

1. INTRODUCTION

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

1.1 Background of the Problem

Reading English is one of the important subject at school because without reading the students could not get some important things from the lesson they have learned in the school. Reading is also the easiest way for the students to acquire the lesson from the school. The important point from the the text is giving motivation to the readers to understand the content. Good motivation can bring the good input to the students too. Motivation itself can maintain the students' passion in practicing their reading. The students also needs to decide their goal in reading a text so that they have a clear purpose to find out from the text and they have a straight motivation in finding their main purpose.

There are four skills of language to be mastered in learning English, i.e. listening, speaking, reading, and writing. Based on the reason the students are expected to

read information which are mostly written in English, reading dominates the teaching materials in almost English textbook.

In the guideline of School Based Curriculum, KTSP (Depdiknas, 2006:297), it is stated that there are several objectives of teaching reading for the first grade of Senior High School, they are:

1. The students are able to identify the main idea of the whole texts or in each paragraph of reading texts.
2. The students are able to identify the vocabularies of reading texts
3. The students are able to identify some specific information of reading texts.

According to the writer's experience when she did the field practice program, it was found that most students could not achieve those mentioned objectives as they were supposed to be. This condition might be due to a number of factors such as lack of vocabulary, inappropriate use of media, ineffective strategy used by the teacher, and the minimum availability of learning facilities. The factors were dependent on each other and they affected the process of reading. Due to this condition, the researcher focused on one of the factors i.e, the strategy. As it was found that the teachers in the school did not teach reading comprehension using an appropriate strategy to help the students understood reading comprehension easier.

Based on KTSP, there are many kinds of English texts. However, in this research, the researcher focused on recount text because recount text is one of reading text

that is mostly used in the reading test. This is a simple text but many students in the first year of senior high school do not really comprehend this sort of text. They still have difficulty to find the main idea and specific information of recount text. Shepherd (1978) said that a student who does not read because of lack of motivation does not get the practice he needs in reading skills. In such instances any instruction he may get in the skills of reading will be of little use to him, since practice is a necessary part of skill development. Having a purpose for reading is a part of effective motivation. When the students read to get some informations, they read to that point. The effect upon comprehension when there is a lack of both purpose and motivation is apparent (Simanjuntak, 1988).

According to the researcher's pre-observation at SMAN 2 Tulang Bawang Udik, it was found that the students could not achieve the objectives in curriculum, they had difficulties in comprehending English text. Some techniques in teaching learning activity could not help the students increase their comprehension. Besides that, the teaching material did not motivate students' desire to learn.

It is necessary for English teacher to make reading materials more interesting and motivating students so that they can progress in reading. Motivation is seen as the fulfilment of needs. Therefore, this reading teacher should promote motivation on the students. Any reading teacher should be concerned with finding or creating a body of material that his particular students might find interesting to read.

Karen (2001), stated that retelling does not mean memorizing, retelling means recounting the same story into the students' own words. Retelling is one of the technique that can be used in learning activity. This technique is common for the students and in often applied in learning activity. Retelling is telling or asking the same story or text into another easy and familiar words. It means that the students will be able to comprehend the text because of the word selection is easy and familiar to them.

The students are required to be able to use their own words to express the main point from the text. By using retelling the students are able to comprehend the whole text. The students can improve their reading comprehension by using retelling because of the words that used to reproduce or retell are more familiar or common to the students. By knowing the words they will comprehend the text and doing their task easily.

Recount text is one of the text that is familiar to the students, so they will enjoy their lesson because it is really common for them. The students have many ways to interpret the information that was found from the text. By finding the information the students will comprehend text and they will be able to achieve the score of mastery learning. Interaction between the writer and the students will be success if the students can catch the main point that the writer wants to inform. Learning process will be fun if the students want to read by themselves and can get the main point about the material given by the teacher.

According to Simanjuntak (1988: 27) reading comprehension is most likely to occur when the students are reading what they want to read, or at least what they see some good reasons to read. Heilman, Blair, and Rupley (1981 : 242) said that reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. In this research, the researcher used retelling as a technique to help the students increase their reading comprehension. This technique is appropriate to the students because the students use their own word. It means that they use familiar words that are understandable for them.

For the material the researcher used recount text because recount text is text that retells past event or something which happened in the past. The students had their own past experiences so it was interesting to the students. Therefore the researcher tried to apply retelling to increase reading comprehension by using recount text. By applying retelling, it is hoped that the students' reading comprehension increase. Based on the explanation above the title of this research is “ Increasing Reading Comprehension by Using Retelling in Recount Text at SMAN 2 Tulang Bawang Udik”.

1.2 Identification of the Problems

Based on the background of the problem above, the writer would like to identify the problems as follow:

1. Many students have difficulties when they read a text.

2. Some of them were not interested in reading a text.
3. Some students did not know the main idea of the paragraph.
4. The students' motivation in reading a text was still low.
5. The students' reading ability was still low.
6. The students did not answer the question completely.
7. The students got difficulties to find out general information from the text.
8. Teachers did not have media in teaching learning

1.3 Limitation of the Problems

In line with the identification of the problems, the writer limited her study to the following problems “ Increasing Reading Comprehension by Using Retelling in Recount Text.”

1.4 Research Questions

Based on the background above, the researcher identified the problems as follows:

1. Is there any difference of the students' reading comprehension after being taught through retelling in recount text?
2. Is there any increase of the students' reading comprehension after being taught through retelling in recount text?

1.5 Objectives

Concerning the research problem, the objectives of this research were to find out: whether there was an increase in students' reading comprehension by using retelling in recount text.

1.6 Uses

The uses of this research are:

1. Theoretically, this research is expected to have contribution to support the accepted theories about the benefit of pleasing material for language acquisition.
2. Practically, the significances of this research can be used as an information for SMA English teacher at SMAN 2 Tulang Bawang Udik Tulang Bawang Barat that using retelling in recount text in teaching reading can increase the students' ability in comprehending the reading text. As a reference for English teacher to increase teachers' performance.

1.7 Scope

This research was quantitative research. It was conducted at SMAN 2 Tulang Bawang Udik, Tulang Bawang Barat. The research was focused on students' reading comprehension through retelling in recount text. The researcher used one class. And the students reading achievement was measured by a set of pre test and post test.

1.8 Definition of Terms

In this research, the writer used some definition of term as stated below:

1. Reading is the meaningful interpretation of printed or written symbol(Nuttal, 1982).
2. Comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to entire reading selection Doyle (2004).
3. Increasing is a progress in which develop the score or become greater than the basic form(Collins, 2003).
4. Retelling is its own form of assessment – since the student’s recitation confirms his/her reading of it and reveals the extent of his/her comprehension. It also reinforces sequencing since it demans remembering information, events and processes(Mulholland, 1985).
5. Recount text is the unfolding of a sequence of events or time. The focus of recount text is to reconstruct past experience on a sequence of event, all of which relate to a particular occasion(Derewianka, 2004).