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CHAPTER 1 INTRODUCTION

A. Background of the Problem

Reading is one of the activities that is done by English language learners. Reading is also one of the English skills that must be mastered by all of the English language learners. Reading skill is one of the skills needed by people especially students in schools. As one of the language skills, reading takes a part as literacy skills where the students should be able to read in different sorts of texts for different purposes. According to Nunan (2003:68), reading is a fluent process of readers to combine some information from a text and their own background knowledge to build meaning.

According to Murcia (2001:153), reading is probably the most important skill for second language learners in academic contexts, and part of it may come from an increase in the number of children worldwide who are learning English as a second or foreign language. It means that the purpose of reading is to understand the idea, which the students or readers will comprehend the texts that they have read by constructing the meaning for themselves.

In English learning process in the schools from kindergarden until university, the students try to master all of the language skills. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of

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consolidating and extending one's knowledge of the language. Reading is certainly an important activity for expanding knowledge of a language. According to Tankersley (2003:90), comprehension is the center of reading, which up to the end of 3rd grade, children are learning to monitor their own level of comprehension while reading. So that, reading comprehension should become the first skill that should be mastered by the students.

SMP Negeri 10 Tapung is a Junior high school located in jln. Garuda Sakti, Km. 07 Kampar. As a formal school, this junior high school provides English to the students. Especially reading skill. This school used Kurikulum Tingkat Satuan Pendidikan (KTSP) or School-Based Curriculum (SBC). In curriculum, at the semester two of eight grade, English is taught 2 meetings x 40 minutes a week. The basic competence stated in this syllabus for the eighth grade is the students are able to comprehend the meaning of the functional texts or short essay such as *narrative* and *recount text* into daily life. In this research, the researcher focuses on recount text.

Based on the result of interview from one of the English teachers, Mrs. Nurlaili S.Pd., at SMP Negeri 10 Tapung Kampar Regency on January 26th 2017, the teacher taught reading based on the students text book. First, the teacher explained the material to the students', and then the teacher asked them to give some questions, after that, the teacher asked the students to respond the question from some of their friends, finally the teacher

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conclude the lesson before closing. Based on the description above ideally the students at SMP Negeri 10 Tapung Kampar Regency should be able to understand reading text well. Contrary to the fact, dealing with the result of interview the researcher found some of the students feel difficulties in comprehending the text especially in recount text. Their ability in reading is still very far from expectation of the curriculum. It could be proved by the researcher from a result of passing grade in English that was achieved by the students. Dealing with the result of interview about passing grade in English subject that must be achieved by the students at this school was 74 while most of the students could only achieve less than 74.

The problem faced by the students can be seen in the following symptoms:

1. Some of the students could not identify the main idea of the recount text.
2. Some of the students could not identify the factual information of the recount text.
3. Some of the students could not identify the meaning of vocabulary of the recount text.
4. Some of the students could not identify the purpose of the recount text.
5. Some of the students could not identify the generic structure of the recount text.

Based on the problems stated above, the teacher needs to apply an appropriate strategy that can solve the problems. The researcher found that

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the students often find difficulties in comprehending a given text. Reading comprehension strategy must be taught. Considering these problems, the researcher designed a research that tested one of reading comprehension strategies called Point-Counterpoint strategy. According to Brunner (2011:72), Point-Counterpoint strategy is to empower readers with the ability to consider a variety of interpretation of a text or reading. It means that it encourages students to interpret the reading for themselves as opposed to always deferring to the opinion or interpretation of teachers, books or others. So, the researcher considers that Point-Counterpoint strategy can help the students to comprehend the reading text.

Based on the problems depicted above, the researcher is interested in conducting a research entitled: **“Teaching English Using Point-Counterpoint Strategy: Its Effect on Students’ Reading Comprehension of Recount Text at SMP Negeri 10 Tapung Kampar Regency”**.

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B. Definition of the Terms

There are so many terms involved in this research, thus to avoid misunderstanding to the terms used in this research, these following terms are necessarily defined as follows:

1. Effect

Richards and Schmidt (2010:190) noted that effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables. In this research, effect refers to the cause-effect of two different variables (X and Y) in quasi-experimental research. Variable X is referring to the use of Point-Counterpoint strategy and variable Y is referring to the student's reading comprehension of recount text. It means that effect is referring to the implication of using Point Counterpoint strategy on students' reading comprehension of recount text at SMP Negeri 10 Tapung Kampar Regency.

