CHAPTER I

INTRODUCTION

A. Background of the Research

In junior high school Curriculum, reading is one of the skills taught to the students. The students are expected to understand what they read in any case of the subject matter they study. Nuttal (1982: 10) states that reading is not just an active process, but an interactive one. It means that the reader as a receiver catches the ideas, messages and information from the writer as a sender. In other words, there is a communication between the readers and the writer through the text as a facilitator. Nuttal in Ginting (2007: 6-7) defined reading as the meaningful interpretation of printed or writer verbal symbols. It means that reading is a result of interaction between the perception of graphic symbols that represent and the knowledge of the world.

The KTSP Curriculum at SMP/MTs, one type of reading which should be learn by the students is recount text. The aim of teaching recount text is to make students able to read the text effectively and efficiently. They do not only need to understand the structure of the text but also to comprehend the meaning of the texts. In relation to this, students have to know five competencies of reading; they are (1) finding actual information, (2) finding main ideas, (3) finding the meaning of vocabulary in context, (4) making inferences from reading text, and (5) identifying reference words.
Based on the writer’s observation in SMPN 1 Rawalo, the students have difficulties in comprehending reading text, especially recount text. They have to face in comprehending, especially recount texts which describe and reveal a particular person, place, or thing. It can be seen when the writer gave a test of comprehending recount tests, most of them got low mark and failed to pass the minimum passing score (KKM).

The result shows the low achievement of the students in reading comprehension. This may be caused by several factors such as limited vocabularies, students’ interest, and teaching strategy used by the teacher. In fact, the English teacher at SMPN 1 Rawalo did not use the variety of teaching method to increase the students’ ability in comprehending reading text in teaching and learning process.

Teaching and learning process in reading class are only conducted by asking the students to read the passage, finding out the meaning of the difficult words, answering questions based on the text, and collecting the students’ reading assignment. More creative in the ways to teach the lessons to the students. The strategy of teaching should be easy, enjoyable, motivate, stimulate, and improve students’ ability. The students often get confused because they only get the text without knowing which strategy to use. The strategy used is often decided without considering the students’ level. Then they usually ask them to merely answer the questions after reading the text.

A mistake to choose a strategy will cause a failure in teaching-learning process. Finally the teaching goals cannot be reached. In order to help
students to improve their reading comprehension, strategy is needed to be found.

In this study, the writer wants to present teaching reading recount texts to the second year students by using Inside-outside Circle technique. The inside-outside circle is a technique in which students move around and interact with each other. After students read a section of text, the teacher divides the group. One group forms a circle facing outward, the others find one person in the circle to stand opposite, and so there are two circles of the people facing each other. Information can be shared and reviewed and outer circle can move easily to generate more responses or discuss new information.

Inside-outside circle was introduced by Kagan (1994:1) who said that by using “Inside-Outside Circle Strategy”, students who have low motivation in reading the texts will read without bore, students also get chance to help and learn from each other. “Inside Outside Circle Strategy” as suggested by Kagan (1999) is one of the strategies that make the students’ responses in comprehending the recount text will improve, students are actively engaged in thinking. It will encourage community building among students while incorporating movement and interaction, the students will find a new thing about the text that they have read when they meet their new partner in the discussion process.

The Inside-outside Circle Technique is a quick way to involve all students in processing or reviewing of new material. Inside Outside Circle
Strategy is one of the technique that make the students’ responses in comprehending the recount text will improve. Here, the students are actively engaged in thinking, it will encourage community building among students while incorporating movement and interaction, the students will find a new thing about the text they have read when they meet their new partner in the discussion process. It was expected can solve the students’ low ability in comprehending recount text.

B. **Reason for Choosing the topic**

Reading is one of skills that have to be mastered by the students. The reason for choosing this topic are:

1. Reading is the most important skill that has to be mastered, however the students have problems in this skill.
2. The writer want to improve the students comprehension the reading recount text through inside-outside circle technique.

C. **The Problem**

The problem of this research can be stated as follows:

The students have difficulties in comprehending reading text especially recount text of the second year students of SMPN 1 Rawalo Academic years 2013/2014.
D. Aims of the Research

Based on the problem formulation above, the aim of this research is to know weather or not Inside-outside Circle to improve studentsability in reading comprehension of second grade students of SMP Negeri 1 Rawalo Academic years 2013/2014.

E. Research Contribution

This research is expected to give some contribution to the students and English teacher.

1. For Students

This research can hopefully give motivation to the students in comprehending the recount text.

2. For Teachers

The result of this research hopefully can provide the informations to the teachers, that using inside-outside circle method in teaching reading recount text can improve the students comprehending, particularly in comprehending the recount text.