

CHAPTER I

INTRODUCTION

1.1 Research background

There are four skills in learning English: writing, reading, and speaking listening. All of these skills must be understood by students through communication. These skills should be mastered without ignoring each other. Of its four aspects described above, students must master the skill of reading. This is confirmed by students, tests or exams.

Reading comprehension plays a significant part of human life. Since they inform the person of new information, their function is significant. The purpose is to use the information gained from the author's written words to enrich the student's experience and improve their intellectual abilities. In Indonesia, English is not a native language, but we need to learn English for the future. Reading is one of the most important things in learning English. Reading comprehension is the most common way of building importance through the coordination of numerous intricate cycles, including reading words, knowledge of word and world information, and fluency Graham (2007). Readers can understand texts if they can communicate with them. able to interpret and extract information from written text correctly. Thus, reading comprehension is a sort of connection between the readers and the text through composed images to absorb data from the composed text. Reading is a skill that is not easy for students to grasp when learning English. Due to the increase in direct communication in foreign languages, the process of reading comprehension as a skill and as a channel of

language input has become an educational focus requiring research. Reading is a process that requires a very high level of understanding that students need to understand. By reading, they can be informed, entertained and educated. Due to the increase in direct communication in foreign languages, the process of reading comprehension as a skill and as a channel of language input has become an educational focus requiring research. Reading is a process requiring a very high level of understanding that students must understand. By reading, they can be informed, entertained and educated. Due to the increase in direct communication in foreign languages, the process of reading comprehension as a skill and as a channel of language input has become an educational focus requiring research. Reading is a process that requires a very high level of understanding that students need to understand. By reading, they can be informed, entertained and educated. Reading is a process that requires a very high level of understanding that students need to understand. By reading, they can be informed, entertained and educated. Reading is a process that requires a very high level of understanding that students need to understand. By reading, they can be informed, entertained and educated. Reading is a process that requires a very high level of understanding that students need to understand. By reading, they can be informed, entertained and educated.

Reading is a fluid process where the reader combines the text's information with their own background knowledge to create meaning, Nunan (2003). Reading understands the text being read and concentrates on the material. can do. When reading, memorize all the details of the plot in order to understand the content. It will improve your concentration and memory. Reading helps you understand the text you are reading and focus on the material. When reading, memorize all the details of the plot in order to understand the content. Improves concentration and

memory. Reading is a basic skill that students need to be taught, but many struggle with it. They are not interested in reading because they always think that reading is boring, because it is difficult to understand the main thing, it is difficult to get information, or they have a small vocabulary.

Therefore, reading comprehension is one of the key achievement factors for students. Reading habits are considered one of the factors that improve reading comprehension. Therefore, in order to further develop understanding perception, it is important to improve students' reading skills. The benefits of reading are immeasurable. Developing the habit of reading opens up new worlds for students and expands their horizons.

We all know that reading is a thought process. Reading is an extremely intricate and difficult process in which several factors influence each other. Researchers believe that English reading habits support a student's ability to comprehend a text because students have a deductive reading comprehension.

(Jennings, Caldwell and Lerner, 2014), retelling is a technique used to decide how well an understudy grasps a specific story. Using retelling as a powerful tool to improve understanding and appreciation. Repetition gives teachers an idea of how students gather the information presented in the text. By observing and analyzing student reading comprehension during retelling, Students will remember and find important information when teachers present it to them. To start rereading, ask students to retell the story they just finished reading. Then the students read the text. In the wake of reading, request that students recount the story as though they were telling it to someone who has

never read it. After the students retell the information they memorized from the story,

Based on the experience during the conditional learning practice process at SMA Negeri 1 Tanjungpinang, the researchers argue that (1) students only read the main points and do not understand them; (2) they do not know the meaning of the word (3) and usually cannot place information in texts or sequences that students do not understand when reading; To achieve the goals of the curriculum, students must master the texts of reading comprehension. The researchers hope to explore reading through its use in reading classes. It can be read alone or in a group. But in this study, the researcher focused on only one retelling strategy.

According to Macceca (2007), the Retell strategy is very simple and beneficial for all ages. Reformulating strategy is a good approach for readers. Retelling is a learning strategy that helps students stop reading a small section of text and retell what they read before moving on to the next section. Many students continue to read their choice even if they do not understand what they have read.

The retelling strategy is very easy to use, the researcher passes the text to the student, the student reads as far as his hands can, closes the text, memorizes it and tries to retell it to a friend. Another similar study found this strategy to be very effective. This can be evidenced by the final grade of the student, which indicates that he understood the text. What makes this study different from others is that it aims to see if his Retell strategy is more effective in terms of student reading comprehension.

1.2 Problem Identification

The problems that researchers find are described in the previous section.

There are several problems that students face:

- 1 Students had difficulty understanding English texts.
- 2 They were unsure of what the word meaning.
- 3 They were unable to extract information from the text. They don't know about reading comprehension.

Due to all of the above problem, this study is only for students reading comprehension.

1.3 Limitation of the problem

The researcher focus to students understanding reading comprehension using retelling in Grade X of SMA Negeri 1 Tanjungpinang.

1.4 Formulation of the problem

Based on the research place, the research question is figured out as follows: “How does the retelling strategy improve students reading comprehension at grade X SMAN 1 Tanjungpinang?”

1.5 Purpose of the research

The purpose of this research is to explain to improve reading comprehension using retelling strategy of X grade students SMAN 1 Tanjungpinang.

1.6 Benefits of the study

This study has some benefits that are useful for:

1. For schools, teachers may have new student learning strategies.
2. This study can be used as a reference for beginning researchers wishing to

conduct relevant research.

3. This research helps meet the requirements of a researcher for a bachelor's degree in teaching English.

1.7 Definition of key terms

The researchers provide some definitions of the terms utilized in this review so that the reader can understand and have the same perception. These definitions are also intended to avoid misunderstandings and ambiguities. They are:

a Reading

Reading is a process involving word acknowledgment, comprehension, fluently, and motivation. Learn how readers make use of these facts to make sense of their printed material.

b Reading comprehension.

★ Reading comprehension is understanding and interpreting of what is read is called comprehension. To comprehend composed material precisely, students should be able to: (1) Think about what they read. (2) Connect what you read with what you already know. 3) Pay attention to what you read.

c Retelling strategy

A method for assessing students' understanding of a particular story. Retelling can be a compelling technique for further developing perception and appreciation.