

I. INTRODUCTION

1.1 Background of The Problem

The English curriculum of SMA states that there are four language skills namely: reading, speaking, listening, and writing that are taught intergratedly. Reading is emphasized because it is an important skill for the students in order to prepare them to continue their study in education and to assist them in their future life. Surely, most literatures related to learn English uses English Language. Based on that reason, SMA students are expected to be able to read information which is mostly written in English. Reading dominates the teaching materials in almost English text book.

From the four skills, reading dominates the teaching materials in almost English textbooks based on the reason that students are expected to get information for increasing their knowledge which is mostly written in English. In order to achieve the best result of learning a reading text, comprehension should be taught intensively and extensively. Beside that reading as an active skill has communicative function, so it can not be seperated from other skills: Speaking, Listening and Writing.

English students tend to have difficulty to get the main point of reading in English in a simple form of story text or even to tell their ideas, utterances in English. This condition may be caused by two reasons. First, it is caused by the minimal participation of students during the teaching learning process in the classroom. It might be seen from the result in cycle 1, in students' observation sheet. There are only 23 students from 33 students that actively involving to share their ideas in group. It means only 69.69% students participation in cycle 1. The classroom activity is teacher centered and directed. Students expect to be confused unless they call upon to answer the question. This creates the unsupportive and discouraging environment for language learners. As a consequence, most students can not participate in reading English since they do not get enough exposure about the main point of reading text in the language.

The second is the way teacher delivers the materials in the classroom. Teacher only depends on the textbook and it becomes the only source in the classroom. It was happened in teacher teaching performance at cycle 1, the score for teacher teaching performance for cycle 1 only 72, the fact is the goal of teacher teaching performance is 80. It means that the way while the teacher teach the material is not interesting. Commonly, reading test will happen in written task rather than oral activity. Learning reading becomes a matter of book-based the topic and emphasizes largely on grammar rules instead of giving reading test. As a result, reading target will not be accomplished and the students will not learn to get the message of the text well because language is solely from a book and written task.

Based on writer's observation in the SMA Kartikatama Metro, the researcher takes 40 students for sample, and the result is only 15 students who gets standard score of

reading, so most of the students are not able to read, reluctant to read and have low ability in reading, because they think that reading is difficult and boring. That is why their reading scores have not been achieved the standard (KKM) in the school yet. This problem makes the writer interest in doing the classroom action research to improve the students reading ability and hopefully the standard score for reading will be achieved. The writer finds that when the teachers are asked to present the main idea of the text, they get some difficulties in expressing their ideas so the listener can not receive the message in communication well. There are lots of fillers, such as *i...i* and *mmmrr*, in accuracy, there are many mismatch auxiliaries such as *the story are good* and *the actor don't believe*. In other words, their reading is not comprehensible even though they have learned English since they are students of elementary school. Their ability to express their mind or ideas up is still too limited. This fact is find when their reading are rated most of students fail to pass the standard goal that is 65.

In pre observation, researcher also finds the inappropriateness way of teaching used by the teacher. The teacher teaches reading by explaining the form of sentence, drilling it to students and asking students to do some written *exercises at students'* work book or LKS (*Lembar Kerja Siswa*) these make the students passive and the students only know the form of sentences but they are not able to implement it to their real world. They are able to writing well but cannot implement it orally when it is needed. So, reading class became writing class and students did not have enough chance to read.

The low ability of students also due to the lack information about the context of lesson that makes students have limited idea in discussion, If in percent it is only 50% students ability to understand the information of the text. So, while the discussion

event during teaching learning, it become passive. This condition makes students' performance at reading presentation in front of the class worse. The presenter can not deliver their material well because they are not able to give the message and the listener also can not respond it well because first, listener do not get the point of material and secondly because they can not express their idea. So, discussion ran so slow and boring. The last, reading goals can not be reached.

Due to the use of teaching aid, the teacher only used the text book. Students' reading ability becomes worse because they do not have sufficient sources as the references. They just focuses on the example provided in their text book. Meanwhile the successful language learner needed lots of chance to exercise. In reading and speaking tend to be getting something done, exploring ideas, working out some aspects of the word, or simply being together.

Due to the results of pre observation, researcher discussed with the teacher about the problems in the classroom and researcher assumed that the students' problems are fear of being blamed, little chance for exercising, little sources, and boredom and in appropriate way of teaching. By observing the problems of the students, the researcher along with the teacher triggered to implement read tell and choose in classroom action research due to its benefits.

To solve the problems above, it is very important for the teacher to find out a better way to make students feel interesting in reading. In this case, teacher should consider the way of teaching reading in order to make the students involve in teaching learning process, and to build students interest in using English. Read tell and choose (RTC) is considered as an alternative.

Read Tell and Choose is a concept of learning which helps teacher to relate the materials being taught to the students' real world and encourage students to relate their knowledge in their reading skill. Therefore, the students have more time to expose their skill in the classroom with the result that their reading achievement to increase. Besides, RTC relates to subject matter content to real world situation that is needed during the teaching learning process so that the students know the benefit of learning in the classroom.

Now, here the researcher will use spoof text in this research. If readers are given the word "spoof text" the readers can imagine its form and mention kind of spoof such as funny story, short story, joke etc. But, if the reader want to know more about the information included in the stories, the readers have to read the spoof text itself and comprehend the content. This is one basic of the reason that people need to read, all of people have different reasons, why do people need to read. There are six desires or reasons why people need to read is that people read because of the need for knowledge, the need to process and internalize the result of exploration, manipulation, activity and stimulation, to resolve contradictions, to quest for solutions to problems and for selfconsistent system of knowledge.

