

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER II

REVIEW RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is one of the most important skill in learning a language. Reading is a means of the language acquisition of communication and information. Like other languages, it is a complex interaction between the text and the reader and more than merely referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. Reading is not to be a passive activity but reading is an active process in which readers relate information in the text to what they already know. According to Kalayo Hasibuan (2007,p.115), the text presents in letters, words, sentence and paragraphs that encode meaning. The reader uses knowledge, skills and strategies determine what the meaning is. Readers' knowledge, skills, and strategies include:

- a. Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- b. Discourse competence: knowledge of discourse makers and how they connect parts of the text to one another.
- c. Sociolinguistic competence: knowledge about different types of the texts and their usual structure and content.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- d. Strategy competence: the ability to use top-down strategies as well as knowledge of the language (a bottom-up strategies).

Reading is an act of reading something like articles, book etc that are intended to be read (Hornby, p. 375). From all of the opinion about reading, it can be concluded that reading is a process of interaction between reader and the written material in transferring, understanding and comprehending about the reading text. In reading, the reader should make a good interaction in order to gain the information from the text.

2. The Nature of Reading Comprehension

Reading comprehension can be defined as the ability to understand a text, to analyze the information, and to interpret correctly what the writer is stating. “No one process defines reading comprehension by it self, but together they provide a fairly accurate account of the processes required for fluent reading.” (Grabe and Stoller, 2002. P. 17)

In addition, Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and other enhances the top-down processes (Brown, 2000, p. 306). Furthermore, Snow stated that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002, p. 11).

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Besides, Wilis stated that “Goals of Reading Comprehension Strategies to build comprehension are available to increase neural efficiency at each step of the comprehension process” (Wilis, 2008, p. 127). It means the purpose of reading comprehension strategies is that the students can improve efficiency neural of process comprehension the text.

Based on the statements above reading comprehension is a way to understanding or comprehend of the text that includes not only word reading, world knowledge or fluency, but by reading comprehension we can get information and wide insight from the text.

3. The Components of Reading Comprehension

According to King and Stanly, there are five components of reading comprehension that may help students to read carefully (King and Stanly, 1989, p. 330). These are:

a. Main Idea

The main of paragraph is what the author wants you to know about the topic. Furthermore, Mikulecky and jeffries stated that main idea is what the authors says, thinks, or wants to communicate about topic (Mikulecky and jeffries, 2007, p. 134). Identifying the topic can generally help the reader to understand main idea. The main idea makes a particular statement or emphasizes a special aspect of the topic. The main idea is usually expressed as complete thought, and the main idea usually indicates the author’s reason or purpose for

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

writing and the message he or she wants to share with the readers. Main idea is not only in the beginning of the paragraph, but also in the middle and the end of the paragraph.

b. Factual of Information

The reader is able to recognize the factual or certain information in details such as person, reason, and comparison. The factual of information question. The factual of information question are preceded by WH-question (where, why, what, who, how).

c. Locating Reference

In this item, you will be asked to find antecedent of a person, antecedent is a word or phrase to which a pronoun refers. The pronoun such as: it, them, etc.

d. Making Inference

The problem including in the test of English as a foreign language is making inference. Making inference help students use their own background knowledge to find out what they do not know. In this type, you need to use the evidence that you have to make an inference. It means after you have evidence from reading a passage, you can make logical conclusion based on the evidence. It can be about the author's viewpoints.

e. Finding the Meaning of Vocabulary

Vocabulary is more than list of target language words. As part of language system, vocabulary is intimately interrelated with



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

grammar (Nunan, 1999, p. 101). It means that the reader could develop his guessing ability to the word which is not familiar by relating the close meaning of unfamiliar words to the information and the topik of the paragraph. From the components of reading comprehension above, the researcher conclude that the students will understand the paragraph and they must master the component of the reading text first. They should master main ideas of the paragraph, identify inference and telling the information.

4. Students' Reading Comprehension

Reading comprehension is the activity where the students actually understand what they read about. Snow stated that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002, p. 11). Furthermore, Patel and Jain stated that reading is an important activity in life with which one can update his or her knowledge. Reading skill is an important tool for academic success for students (Patel and Jain, 2008, p. 113).

The students themselves are the readers. They are as the readers will be activated to make an interaction with the text. While interacting with the text, the readers commonly use some related reading strategies. The text used in this research is narrative text. According Anderson, narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

(Anderson, 1997, p. 8). The narrative text is one of the texts taught in majority of classroom context, thus, the students are required to interact with this text genre.

