

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading comprehension is very important to the development of children's reading skills and therefore to their ability to obtain an education. Reading is one of the pillars of the act of reading, and without comprehension, reading is simply following words on a page from left to right while sounding them out. Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading. As they read, good readers are both purposeful and active.

Reading is one of the important skills in language skill, the importance of reading becomes an aspect that should be considered among language skills. Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. Therefore, to find out the information of reading text, the reader should have a good comprehension skill. Comprehension skills are strategies readers use to retrieve information and construct meaning.

Based on the 2013 curriculum for Junior High School, there are some text types that should be taught for the second year students, one of them is recount text. In the basic competencies of the 2013 curriculum, the second year students are demanded to be able to grab the meaning from spoken or written text, be able to understand the text and be able to comprehend the text effectively. But, to achieve that goal is not easy because many students still find difficulties and problems in

comprehending the text. In this research, the researcher focuses on students' reading comprehension achievement on recount texts by the Eighth students of MTs Qur'an.

In this case, the component of reading comprehension and the component of recount text should be found and understood by the students. Then the students' comprehension will be shown by answering correctly questions of the texts that provided such as finding main idea, factual information, meaning of vocabulary, reference and inference as the five of components of reading comprehension and generic structure, language feature and social function as the components of recount text.

There are some difficulties in comprehending recount text, the writer gets some difficulties from the students based on the generic structure of recount text, they are; Orientation: In this first section, the writer finds the difficulties from the students based on the first generic structure of recount text that is "Orientation", they are still difficult to introduce the participants, place, and also the time of recount text. They are still confused to decide which one are participants, place, and time.

And then, events: In this second section, some of the students are still get confused in describing the series of event that happened in the past of recount text. The writer finds that the students have less comprehending the text and also have less in mastering vocabulary.

The last one is Re-orientation: In this final section, the writer finds the difficulties that students get from recount text. They are confused to conclude, summarize, and evaluating the topic, or offering personal comments of recount

text (content of the text). Getting the final result and the conclusion of recount text is difficult to them because they still have less reading comprehension mastery.

Table 1.1 The Reading Comprehension of Recount Text Score of Eighth Grade Students of MTs Qur'an Kisaran in Academic Year 2018/2019.

Class	Average Score of Students	Minimum Passing Grade (MPG)
VIII A	71	73
VIII B	70	73
Average score classes	70.5	

The result shown by the Table indicates that the students' achievement in reading comprehension is quite low. The lowness of students' achievement in comprehending a text is influenced by some factors. Orasanu (1986:33) identifies two factors that affect the reading comprehension: internal and external factors.

The internal factor, called reader variable, refers to everything related to the readers that include cognitive ability and strategy, background knowledge, and effective characteristics such as self-esteem, self-efficacy, willingness, curiosity, including interest. Interest can influence the students' reading comprehension because interest itself can be the main factor the students' willingness in learning reading comprehension.

The external factor, called text variable, content variable, or writer variable, refer to all factors external to the reader, such as materials, media, including teaching strategies.

Teaching strategies can influence the reading comprehension of recount text because the students need appropriate strategy to learn about reading comprehension. Besides, the teacher is also a key person to deliver and to apply the suitable strategy to the students in the classroom.

This phenomenon of teaching reading problem can still be seen in the students of one of the schools in Kisaran is the eighth grade Junior High School of MTs. Qur'an Kisaran. Based on the information one of students at that school, the researcher finds that the teachers teach reading by using traditional method and it makes the students feel bored and the students are not able to comprehend and not interested in reading the text. This condition happens because the students have less mastery vocabulary, grammar especially tenses so that difficult for them to know the kind of the text, to know the main idea of the text. More than that, the students also have low interest in studying English. This caused by the students' perspective that studying English is difficult. And the important problem, the strategy that the teacher used was not variety so that make the students not interested in reading and comprehend it.

Based on the researchers' observation in MTs Qur'an Kisaran, there is a problem that the researcher found there. The problem is that most students get difficulties in comprehending texts because they are lack vocabularies, they do not understand and comprehend the text well. Not just to comprehend the text well but also to get the point of the text itself, they can't get it done. The fact shows that the diligent students, they look at the dictionary and find out the meaning of difficult words, but they still find difficulties to understand the meaning. Then, when the teacher asks the students, not all of the students give response well,

because they do not understand and comprehend of what they read. It is due to the students are less of interest in learning reading and they think that reading is a text which is not interesting activity.

Based on the gap between the expectation and the reality and also the explanation of some theories above, there was in interest to conduct a research on the effect of teaching strategies and students' interest on the students' achievement in reading comprehension.

1.2 The Problems of the Study

Based on the background of the study and on the description above, the statements of problem in this research are:

1. Are the students' achievement in comprehending recount text is better taught by LRD than REAP?
2. For high interest, is LRD better than REAP in teaching reading comprehension of recount text?
3. For low interest students, is LRD better than REAP in teaching reading comprehension of recount text?
4. Is there any interaction between teaching strategies (LRD and REAP) and learning interest (high and low)?

1.3 Objectives of the Study

The objectives of the study are as follows:

1. To investigate whether the students' achievement in reading comprehension taught by Listen Read Discuss (L-R-D) is better than the students taught by and Reading Encode Annotate and Ponder (REAP) strategy

2. To investigate whether, for high interest students, LRD Strategy is better than REAP Strategy in teaching reading comprehension of recount text.
3. To investigate whether, for low interest students, LRD Strategy is better than REAP Strategy in teaching reading comprehension of recount text.
4. To investigate whether there is an interaction of the students' achievement in reading comprehension taught by LRD and REAP Strategy with high and low interest.

1.4 Scope of the Study

In this study, the researcher studied here were pointed on Listen Read Discuss (LRD) and Reading Encode Annotate and Ponder (REAP) on students' achievement in reading comprehension based on their interest. It means that this research gives the clear description of the effect of both teaching strategies and interest on students' achievement in reading comprehension. As they are clearly different in the process of interpreting the idea through written information. The types of text used as the sample of reading comprehension is Recount text. The students' achievement in reading comprehension was tested with the level of reading comprehension, they are literal, inferential, and critical comprehension. Interest is divided into two levels: high and low to the students' achievement of MTs Qur'an Kisaran in reading comprehension. It was chosen as the text because most of the students of the school mentioned were interested to read and learn about recount text and this genre is also one of the eighth grade materials in the 2013 curriculum.

1.5 Significances of the Study

The findings of the study are expected to be useful theoretically and practically. Theoretically, the significances of this study to enrich the theory of teaching reading comprehension of recount text.

While practically, the result of this study will inform and increase the English language teachers in their attempts to decide the best strategy to enhance students' reading comprehension. The students can also take benefit from being taught by the strategy which can enhance their reading comprehension. The result of study will hopefully give benefit information for the English teacher. It is expected that the teacher will use this strategy to increase the ability and the willingness of the students to get information in the reading comprehension.

For the students, this research is hopefully important for them. The students can improve their knowledge in reading comprehension through those strategies which becomes more responsive to help them.

