CHAPTER I

INTRODUCTION

This chapter presents the Background of The Study, Reason for Choosing the Topic, Research Question, Objective of the Study, Hypothesis, Limitation of the Study, Significances of the study, Definition of the Key Terms, Outline of the Study.

1.1   The Background of The Study

Reading is the process of creating meaning that involves: (a) the reader's existing cognition; (b) the text information; and (c) the reading context (Wixson, Peters, Weber, and Roeber, 1987) where it needs the harmony of a lot of related sources of the process. Grabe (1991) in Alyousef (2005) defines reading as an interactive process between readers and texts that results in reading fluency. The readers interact with texts as they try to understand meaning. The main goal was to understand meaning. Gilakjani and Ahmadi (2011) argue that it is to gain the correct message from a text that the writer intends for the reader to receive. Therefore, it is concluded that reading is a process to create meaning and promote interactive process between readers and text. It was a case to develop personal knowledge.

To enrich one's knowledge not to mention in the case of learning English, reading plays important roles because they are believe to enrich insights and knowledge of the basis to come in English, managed well reading is able to help improve one's English language skills, such as writing, speaking, listening and

reading. Plakans and Gebril (2012) demonstrated some advantages of connecting reading and writing. In this case can be used as sources to help students gain idea and shape opinion before they write. Finally, resource from the reading can be used to the process of writing itself. Reading in another case helps develop speaking ability, Zhang (2009, p.34) argues that to integrating speaking and reading skills deepens students' understanding of the reading material, reveals any problem they have in understanding a text, and lets them apply the information they have read into authentic speaking practice that improves their fluency. As result, one's knowledge cannot develop and become low because they need information. Reading is proven to increase one's knowledge and so they must read a lot. Meanwhile, Reading to develop listening ability, Hill (2001) argues that reading and listening at the same time can be very helpful in enhancing reading speed. In this case that reading speed can weans learners away from a word-by-word style of reading. So, Listening while reading can be used to developing reading fluency. In addition, Nunan (2003:69) suggests that reading is the most significant language skill in learning language. Reading is very necessary for them to learn English correctly. Finally, it was therefore that students are expected to know about reading.

The point of reading is to comprehend information. Comprehension is the process of eliciting and making significance through interaction and involvement with written language (RAND Reading Study Group 2002). In order to arrive at comprehension, readers must interact with text book until they understand the meaning. McNamara and Magliano (2009) argue that this process is a task of both

reader and text book factors that happen within a larger social context. The process of making meaning happens through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text Duke (2003). In addition, reading was not about acquirement but it is to get understanding of the text. Therefore, as it is shown, readers should focus on the reading comprehension. Richards and Renandya (2002:277) state "Reading comprehension is the primary purpose for reading". It means that readers need the ability to understand the point of the text that they read. The result of reading comprehension is the readers get the information from the text that they read. It was important to learnt how to seriously in reading.

Although reading was important, many people to be less serious in reading as a habit. Various surveys indicate very low rates of reading interest in Indonesia. In 2015, National Library released data shown only 10% of Indonesian whom on the age above 10 years old interested in reading (Wibowo, 2015). Referring to the information, it can be concluded that the interest of Indonesian in reading is low. As result, it is no wonder that Indonesian human resource in Indonesian is less competitive compared to some other develop countries where reading becomes a habit such as Japan, England, Australia, etc. For that reason, reading needs to be the habit of Indonesian. In order to be more competitive, Ones can learn about the culture, characteristics and enrich vocabulary through text. Reading must also be strengthened in all aspects of education without exception senior high school level.

Therefore, reading has been made as a habit and learned from child to adult without exception senior high school level. They need more information in the form of reading to face the wider world after they graduate. In order to teach reading effectively, teachers must be able to recognize the characteristics of the students. Teachers must be differed the way teaching senior high school and junior high school with interesting technique. It was the fact that most of English teachers still use traditional teaching techniques to teach reading where it makes the student difficult to comprehend text book and answer the questions based on the textbook. However, teachers in Indonesian Especially, Grobogan, which is less effective for students in understanding the form of reading. It can be used to teach reading. In traditional method, (Richards, 2014) argue that "learning was very much seen as under the control of the teacher". In this case concluded that traditional method puts the responsibility for teaching and learning mainly on the teacher and it is believed that if students are present in the lesson and listen to the teacher's explanations and examples, they will be able to use the knowledge.