In this research, the narrative text used as a one of genres text taught in Senior High School 04 Pinggir. Frankly, reading narrative text is not really difficult when comparing with other genres. It is easy if the readers know about the narrative.

5. The Factors Influence Students' Reading Comprehension

Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002, p. 11).

There are two factors that influence students' reading comprehension and they are related one another, they are: internal factor and the external factor.

a. The Internal Factor

The internal factor means the factor which come from the reader himself (Kahayanto, 2005, p. 13). This factor dealt with self-motivation and interest.

a) Motivation

Motivation plays an important role in comprehending the text. The students will be motivated to read when they fell that they need something the text. Brown divided the motivation

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

theory into two kinds, they are: intrinsic and extrinsic motivation (Brown, 2001, p. 75).

b) Interest

Interest is being one of the important factors in order to increasing the students' reading comprehension. If one has interest to read, it means that he or she will get a comprehension.

b. The External Factor

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

a) Reading Material

The students' comprehension in reading depends on the difficulty of the text. Thus, it can influence students' comprehension if the text given is not at the right level of the difficulty of the readers or the students.

b) Teacher of Reading

The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension.

According to Shari, skills grouping supports comprehensible input and active involvement of the learner for the ESOL student. After observing a specific ineptitude in a number of students, the educator temporarily groups the students for instructional purposes. Based on Krashen's (1985) "scaffolding", skills grouping greatly enhances

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

comprehensible input by allowing the educator to build on the current level of student understanding. A skill group might consist of students reading on a range of level. Skills grouping can be implemented at any grade level for the purpose of teaching language usage, reading, language arts, and mathematic skills (Harell (2000, p.42).

In line with the explanation, the factors that influence students' reading comprehension, refers to use of skills-grouping strategy to build up students' reading comprehension and also want to see the effect of using skills-grouping strategy to improve students' reading comprehension.

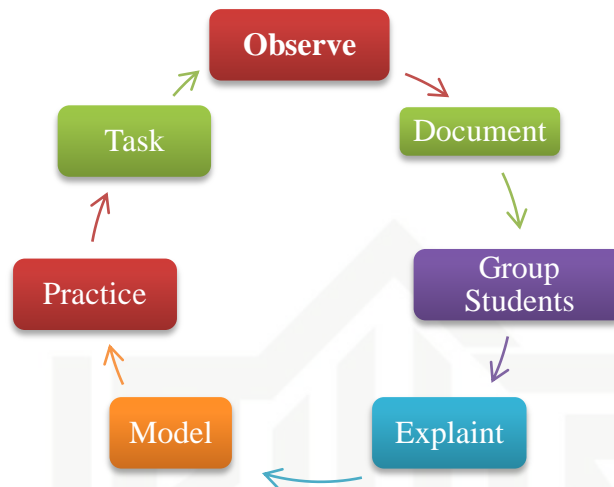
6. The Nature of Skill -Grouping Strategy.

Skill-grouping (Gibbons,1993) is the act of arranging students in groups based on their need for instruction in a specific skill. A skill group might consist of students reading on a range of levels.Students learn to focus on key words, pronoun, and ideas makes it easier to identify the critical information.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The Cycle of Forming and Teaching Skills Groups



When school begins, teachers are faced with the dilemma of providing instruction to a classroom full of students whose skills and rates of learning vary dramatically. Teachers may opt to instruct all students together by moving through the material at a pace thought to be appropriate for most of the students in the class. However, in this scenario, the faster learners might not be challenged by the pace and difficulty of instruction, while, at the same time, the slower learners might be unable to keep up. A common way in which teachers respond to this challenge of “managing heterogeneity” (Berliner and Biddle 1995:321) in students’ reading skills is by conducting lessons with students placed into small groups.

The students in a given group are similar in terms of perceived skill level or capacity to learn, and teachers spend a period of time working with each group separately. By working with small groups of students that are similarly skilled, teachers are able to proceed through

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

the material at a pace and level of difficulty that is appropriate for all students in the classroom. In other words, teachers can cover more material (perhaps even using more advanced books) in the groups with highly-skilled students and less material in the groups with lower-skilled students as deemed appropriate. (Dennis, 2005. p.3)

According to Aspen View Academy, Students will be placed in small groups where smaller group size is most important in the lower grades. However, it is understood that the student population changes from year to year and that primary, intermediate and middle school levels will implement flexible skills grouping differently. Students are placed in flexible skills groups that best meet their individual needs and students making progress within a certain group may not need to be moved to another group.

