I. INTRODUCTION

This chapter discusses certain points: introduction deals with background of the problem, identification of problems, limitation of the problem, formulation of the problem, objectives of the research, uses of the research, and scope of the research.

1.1 Background of the Problem

Language is a means of communication for the people to interact with another. English is one of the foreign languages which is spoken by the people all over the world. In Indonesia, English is taught at formal education settings, from Elementary School at grade 4 (even some of which starts teaching English in the first grade), Junior High School level, Senior High School level, and University in Indonesia. There are four skills of language that should be mastered in learning English, i.e., listening, speaking, reading, and writing. Students are hoped to master these skills.

Of the four skills, reading dominates the teaching materials in almost English textbooks where there are some types of reading text that should be mastered by the students of Senior High School. SMA/MA students should be able to use the language in informational level that is expected to access knowledge by the

language skills. This objective is basically the same as comprehension of reading texts where the students are faced with the text written in English then they are hoped to read it in order to gather information from it. In this case, students use skill of reading in order to understand the written text. In other words, they access knowledge by reading skill.

To get the knowledge from the text, it is important for students to have a good reading comprehension. Without comprehension, reading would be empty and meaningless. Comprehension is not only intended to know what the letters stand for, but also involved power of fully understanding. Reading involves more than words recognition; that without comprehension, no reading takes place. It means that comprehension determines the essence of the reading process.

Reading comprehension requires motivation, mental frameworks for holding the ideas, concentration and good study techniques. There are many ways to be good at reading such as the readers should know the purpose in reading, they also should have awareness of type of the material they are reading, and kinds of learning strategies can also be used in reading that can help them in comprehending the reading text.

Good reading means building frameworks in order for connecting words to thought. But not everyone is good at reading. In general, students still have difficulty in comprehending the idea in reading text. When the researcher conducted a Teaching Practice Program (PPL), she found that students had difficulty in comprehending reading texts, such as lack of learning material, the

students do not have good self confidence in learning English, and the students have low motivation in learning.

There are some factors that cause the students to get difficulties in comprehending the text. The first is interest in the material (the text), it is one of important factor, if the students are not interest in material, they have motivation in their self to get information from the material. The second is schemata, schemata is schema is a cognitive framework or concept that helps organize and interpret information, it is important to understanding material and usually students not have clear schemata to the material which they are learning about, then that is one of causes the students difficult in comprehending the text . And the third is ignorance of reading techniques, students usually ignore the reading technique because they do not understand about it, so they read without using reading technique.

In teaching learning process the teacher's functions as a facilitator who has responsibility to help the students to choose and create an interesting technique in order to reach the aims of teaching and learning stated in the curriculum.

In selecting the material, it is better for the teacher to consider which material is the most effective in teaching reading, so that the teaching of reading comprehension can be useful to help the students to comprehend reading materials.

Based on researchers' observation and interview to the first year students and English teacher of SMA Negeri 1 Gunung Sugih on 25th January 2012, the researcher gets some problems that become difficult for students to get good

achievement in English especially in reading skill. English teacher in SMA Negeri 1 Gunung Sugih still used traditional technique, the technique is translation.

From the statement above, the writer would like to solve the problem by having comparative study between two technique, retelling story and translation from folktale. These materials are applicable for teaching reading comprehension. This research is aimed to find out whether one or both of them are effective or not for increasing student's reading comprehension achievement.

There are many materials that can be used to reading ability such us newspaper, bulletins, magazines, literary text and others. In this research is used folktale literary text to develop students' reading ability. By studying literature materials the students will have a wide range of vocabulary and develop all of skills. While feeling entertaining by this interesting material, the students simultaneously can understand the folktale. In this way it is easier to know the meaning of the words of the folktale presented.

Teacher's duty is not only to explain the materials, or select suitable material but teacher also should give guidance, advice, support, and motivation to the students whenever they need it. In order to improve students' reading comprehension, the teacher should choose suitable technique and concern with students' obstacles and difficulties in learning reading.

Among many ways that can be applied in teaching reading, the researcher was used retelling story and translation. Translation has been widely accepted as one of the techniques that can be applied to present materials in classroom. With this

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

On the other hand, reading can also be taught through retelling story. Retelling story can be used to explain complex ideas or make important points about very real situation about the story. Teacher can use this technique to motivate students to understand and comprehend the story. In this technique, the students will be brought into an interesting and enjoyable situation, so students would be easier to comprehend the meaning and to find out the main idea of the text.

Considering these techniques above can be used for teaching reading. The writer did a research to see which one of the two techniques is more effective for teaching reading at Senior High School. The researcher is interested in comparing retelling story and translation in teaching reading comprehension through folktale.

1.2. Identification of the Problems

In relation to the background of the problem above, the following problems can be found:

1. The students get difficulties in comprehending the reading text. They get difficulties in getting information from the text, finding the main idea, finding the details, answering to the questions based on the text and making inference from the text. As the results the students got difficulties in retelling or in transferring the information from the text.

2. The students are not aware of the appropriate technique of reading which are needed to be applied in various types of text they interact. The result is that they do not have ideas in their mind of their reading

3. The students' motivations in learning English are still low. So it is difficult to improve their English ability well.

4. The 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.

5. The teachers use inappropriate technique in teaching English. So it is difficult in helping students understand reading comprehension.

1.3 Limitation of the Problem

In line with the identification of the problems, the researcher realizes her capability in doing her research. Therefore, she focused her study only on the students' difficulties in comprehending the reading text because of inappropriate technique in reading.

1.4 Formulation of the Problems

Based on the limitation of the problem above, the writer formulates the problem as follows:

1. Is there any difference of student's reading comprehension achievement between the students who are taught through retelling story and those who are taught through translation from folk tale?

2. Which of the two techniques is more effective for teaching reading?

1.5 Objectives of the Research

In relation to the formulation of the problems, the objectives of the research as follows:

1. to find out whether there is any significant difference of student's reading comprehension achievement between the students who are taught through retelling story and those who are taught through translation from folk tale.

2. to find out which technique is more effective for teaching reading.

1.6 Significances of the Research

The findings of the research may be beneficial not only theoretically but also practically:

1. Theoretically, the results of the research are expected to support previous theories dealing with retelling story and translation.

2. Practically, the finding of this research may give information to the English teacher that one of the two ways in this research is more effective in improving the student's achievement in reading comprehension.

1.7 Scope of the Research

This research was conducted to increase the students' reading comprehension of first grade of Senior High School students. The techniques applied in this research were *retelling story* technique in experimental class and *translation* in control class. There were two classes as a sample selected using simple random sampling. The class was selected randomly by using lottery, since the first year students in SMAN 1 Gunung Sugih was not stratified class. The researcher focused on folk tale. The materials are taken from English Book based on the School Based Curriculum (KTSP) of SMA. To find out the improvement of

students' reading comprehension, the researcher measured the score of a set of pre-test and post-test.

1.8 Definition of Term

1. *Reading comprehension* is an activity of understanding printed text through making sense a written text by relating written language to what we know and what we want to know.

2. *Retelling story* is requires the students to think more conceptually, to look at the bigger picture rather than answering specific question about the text (Karen : 2001).

3 . *Translation* is changing a communication (a word, phrase, and sentence) to other terms or to another form (verbal or symbolic) or to another level abstraction (simple or more complex) (Garrow : 1972)

4. *Folktale* is a very old traditional story from a particular place that was originally passed on to people in a spoken form.

5. *Achievement* in this research is the change or improvement of student's reading comprehension after being taught in form of score.