

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses a number of aspects. They are the background of problem, the identification of problem, the limitation of problem, the formulation of problem, research questions, the purpose of research, the significance of problem and the definition of key terms.

1.1 Background of Problem

Nowadays reading skill becomes an important aspect in education. Students need to be exercised in order to have good reading skills. Reading is an activity that needs high concentration and it will increase conversational skill of the reader. It will make our brain active and work better. The ability to read is something vital in a literate society. Learning to read is an important skill and every student must develop it to be successful in school. According to Bhardwaj (2004:3), good reading by an individual requires a knowledge of word meanings and concepts.

Reading is very important language learning skill especially in English learning. Reading in English can help us to improve our vocabulary. Reading also provides vocabulary words that we have already learned, it helps us to remember them. Reading comprehension can be easier if we know the vocabularies or the keywords.

Grellet (2010:4) states that reading purposes constantly vary and therefore when devising exercises, teachers should vary the questions and the activities according to the types of text studied in reading it. There are many kinds of text that students have to learn and one of them is recount text.

Recount text is a kind of text that tells the reader what happened in the past. Recount text has different characters from the other kind of texts. It has different purpose, generic structure, and language feature. That is why the students should comprehend the text to be able to differentiate each text.

Recount text is also taught at SMP N 2 Kinali, Pasaman Barat because recount text is a teaching material that is available in curriculum and must be learned by students. Based on informal interview that researcher did to some of the eight grade students at SMPN 2 Kinali Pasaman Barat, they were still confused about comprehending recount text. They admitted that their mastery of vocabulary was still limited to comprehend the text, so there were many students fail to answer the recount text test.

Based on the explanation above, the researcher is interested at doing this research in order to know the eighth grade students' ability in comprehending recount text at SMP N 2 Kinali Pasaman Barat

1.2 Identification of The Problem

According to Warner (2009:25), a recount tells the reader about something that has happened in the past. It can be a story (fictional) recount or a factual recount. A recount text can retell an event in the form of an email, a journal or a diary. It is important to discuss recounts in class particularly students' personal recounts e.g. the public figure's diary, so that they can identify and understand the different parts of recount text before they start to write their own.

Based on the result of informal interview that researcher did to some of the eighth grade students at SMP N 2 Kinali Pasaman Barat, there are many students still confused how to comprehend recount text. There are several problem that

faced by the students in comprehending a recount text. The first one is that their mastery of vocabulary is still low. It makes them unable to understand the text perfectly. If the students cannot understand the text perfectly, they also cannot answer the questions.

Then they are still confused about determine the main character, time and place setting of the event, series of events and reorientation of recount text. It can be seen from how they are still confused how to answer questions about recount text. There are so many students fail to answers the reading test about recount text.

The students are also confused about differentiate tenses. They are not able to comprehend the text due to the use of simple past tense. They do not know that simple past tense is used to describe something that happened in the past, so it is difficult for them to know when the events happened.

1.3 Limitation of The Problem

Based on the problem above, the researcher limited the study to the eighth grade students' ability in comprehending recount text at SMP N 2 Kinali Pasaman Barat especially about generic structure of recount text.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the researcher formulates the problem of this study as "How is the eighth grade students' ability in comprehending recount text at SMP N 2 Kinali Pasaman Barat?".

1.5 The Research Questions

Based on the formulation of the problem above , the research questions are formulated as follow:

1. How is the students' ability to comprehend the recount text?
2. How is the students' ability to comprehend the orientation of recount text?
3. How is the students' ability to comprehend the events of recount text?
4. How is the students' ability to comprehend the reorientation of the recount text?

1.6 The Purposes of The Research

Purpose of this research is to find out the eighth grade students' ability in comprehending recount text at SMPN 2 Kinali. The specific purposes of this researches are as follow:

1. To find out the students' ability to comprehend recount text.
2. To find out the students' ability to comprehend the orientation of recount text.
3. To find out the students' ability to comprehend the series of events of recount text.
4. To find out the students' ability to comprehend the reorientation of the recount text.

1.7 The Significance of the Research

The significance of this research consists of:

a. For Students

The students knew how their ability in comprehending of recount text.

b. For English Teacher

The English teacher can get information about the students' ability in comprehending of recount text. By having this information, they can make an improvement in teaching recount text.

1.8 The Definition of Key Terms

To avoid misunderstanding, there are some of key terms of this research:

- 1) Ability is a skill, capacity, and quality of being able to comprehend recount text.
- 2) Reading is the process to get information and meaning from the text book
- 3) Recount text is a kind of text that tells the reader what happened in the past.
- 4) Comprehension is an ability to understanding the meaning of something.
- 5) Orientation is the first part in recount text that tells about background of the text.
- 6) Series of event is a part of recount text that describes some events that happened in the past.
- 7) Reorientation is the optional part in recount text that tells the writer personal comments.