Instructional materials must be tailored to the specific needs of the students in the groups and the instructional content must be unique to each flexible skills group. The classroom teacher and administrator will make the decision concerning who will instruct each group. Groups may be instructed by the classroom teacher, instructional aides, or parent volunteers. Important factors in the decision include the level of instruction and the background and expertise of the instructors. Teachers are fully responsible for the oversight, planning and assessment of all groups.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Students will be assessed at the beginning of the school year for placement in groups. Additionally, students will be assessed at each trimester break throughout the school year to ensure correct placement in groups. New students will be assessed within the first few weeks. Frequent assessment is critical to ensure that groups are fluid. Moreover, teacher observations, testing and other evaluation tools may be utilized to reassess students' progress.

The educator should begin by employing a routine for monitoring and recording student's performance levels, language acquisition, and learning. Using these observations, the educator should organize students into instructional groups based on similar inefficiencies. Once groups have been formed, the educator should design lessons that explain, model, and guide practice based upon the designated skill. Lastly, test for acquisition of the skill by assigning an authentic task that requires the student to utilize the skill. Once complete, the educator should decide which students would benefit from further instruction, and which students have mastered the skill.

According to Harell (2000, p. 200) skill-grouping is a way to provide focused instruction for small groups of students with shared needs. Because skill grouping are created to address a specific need, they are not long-standing groups. Instruction is given, skills are practiced and monitored, and the groups change. If some students required further instruction, that instruction is provides, but only for

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

those who need it. This form of grouping is effective because students are receiving lessons tailored to their needs and the other students in class are given assignment that allow them to practice their skill at appropriate levels without being bored by instruction they do not need.

Students are grouped and regrouped according to specific goals, activities, and individual needs. When making grouping decisions, the dynamics and advantages inherent in each type of group must be considered. Both teacher-led and student-led groups can contribute to learning. Teacher-led groups are the most common configuration used in classrooms. They include whole-class, small group, and individual instruction. In general, communication paths in teacher-led groups are almost exclusively between teacher and student. Teacher-led groups are an effective and efficient way of introducing material, summing-up the conclusions made by individual groups, meeting the common needs of a large or small group, and providing individual attention or instruction.

Whole-class instruction Whole-class instruction is often used to introduce new materials and strategies to the entire class. Working with the whole class to introduce new concepts can build common experiences and provide a shared basis for further exploration, problem solving, and skill development. Whole-class instruction also can help identify students' prior knowledge and experiences that will affect new knowledge acquisition.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Small-Group Instruction Small-group instruction is familiar to most teachers; it is an often-used strategy. Small groups can provide opportunities for working with students who have common needs, such as reinforcement or enrichment.

Students Working Alone in Teacher-Directed Activities

Although learning to work cooperatively constitutes an important educational goal, students must also learn to work independently. Individual responses may prove especially helpful for students in refining their own thoughts. For example, after sharing strategies in small, student-led groups, each student might reflect on the group's problem-solving methods and formulate a personal problem-solving strategy. (Catherine)

Student-led groups provide collaborative groups opportunities for divergent thinking and encourage they to take responsibility for their own learning. The essence of collaborative learning is the team spirit that motivates students to contribute to the learning of others on the team. Students in collaborative-learning groups can make predictions or estimations about a problem, share ideas, or formulate questions. In circle sharing, children sit in a large circle so that each student can see the rest. The leader (either the teacher or a selected student) presents an open-ended statement or problem, and each student in turn responds with his or her own conclusion.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The step in implementing skill - Grouping are (Harell, 2000.p. 58): The first is documenting and observing language levels. The teacher should begin by employing a routine for monitoring and recording student's language levels, learning, and classroom performance. The Second, reviewing needs for instruction. Using these observations, the teacher should organize students into instructional groups based on similar inefficiencies, and the last is designing and implementation lessons. The teacher should design lessons that explain, model, and guide practice based upon the designated skill. The students practice from the instruction and give the students task. Finally, the teacher observe the students' use of the skill in the assigned task, who are using skill effectively and make a plan another lesson focusing on the same skill for the students who need more instruction.

7. The Procedure of Skill -Grouping Strategy.

- a. The teacher gives text of familiar story to the students.
- b. The teacher asks the students to read the story in order to identify characters.
- c. The teacher asks the students to write conclusion of the story.
- d. After identifying or observing the students, the teacher makes group of students based on each sub skill category after reading the text
- e. The teacher asks the students to make a list of the characters in the text.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- f. The teacher asks each group to take the role of each characters.
- g. The teacher will be ask who interviews the students based on the characters that they have chosen.
- h. The teacher explains how to create a journal report in the interview from every characters hold b the students.
- i. For the final task, the teacher tells each group to complete a journal report based on each character assigned to each group.

