

**A STUDY ON TEACHING READING OF ENGLISH RECOUNT TEXT
TO THE EIGHT YEAR STUDENTS OF *MTs NEGERI SUKOHARJO*
IN 2009/2010 ACADEMIC YEAR**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English in Indonesia is focused on the ability of student's communication. The communication can be in the form of oral and written forms. The learners should be capable of learning the four language skills, namely: listening, speaking, reading, and writing (*Depdiknas*, 2003: 6). The learners should have the abilities in reading to support their speaking and writing.

Reading is one of the complex ways in learning English. Reading is a process of decoding message in which the students need their own experience and knowledge. Reading is important for everybody in order to cope with new knowledge in the changing world of technological age. The existence of the importance of reading will hopefully continue to increase in the years to come. Nevertheless, there are still some people who never have much initial interest or lasting interest in book or readings, so they cannot access to reading activities and reading programs.

The teacher usually has some methods in teaching-learning process, especially in teaching reading. Method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified. When the students are reading Indonesian text they have mastered vocabulary

and structural system, they are demanded to have adequate knowledge of the target language which has different system.

Students should have mastery on reading skill. Good achievement in reading is important for the students. Students will get information and ideas which can enrich their vocabulary and ideas. So it needs to use appropriate method in teaching reading, in order to produce good reading ability.

Teaching reading in junior high school can be done in many ways. The common way usually used by the teacher is reading short story whereas in fact there are other techniques that are more effective. Besides reading short story, there are some other of teaching reading. There are short story, puzzle, advertisement, game, and etc. The techniques will make students more active in the classroom. The various activities will make enjoyable classroom. It is very useful for increasing student's interest and motivation in learning English, so the teaching-learning process will run better and faster.

The types of text (genres) developed in the 2004 English curriculum include transactional conversations (to get something done), interpersonal conversations (to established and maintain social relations), short functional texts (announcements, greeting cards, etc.), monologues and essays of certain genres. In other words, these are the communicative competence to be developed. Along with competence, the literacy levels are also determined based on the government regulation. At Junior High School, graduates are supposed to be ready for handling the kinds of text they face at Junior High

School levels that include: narrative, descriptive, recount, procedure, and report.

One of the types of text is recount text. Recount text is a text which is used to retell events for the purpose of informing or entertaining. Events are usually arranged in a temporal sequences. On the other hand, the language features of recount text are: a.) focus on specific/Independent participants, b.) use of simple past tense, c.) circumstances of time and place, d.) focus on a temporal sequence of events, and e.) use of material process.

In *MTs Negeri Sukoharjo*, the student usually get difficulties in understanding the text, the writer wants to know the method used in teaching reading. The difficulties of the students in understanding the text are: 1) the students having low motivation in learning English, 2) student has different capability in receiving material, and 3) they have no self-management.

On the other side, the writer is interested in *MTs Negeri Sukoharjo*, because there are some difficulties in English reading especially with recount text materials. The difficulty is usually faced by the teachers. They must find out some methods to teach English in order to make students fun. The last, the difficulty is also faced by the students. They do not realize that English is important for them. The students tend to study vocabulary or pronunciation and also especially reading included it as important things.

Based on the description above, the writer is interested in conducting a research entitled "A STUDY ON TEACHING READING OF ENGLISH

RECOUNT TEXT TO THE EIGHT YEAR STUDENTS OF *MTs NEGERI SUKOHARJO* IN 2009/2010 ACADEMIC YEAR”.

B. Problem Statement

Based on the background of the study, the writer would like to present the problems of the study as follows:

1. What is the implementation of teaching reading of English recount text to the eight year students of Junior High School especially in *MTs Negeri Sukoharjo*?
2. What problems does the teacher face in teaching reading of English recount text to the eight year students of Junior High School especially in *MTs Negeri Sukoharjo*?
3. What problems do the students face in learning reading of English recount text to the eight year students of Junior High School especially in *MTs Negeri Sukoharjo*?
4. How does the teacher solve the problems in teaching reading of English recount text to the eight year students of Junior High School especially in *MTs Negeri Sukoharjo*?

C. Limitation of the Study

In this research, the writer limits her research on teaching reading of English recount text by the teacher at the eight year of Junior High School especially in *MTs Negeri Sukoharjo* in 2009/2010 academic year.

D. Objective of the Study

In the relation to the problem statements above, the writer formulates some objectives of the study as follows:

1. to describe the implementation of teaching reading of English recount text to the eight year students of Junior students of Junior High School especially in *MTs Negeri Sukoharjo*.
2. to describe kinds of problems faced by the teacher in teaching reading of English recount text to the eight year students of Junior High School especially in *MTs Negeri Sukoharjo*.
3. to identify the problems faced by the students in learning reading of English recount text by using their teacher's method.
4. to identify the problem solving done by the teacher in teaching reading of English recount text to the eight year students of Junior High School especially in *MTs Negeri Sukoharjo*.

E. Benefit of the Study

By doing this research, many benefits can be gained. These benefits include practical and theoretical benefits.

1. Practical benefit

These are some practical benefits:

- a. For the writer herself

She can get larger knowledge about descriptive study of reading of English recount text in teaching and learning process.

b. For the readers

They will get larger knowledge and information about a descriptive study of reading of English recounts text in teaching-learning process.

c. For the teacher and learner

The result of this study will help English teachers and learners to solve the problem in teaching and learning reading of English recount text.

2. Theoretical benefit

a. The result of the research can be useful for English teacher in giving additional reading of English recount text.

b. The writer hopes that this research will be one of references for other writers who will conduct the same object with different perspective.

F. Research Paper Organization

To enable the writer to arrange the research paper and to make it easy to understand, the writer divides this research paper into five chapters, they are as follows:

The first chapter is introduction, it deals with the background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

The second chapter deals with the review of related literature. It consists of previous study, teaching reading, genre, recount text, and teaching English recount text.

The third chapter is research method, it consists of type of the research, subject of the research, object of the research, place and time research, data and data source, technique of collecting data and technique for analyzing data.

The fourth chapter is the research finding and discussion.

The last chapter is conclusion and suggestion.