Because of this reason, the researcher as a teacher to be in the future and as reseacher, wants to make the process of reading activity more interesting with a treatment especially in reading spoof item text. In this reseach, I choose spoof item text because that spoof item text is an excellent model of a research report and has even been used for teaching the purpose, generic structure and grammatical features of this genre of reading. Additionally, I choose spoof item text because it is stated in School Based

Curriculum (KTSP) that the students in the second grade senior high school must be able to differentiate kind of the text and tell about the idea of the text orally or written.

The teacher should arrange the teacher's talk by themselves. Therefore, they can explain the lesson in their classroom based on KTSP. Beside that the teacher should know about text types. It is called genre. In the KTSP, we can see there are many kind of texts that should be taught the student in the second grade of Senior High School. They are report, narrative, analytical exposition, spoof, hortatory.

According to those previous statements, the researcher thinks that it is important to apply a more interesting reading activity. So, in this research, the researcher is going to focus on one technique of teaching reading comprehension of spoof item text. In order to know the process of the teaching learning process of reading spoof item text, the researcher entitles this research paper "The implementation of RTC (*Read, Tell, and Choose*) technique in increasing students' reading comprehension achievement at second grade of SMA Kartikatama Metro".

1.2 Identification of Problems

In Line of this part, for reference to the background of problem, the following problems are identified:

- a. Students get difficulties in comprehending ideas achievement in English lesson during their interaction, If in percent it is only 50% students ability to understand the information of the text. (interaction between one student with

other student). It might be caused by misunderstanding which are some probably occurred.

- b. **Students' learning strategies are inappropriate** with their learning objective. For example students learn English in order to be able to communicate in English well both reading and writing. But they use learning strategies which focus in grammar only. So it is not suitable.
- c. Teaching learning process is not effective because the students are not focused during teaching learning process. It will decrease the quality of teaching learning process itself.
- d. Students have negative attitude in learning English. It happened when the students have a bad background knowledge about English lesson, may be English is so complicated for them. So it is difficult for them to learn English well because they regard that English is impossible to be learnt well.
- e. **Students' motivation in learning English is still low.** So it is difficult to improve their English ability well, because the students almost being a passive learner while teaching learning are happened.
- f. Teachers uses inappropriate materials in teaching English. It can be seen when the teacher teaches reading text than the students get felling bored first, because the text given by the teacher is almost a monoton text with un interesting topic. So it is difficult for students to improve their English ability well.
- g. **The students' reading comprehension achievement is still low.** The students almost get low score from standard minimum score.
- h. The way or method for the teacher teaching performance is still low. The material in the class usually becomes the source for that lesson.

1.3 Limitation of The Problems

Based on the identification of the problems above, the problems of the current research are limited in:

1. The students' reading comprehension achievement
2. Teaching learning process in teaching reading comprehension

As the solution to overcome their problems, this research is intended to use the RTC technique as one of the techniques in teaching learning strategies in order to avoid misunderstanding between the students.

1.4 Formulation of The problem

In line with the limitation of the problems above, the research problems are formulated as follows:

1. How can the implementation of RTC technique increase the students' reading comprehension achievement using spoof text?
2. How can the implementation of RTC technique increase the teaching learning process using spoof text?

1.5 Objectives of The Research

In this line with the formulation of the problems above, the objectives of the research were to investigate:

1. To find out how the implementation of RTC technique increases the students' reading achievement.
2. To find out how the implementation of RTC technique increases the teaching learning process.

1.6 Uses of The Research

The results of this research are expected to be useful both theoretically and practically.

Theoretically:

the findings of the research are expected to support the existing theory about reading comprehension for the researcher before who is going to concentrate on teaching spoof text using any other technique, and to give contribution to EFL/ESL teachers and the curriculum developers about the quality of spoof item task in reading comprehension, the problems that they experienced, and the strategies that the high and low proficiency readers used to cope with the problems in reading comprehension.

Practically:

the findings of the research are expected to be beneficial for:

1. As information for the readers about the teaching learning process using RTC and spoof texts.
2. As information for the readers, on how to help the students improve their reading achievement using spoof texts.

1.7 Scope of The Research

This research was in form of classroom action research. It was conducted at SMA Kartikatama Metro. The subjects of the research were the second year students of SMA Kartikatama Metro. In this research, the researcher was focused on the implementation of read, tell, and choose (RTC) as a teaching technique to increasing students' reading comprehension. The material were used based on 2006 English Curriculum for SMA.

The research would be given in two cycles. The first cycle was based on the problem of the research, and the second cycle was based on the result of the analysis from the first cycle.

1.8. Definition of Terms

There are some terms used by the writer and to make it clearly, the writer gives some definition as follows:

1. *Reading Comprehension* is defined as an active cognitive process of interacting with print and monitoring comprehension to establish the meaning. (Silberstine, 1987 ;Simanjuntak, 1988:15)
2. *Spoof* is a text which tells a factual story, happened in the past time with unpredictable and funny ending Ahdoy (2010 : 19).
3. *Read Tell and Choose (RTC)* is a technique in teaching and learning that relates subject matter content to the real world situation and motivates students to make connection between knowledge and its application to their lives especially in learning process.
4. *A Technique* is a way of presenting that actually takes place in language teaching or learning in the classroom. (Setiyadi, 2006:14)