I. INTRODUCTION

1.1 Background of Problem

In this modern era, English becomes more and more important so that information flows to every country almost without any barrier and most of which is delivered in English. Consequently, mastering one language is not enough to get sufficient information. English as an international language is used in all professional fields. It is positioned as a compulsory subject that is taught from elementary school until university levels. Students are expected to have skills in English, namely listening, speaking, reading, and writing which are related one another.

Of the four skills, reading plays an important role for those who want to comprehend and produce the language well. Reading is one of the most important ways to improve general language skills. Reading can help learners to think in English. It can also enlarge their vocabulary. It can help them improve their writing. It may also be a good way to practice their English if they live in a non-English speaking country.

However, based on the information from the teacher at MA Ma'arif 4 Kalireio. Lampung Tengah, it was found that one of the problems faced by the students was that they often found difficulty in comprehending the reading text. They are not able to catch the information from the text. For example, when the students have to find the main idea, they always read the whole passage word by word without

understanding what the text means. As the result, they have no idea of the reading text.

Furthermore, they also get difficulty in understanding the meaning of some words in the texts because they have only little knowledge about vocabulary. The words in the texts are not familiar to the students. As they do not understand the meaning of the text, they become lazy to read an English text. They tend to talk to their friends when the teacher gives an English text than reading the text. They are unable to identify the specific information of each paragraph of the texts. When teacher asks some questions related to the text, they cannot answer them well.

The students' achievement in comprehending a reading text is still far from the objectives stated in the curriculum. Their average score of reading is low and below the KKM 65 (Minimal Mastery Criterion). Reading materials from students' text book make the students bored since the materials are monotonous. As a result, this condition affects the students' ability in reading comprehension.

Those problems are important to be identified because the writer wants to try to solve the student's problem in comprehending a reading text. The writer hopes to find a better way to teach the students. It is also expected to find ways so that the students can understand the reading text even though their vocabulary mastery is limited. It is also hoped to encourage the students to read the English text. Therefore, teachers should help students to find appropriate strategy in order to improve their reading skill and reading achievement.

Students will have better comprehension when they read materials in topics which are highly interesting to them. It means that to promote positive attitudes toward

reading, the teacher must provide students with reading texts that match the students' interest.

There are many materials that can be used to improve reading ability such as newspaper, bulletins, magazine, literary texts and others. In this research the researcher used literary text in the form of fairy tale to develop students' reading ability. There are many topics of fairy tale that are closely related to the issues in daily life. For many students, interesting literature text can provide a key to motivate them in studying English.

Referring to the explanation above, the writer focused on the strategy used during teaching learning process. There are many strategies which can be applied in the class in order to maintain the motivation of the students in improving their achievement in mastering the subject maintain the motivation of the students in improving their achievement in mastering the subject.

There were two techniques used by the teacher for teaching reading namely retelling story and translating. Reading can be taught through retelling story. Teacher can use this strategy to motivate students to understand and comprehend the story. In this strategy, the students were brought into an interesting situation and enjoyable situation, so the students were going to be easier to comprehend the meaning and find out the main idea of the text.

Meanwhile, translation technique is useful to help the students to identify the specific information of reading texts. Translation has been widely accepted as one of the technique that can be applied to present materials in classroom. With this

technique, the students are supposed to be able to read a reading passage in the target language into the students' native language.

Based on the statements above, therefore, this research compared two techniques, retelling story and translating. The writer proposed research to see the different of teaching reading comprehension through retelling a fairy tale and translation at Senior High School. Therefore, the researcher was interested to compare between retelling story and translation in teaching reading comprehension through fairy tale.

1.2 Identification of Problems

Based on the background above, the researcher identifies the problem on MA Ma'arif 4 Kalirejo as follows:

- Students are unable to comprehend an English reading text. They cannot catch the main idea and specific information from the text.

- The students are lazy to memorize the words and practice English in their daily life. So they cannot use English well.

- Students are not motivated to read an English text because they think the text is difficult.

- Students get bored while learning English. It might be caused by the teachers use of less interesting materials.

- Students have no good self confidence in learning English. So it is difficult for them to learn English well because they regard that English is difficult to be learnt well.

- Students get low achievement in comprehending an English text. They are not capable in answering the question which is given by the teacher.

- Teachers have no varieties strategies or technique in teaching English. So, students are not interested and motivated in learning English.

- Teachers do not use interesting materials which encourage students to learn. They only take the materials from the English course books.

1.3 Limitation of Problems

Based on the identification of the problem, the researcher focused on teaching reading comprehension using certain strategy. In this case, she used retelling story and translation as her technique in teaching reading.

1.4 Formulation of Problems

Referring to the limitation of the problem, the writer formulates the problem as follow:

"Is there any different achievement in reading a fairy tale between those who are taught through retelling story and those who are taught through translating?"

1.5 Objective of the Research

Concerning to the research problem, the objectives of this research was to compare whether there is different achievements in reading comprehension a fairy tale through retelling and through tale translation.

1.6 Uses of the Research

The uses of the research are:

1. Theoretically, the finding of this research is used to support the theories dealing with retelling story strategy.

2. Practically, the finding of this research may be beneficial:

   2.1 As a consideration for the English teacher to apply retelling story in teaching reading a fairy tale in their classroom.

   2.2 To encourage students' awareness of identifying the specific information in various types of reading a fairy tale through retelling the story.

1.7 Scope

The present research focused on comparing the students' comprehension in reading a fairy tale taught through retelling story and translating. The materials were taken from English Book based on the school based curriculum (KTSP) of SMA and the students reading achievement were measured by a set of pre-test and post-test in form of multiple choices.