their interest then they are likely to expert the reading activities to be boring, this situation make students have not challenge about something is presented in a text.

The situation above was that happened in Taman Siswa Senior High School Bahjambi Pematangsiantar during the first and second semester 2010/2011 academic year. It is found that the students' achievement in reading comprehension is still less satisfied, and for more detail data can be seen in the following table 1.1.

Table 1.1 Reading Comprehension Score of XI Grade Level Students of Taman Siswa Senior High School Bahjambi Pematangsiantar 2010/2011

Semester	Average Score of Language Skills			
	Listening	Speaking	Reading	Writing
First	60	60	58	65
Second	62	65	60	67

(Source: Semester Scores in Perguruan Taman Siswa Senior High Bahjambi Pematang Siantar 2010/2011)

Based on the table 1.1 above, it was found that average score of students' achievement in reading comprehension in the first semester on 2010/2011 of School year was 52 and the second semester on 2010/2011 of School year was 56, whereas the completeness scores of students' achievement in reading comprehension was 65.

Low of students' achievement in reading comprehension actually was influenced many factors. According to Alexander (1988) identifies some factors that is influenced reading comprehension, they are; reading material, the total program of reading instruction, the children own personality, attitudes, interest, motivation, habits and their out of school environment.

As cited above, the teachers should have effective reading instruction techniques to improve students' reading comprehension, because effective reading instruction techniques beyond literal and inferential comprehension by challenging students to make inferences about text, to think critically about the material they read, and to creatively transform the text they encounter into other form and format. Moreover, effective instruction in comprehension should be engaging for students and teachers. That is, instruction should be designed in way that challenge students to think creatively and to display their creative thinking to work in ways that are engaging, authentic, and enjoyable. And the effective techniques are chosen by the researcher in this study that can be used by teacher to accommodate these skills and to improve students' reading comprehension are directed reading thinking activity (DRTA) and explicit instruction.

Directed reading thinking activity (DRTA) based on the student centered and constructivism learning theories while the teacher as facilitator. In DRTA lesson teacher encourage to stimulus and develop the comprehension by activating students' background knowledge, having them make predictions, complete graphic organizers, and answer questions.

Meanwhile, explicit instruction is teacher centered that support behavioral learning theory and focused on helping students learn basic skills and information. Teachers follow a sequence of events by reading and explaining all the information in the text. Generally stating the objective, reviewing skills necessary for new information, presenting new information, questioning students, providing

group instruction and independent practice, assessing performance, and giving more practice.

Despite of teaching techniques factor above, another factors that influence of reading comprehension is the student own personality. One of student personality that includes and related in learning process is curiosity. Curiosity is defined as a desire for new information aroused when a person becomes aware of uncertainty in the environment and of novel, complex, and/or ambiguous stimuli that can lead to exploration and learning. It may be moderated by both personal and contextual/situational factors. In learning, curiosity provides the motivational fuel for learning at each step of the educational process. When students have curiosity, they learn more and more about their lessons and as a result, are closer connected to it. They will also have a deeper understanding of the interactions and the relationship between the various elements.

Based on the explanation above, this study is intended to find out whether the students' achievement in reading comprehension by applying directed reading thinking activity technique and explicit instruction technique and the level of students' curiosity toward the students' achievement in reading comprehension.

1.2 Problems of Study

Based on the background above, the problems of study can be formulated:

1. Is the students' achievement in reading comprehension that was taught by using directed reading thinking activity technique higher than that was taught by using explicit instruction technique?
2. Is the students' achievement in reading comprehension that have high curiosity higher than that have low curiosity?
3. Is there any interaction between teaching techniques and curiosity on students' achievement in reading comprehension?

1.3 Objectives of Study

The primary objectives of this study are to answer the questions that mentioned in the problem of study, they can be listed as follows:

1. To find out whether the students' achievement in reading comprehension that was taught by directed reading thinking activity technique is significantly higher than explicit instruction technique.
2. To find out whether students' achievement in reading comprehension that have high curiosity higher than that have low curiosity.
3. To find out whether there is interaction between teaching techniques and curiosity on students' achievement in reading comprehension.

1.4 Scope of Study

In teaching reading there are many techniques are used by the teachers to improve students' achievement in reading comprehension. In this study the researcher just focuses on two teaching techniques; directed reading thinking activity technique and explicit instruction. Dealing with these techniques, the curiosity of students will be also investigated. By knowing high and low curiosity of students this study is expected to give clearer description on the effect of teaching techniques and curiosity on students' achievement in reading comprehension.

1.5 Significance of Study

Theoretically the findings of this study are supposed will add what has been found in area of reading comprehension teaching in foreign language as useful input and addition information for English language teachers. Meanwhile, practically the result of this study will inform the teachers to decide which is of techniques is more effective to develop and improve the students' reading comprehension. This study is also expected will provide a solution to the problems that faced by the students in comprehending a text during the reading process. Furthermore, the students' ability in reading comprehension can be developed to the higher level comprehension skills.