

CHAPTER I

INTRODUCTION

A. Background of the Study.

Reading is one of skills that should be mastered well in studying English. By reading a lot the students can get success in their study. There are some benefits that students can get by reading. For example; the students will get information, knowledge and new vocabularies. The students who have good ability in reading, they can make progress easily.

Moreover, making the students mastery in reading comprehension for English text in daily life is really the precious one. It is because learning English like learning a skill that the result should be seen clearly or be applied in daily life. In other words, through reading, the students also get new vocabularies, so that it can help them to improve English. Furthermore, reading is the window of the world. The students can surf the world without going everywhere and spending much money.

Hill (2011:61), reading comprehension is the ability to take an information, analyze it in its respective segments, and come up with an understanding of the input in a cohesive and accurate manner. A good reading ability itself can be realized through completing some reading activities. Those are: identifying the type, identifying the purpose, analyzing the main ideas and detail ideas, and finding difficult words etc.

Students of senior high school should be able to understand what they read easily, because our national education target also emphasizes reading

skill to make students are able to catch information. Students of senior high school also should learn various texts such as narrative text, description text, spoof text, news items, recount text, hortatory text, etc. The students should comprehend what the text tells about, such as get moral value, guess the meaning of words in the context, know the main idea of the text, know the story elements (setting, plot, characters) etc.

However, in fact there are many problems in teaching reading those are students get difficulty in understanding the content of the text and answer comprehension questions. They cannot get information from the text. Again, they feel that reading English text is difficult because they will find unfamiliar words and they are lazy to find out the meaning of them based on the context or run into the dictionary. The students do not understand properly their purpose of reading. They just mean reading is reading without trying to catch the important information from the text. As the result, they just read it for completing the answer of questions comprehension. Besides that, the answer just copy paste from the line of paragraph in the text that they think that is the correct answer. At the end, when the students are given questions orally about what they have gotten from the text, they just know nothing. It is because the students do not answer those questions based on their understanding and use their own words.

Based on the problems above, the writer wants to apply retelling technique to support the students' learning in reading comprehension. By

retelling, students will get the information of the text clearly and easily. Lin (2010:165) the retelling is an activity in which readers restate what they have read. Through retelling, they are supposed can catch the information from the text and remember what they have gotten from the text. The retelling technique will ask the student to reconstruct meaning in order to help them understand and remember the information in the text.

As Lin (2010:167) states during the process of retelling, the students rely on rehearsing the contents and retrieving personal experiences. So, retelling technique can facilitate comprehension process by providing learning experiences that encourage the students to interpret and reconstruct text during and after their reading.

Overall, the retelling technique can enrich pedagogical providing English teachers with many benefits when they are used it in the classroom. The result of the study is expected to be useful for creating curriculum development, so it can be alternative technique that is used by the teacher in making lesson plan to provide learning experiences for the students, especially in increasing the students reading comprehension's ability. The result is expected to give contribution for pedagogical aspect, in which teachers can apply the retelling technique to facilitate the students in learning reading comprehension in the classroom. By applying this technique, the students also will pay more attention to the lesson and make easier in understanding the content of the text. In other words, the teachers

also make teaching learning process in the classroom more alive and fresher.

B. Problem of the Study

Based on background of the study, the writer raises the following problem: Is the retelling technique effective on English Reading?

C. Reasons for Choosing the Topic

The writer has some reasons in choosing this topic, those are as follow:

1. Retelling is an alternative way to teach reading and can ask the students to read the text carefully.
2. Retelling can help the students to practice in exploring their ideas by their own words.
3. Retelling can help the students to reconstruct meaning from the text by using text information to build conceptual understanding.
4. Retelling can help the students to memorize what they have gotten from reading.
5. Retelling is easy way to be applied.

D. The Aim of the Study

The aim of the research is to find out the effectiveness of the retelling technique on the second grade senior high school students' English reading.

E. Clarification of the Terms

To make it clear, the writer wants to clarify the key term as follows:

1. Retelling Technique

Kalmbach (1986) in Stoicovy (2004) in Rahmawati & Hermanagustina (2010:3) states that retelling is a process of re-memorizing what we listened to and read. Further, Stoicovy states that in relation to language teaching, retelling technique can be used as way to promote students' comprehension and understanding of discourse.

2. Reading Comprehension

Hill (2011:61) reading comprehension is the ability to take in information, analyze it in its respective segments, and come up with an understanding of the input in a cohesive and accurate manner. A good reading ability itself can be realized through completing some reading activities. Those are: identifying the type of the text, finding difficult words in the text and look for the synonym, antonym or Indonesia meaning of those words, identifying the purpose of the text, analyzing the main ideas of the text, etc.