

# CHAPTER I INTRODUCTION

## A. The Background of the Study

Reading is part of four skills, which is very important to be learnt and is taught at formal education starting from elementary school up to Senior High School level. Standard for reading in educational unit curriculum in Indonesia (KTSP: Kurikulum Satuan Pendidikan) is expected to be able to comprehend the meaning (sense) of both in the forms of recount, narrative, procedure, descriptive, and report in daily life context. (BSNP, 2006, Petunjuk Teknis Pengembangan Silabus, Jakarta: Departement Pendidikan Nasional)

Reading is also one of the skills that is tested in National Examination (UN) as a passing standard in Indonesia. If students' reading skill is poor, they are very likely to fail in their exam or at least they will have difficulty to make a progress.

Based on the writer's experience after conducting preliminary observation to the first grade student of SMA Negeri 1 Kecamatan Delitua, Deli Serdang 2013, it was found that many students had difficulties to read some texts or any material, and they didn't know the function or differences between narrative and recount text, some students even could not understand clearly what the goal of the text book was, some students seem uninterested in reading the topic, they felt bored. Their test results were low, and most of them got remedial learning to get Minimum Completeness Criteria (KKM).

Students' difficulties occur either because of the teacher's way of teaching or less motivation in studying. Sharma (2008: 39) said that the learning of language depend not so much on the number of years in studying but on the motivation of the students, the type of teachers, method of teaching adopted, and instructional material designed. In this case, teaching and learning will be successful if they are supported by some factors such as the method that is used in teaching English, completeness of teaching facilitation, interesting media, and condition of school environment.

In addition, professional teachers must be able to solve the student' problems they must understand and effectively upgrade their pedagogical and subject matter knowledge based on their teaching emphases, they should not only be intruactional expert, but also models for social behaviour and learning processes, they should motivate students to learn and achieve, and manage school duties and classroom environment

In this study the writer tried to apply PRWR method to improve student's achievement in reading recount text. PRWR method stand for ( Preview, Read, Write, and Recite ) is the study system of four-steps. The writer hopes through PRWR method students are able to comprehend some texts easily, especially recount text. Because in the PRWR steps students are invited to note active and learn the material, on simple way are : Students preview the material then read it, mark off what appear to be important ideas, and write the notes, at last student need to learn their notes themselves by reciting the material.

**B. The Problem of the Study**

The problem of the study is formulated as follow:

“Is students’ achievement in reading recount text improved by the application of Preview, Read, Write, and Recite (PRWR) method?”

**C. The Objective of the Study**

In line with the problem, the objective of the study is to find out whether the applications of Preview, Read, Write, and Recite (PRWR) method improve students’ achievement in reading recount text.

**D. The Scope of the Study**

This study focuses on improving student’s reading achievement particularly reading recount text through the application of Preview, Read, Write, and Recite (PRWR) method.

**E. The Significance of the Study**

Findings of this study are expected to be useful for:

- a. English teachers to use certain method to improve students’ reading achievement.
- b. English learners to improve their reading skill and to enlarge their knowledge about recount text.
- c. Readers who would like to conduct the related research