2. Point-Counterpoint Strategy

According to Brunner (2010: 72), Point-Counterpoint strategy is to empower reader with the ability to consider a variety of interpretation of a text or reading. This strategy has three parts: first initial reading and responses to the story, second discussion of class responses and interpretation, and the last development of final responses. Its can work because students are exposed to various interpretations, students are encouraged to compare their ideas with others, students reflect on and

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self-assess their interpretations and others, students are challenged to interpret a work on their own instead of depending on teacher. In this research, Point-Counterpoint is a strategy that was used by the researcher to know the student's reading comprehension of recount text at SMP Negeri 10 Tapung Kampar Regency.

3. Reading Comprehension

Reading is the action of the person who reads or attempts to make a meaning from what an author has written. According to Westwood (2008:31), reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. In this study, reading comprehension is the capability of the students at SMP Negeri 10 Tapung Kampar Regency in understanding or comprehending the reading text.

4. Recount Text

According to Wardiman (2008:61), recount text is a text that is telling the reader about one story, action or activity. Its goal is to entertain or inform the reader. It includes in a group of narration, similar to spoof and narrative. Recount text focuses on the series of event, on even followed by the others. Commonly recount text is arranged in chronological order. Its Generic structures are: Orientation, event and re-orientation.

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C. Problem**1. Identification of the Problem**

- a. What makes some of the students unable to identify the main idea of the recount text?
- b. What makes some of the students unable to identify the factual information of the recount text?
- c. What make some of the students unable to identify the meaning of vocabulary of the recount text?
- d. What makes some of the students unable to identify the purpose of the recount text?
- e. What make some of the students unable to identify the generic structure of the recount text?

2. Limitation of the Problem

Based on identification of the problem above, the researcher needs to limit and focus on students' comprehension in reading recount text taught by using and without using Point-Counterpoint strategy at SMP Negeri 10 Tapung Kampar Regency.

In order to avoid misunderstanding to the problems, it is necessary for the researcher to limit the problems of this research. The researcher focuses on the eight grade students of SMP Negeri 10 Tapung Kampar Regency.

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3. Formulation of the Problem

- a. How is students' comprehension in reading recount text taught without using Point-Counterpoint strategy at SMP Negeri 10 Tapung Kampar Regency?
- b. How is students' comprehension in reading recount text taught by using Point-Counterpoint strategy at SMP Negeri 10 Tapung Kampar Regency?
- c. Is there any significant difference of the students' comprehension in reading recount text taught by using and without using Point-Counterpoint strategy at SMP Negeri 10 Tapung Kampar Regency?
- d. How large is the significant magnitude of the effect of teaching English using Point-Counterpoint strategy on the students' reading comprehension of recount text at SMP Negeri10 Tapung Kampar Regency?

D. Objective and Significance of the Research**1. Objective of the Research**

- a. To know the students' comprehension in reading recount text taught without using Point-Counterpoint strategy at SMP Negeri 10 Tapung Kampar Regency.
- b. To know the students' comprehension in reading recount text taught by using Point-Counterpoint strategy at SMP Negeri 10 Tapung Kampar Regency.

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- c. To know whether there is a significant difference of the students' comprehension in reading recount text taught by using and without using Point-Counterpoint strategy at SMP Negeri 10 Tapung Kampar Regency.
- d. To know the significant magnitude of the effect of teaching English using Point-Counterpoint strategy on the students' reading comprehension of recount text at SMP Negeri 10 Tapung Kampar Regency.

2. The Significant of the Research

- a. Hopefully, first this research is able to benefit the researcher as a novice research in learning how to conduct the research.
- b. Second, These research finding are also expected to be useful and valuable for both teacher and students of SMP Negeri 10 Tapung Kampar Regency to be focus on future teaching learning English process.
- c. Third, these research findings are also expected to be positive and valuable information for those who are concerned in the field of teaching a foreign English or second language.
- d. The last, these research findings are expected to be practical and theoretical information to the development of the theories on language teaching in general.