As for reason above, traditional method should be interesting and effective for students in understanding the knowledge. Drill Technique is one of the teaching methods that can be used to improve students reading mastery. Drill Technique is a key feature of audio lingual approaches to language teaching which places emphasis on repetition structural patterns through oral reading. In this case means that ever case is on hearing to a model, provided by the teacher or another student and the listener supposed to repeat. Therefore, applying the techniques students must have high concentration in order to message this

knowledge. It is good technique that can make students read fluently, memorize point of the text and understand meaning about the text. In drilling technique students do problem on their own.

1.2   Reasons for Choosing the Topic

Based on the researcher's observation in SMA Negeri 1 Grobogan, there are several reasons that encouraged the writer conducted this study:

1. Reading comprehension is a language skill that must be mastered by students in various kinds of information such as book, magazine etc.

2. The researcher will be improvement students in reading mastery.

3. Drill techniques in teaching reading possibly help improve student's reading comprehension.

4. To test the effectiveness drill technique to improve student's reading comprehension.

1.3   Research Question

In relation to the explanation above, a question which needs to be answered in this research:

"Is Drill technique effective to improve students' reading comprehension A case of Ten Grades of SMA Negeri 1 Grobogan in the Academic Year 2018/2019?"

1.4 Objectives of the Study

Based on the question above, the objective of the study is to find out whether drill technique is effective to improve students' reading comprehension of the Ten Grade students of SMA Negeri 1 Grobogan in the Academic Year 2018/2019.

1.5 Hypothesis

Concerning to the theory and the assumption above, there are two different hypothesis of this research, working hypothesis (Ha) and null hypothesis (Ho).

Ha: There is a significant difference between the student reading comprehension of the class who are taught using drill technique and those are taught without using drill.

Ho: There is no significant difference between the student reading comprehension of the class who are taught using drill technique and those are taught without using drill.

1.6 Limitation of the Study

Due to limited though time, fund and knowledge, this research will focus on the effectiveness drill technique to improve students' reading comprehension in SMA Negeri 1 Grobogan in Academic Year 2018//2019.

1.7 Significance of the Study

The result of this study is expected for researcher that drill technique can develop my knowledge to improve reading comprehension.

1.8   Definition of the Key Terms

A brief definition of the key terms of this study is to give more clarity and avoid the ambiguity. The key terms of this study are defined as follows:

1. Drill Technique

    Drill technique is a technique for teaching language through reading which emphasize on the students' habit formation by repetition, memorizing grammatical structures, and tense transformation, using the targets language and the culture where the language is spoken (Setiyadi, 2006, p.54.)

2. Reading Comprehension

    Reading comprehension is the goal of reading that refers to understanding of the background of knowledge, vocabulary, grammatical knowledge, and experience with text. (Rahemi, 2013).

1.9   Outline of the Study

This proposal is divided into three chapters. The content of each chapter is explained as follow:

Chapter 1 consist of The Background of the Study, The Reason for Choosing the Topic, The Research Question, The Objective of the Study, The Hypothesis, The Limitation of the Study, The Significance of the Study, The Definition of the key terms and The Outline of the Study.

Chapter II presents the review of related literature which contains Definition of Reading Skill, The Purpose of Reading Skill, The Types of Reading, Reading Comprehension, The Principle of Teaching Reading Comprehension,

Technique of Reading Comprehension, Definition of Descriptive Text, Generic Structure of Descriptive Text, Language Features of Descriptive Text, Example of Descriptive Text, Definition of Drill Technique, and Review of the Previous Studies.

Chapter III entails Research Method. It consists of Research Design, Subject of the Research, Variable of the Research, Instrument of this Research, Validity and Reliability, Procedure of Data Collection, Scoring Technique, And Procedure of Data Analysis.

Chapter IV consists of Description of School's Profile, Description of the Participants, Validity and Reliability of the Instrument, Analysis of the Pre-test, Analysis of the Treatment, Analysis of the Post-test, Analysis Result Between Pre-Test Experimental Group and Post-Test Experimental Group, Analysis Result Between Pre-Test control Group and Post-Test control Group and Discussion of the Research.

Chapter V is Conclusion and Suggestion.