Classroom are filled with students with diverse abilities and varied needs. It is the educator's responsibility to ensure that each child's needs are met through instruction that is comprehensible. To plan instruction that is comprehensible, the educator must first be aware of the specific needs of her students.

The educator can identify these needs by continuously monitoring and recording student performance. From these records, the educator is able to identify students who share a need, and effectively formulate instructional groups. The teacher can then use these groups to teach a specific skill at the student's present level of functioning. The Skills Grouping strategy allows the educator to "not leave any child behind", while still allowing students who have mastered the skill to continue learning without being bored from unnecessary instruction.

Skill - grouping is a way to provide focused instruction for small groups of students with shared needs. Because skill groups are created to address a specific needs, they are not long-standing groups.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Instruction is given, skills are practiced and monitored, and the groups change. If some students require further instruction, that instruction is provided, but not only for those who need it. This form of grouping is effective because students are receiving lessons tailored to their needs and the other students in the class are given assignments that allow them to practice their skill at appropriate levels without being bored by instruction they do not need.

B. The Operational Concept

Operational concept is derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing-a research paper (M. Syafi'I, 2015, p.103). Avoiding a misunderstanding in this research, the researcher will use the operational concept as guidance. This research is designed into two variables; independent and dependent variables. The independent variable is using skill grouping strategy, symbolized by X while the dependent variable is Students' reading comprehension, symbolized by Y.

1. Variable X: Skill-Grouping Strategy

The following treatment is a collecting of procedures of the implementation of Skill - Grouping strategy, the steps are as follows:

- a. The teacher gives text of familiar story to the students.
- b. The teacher asks the students to read the story in order to identify characters.
- c. The teacher asks the students to write conclusion of the story.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- d. After identifying or observing the students, the teacher makes group of students based on each sub skill category after reading the text
 - e. The teacher asks the students to make a list of the characters in the text.
 - f. The teacher asks each group to take the role of each characters.
 - g. The teacher will interviews the students based on the characters that they have chosen.
 - h. The teacher explains how to create a journal report in the interview from every characters hold b the students.
 - i. For the final task, the teacher tells each group to complete a journal report based on each character assigned to each group.
2. Variable Y (Reading Comprehension)
- a. Students find main idea from the text
 - b. Students understand vocabulary from the text
 - c. Students identify the generic structure of the text
 - d. Students find synonym / antonym of words.

C. The Relevant Research

According to Syafi'i (2011,p.122) relevant research is required to observe some previous researches concluded by other writers in which they are relevant to our research it. Besides, the writer has to analyze what the point was focused on, the design, finding, and conclusion of the previous research.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The first, Endah Nurhayati (2013) conducted a research entitled *”Keefektifan Strategi Lingkaran Pertanyaan (Circle Of Question) Dalam Pembelajaran Menulis Karangan Deskripsi Pada Siswa Kelas X Sman 1 Depok Sleman (Classroom Action Research) “* . in her research, she tried to find out circle of question strategy to help student in reading and give positive effect in teaching reading. This research was an experiment research, this research used design nonequivalent control group design. Population in this research was X students SMAN 1 DepokSlamen Yogyakarta consist of six classes. Sample was X.D labeled as control class and X.E as experiment classes.

The second, Norzazili (2011)he focused on the Application of LDR (Listen-Read- Discuss) To Increase The Ability Of The Second Year Students Of MA Darel Hikmah Pekanbaru In Comprehending Analytical Expository Texts. The use LDR strategy could increase student’s ability in comprehending analytical expository texts. The improvements can be seen from the increase of the students’ score in reading test from the post test. In fact in the data, we can see the average score of the pre-test was 48.78 (poor level). Even though, the average score of post-test was 72.13 (average to good level). The students’ ability was increased from the pre-test to the post-test, 23.35 points. It means that the attainment of learning passing grade post-test was better than pre-test.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

D. The Assumption And Hypothesis

1. Assumption

In this research, the researcher assumes that the students who are treated with Skill-Grouping Strategy will achieve better reading comprehension than those are not treated by using Skill- Grouping Strategy is applied, the better students' reading comprehension of narrative text will be.

2. The Hypothesis

Hypothesis is a tentative statement made in order to draw out and test the logical or empirical consequences of the research (Nuardi,2013, 73). It means that, the researcher makes a tentative statement before he/ she does the research.

Ho: There is no significant difference of students' reading comprehension taught by using and without using Skill-Grouping Strategy at SMAN 04 Pinggir.

Ha: There is a significant difference of students' reading comprehension taught by using and without using Skill-Grouping Strategy at SMAN 04 Pinggir.