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CHAPTER I INTRODUCTION

A. Background of the Problems

Reading is one of language skills that must be mastered by English learners. According to Hasibuan and Ansyari (2007:114), reading is an activity with a purpose. Reading helps person to gain information or verify existing knowledge and it can be used to criticize the ideas of writer in text. Then, the reader will be easy to select the text. In another hand, reading is a set of skills that involves making sense and deriving meaning from the printed word, (Syahputra, 2014:96). It can be concluded that in reading needs knowledge to comprehend the text. Because, by getting knowledge the reader can get more information from the text that they read.

Furthermore, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, (Harris and Graham, 2007:2). So, it can be summarized that in reading comprehension, the students need to analyze the text to get the ideas and meaning.

Reading becomes one of skills taught at As-Shofa Islamic Junior High School Pekanbaru. It is taught in every semester by various purposes. The minimum passing score for reading is 85.



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In this research, the writer focused on the descriptive text. In descriptive text, the students should be able to understand short essay related to their environment.

At As-Shofa Islamic Junior High School Pekanbaru, some teaching techniques have been applied in teaching reading such as discussion, skimming, scanning and etc. They are good techniques to improve reading ability of the students. The teachers sometimes also use games to motivate them in reading ability.

Based on the explanation above, ideally the students can understand well in reading a text. But based on writer's preliminary observation on February 21st 2016 by interviewing the english teachers at that school, it was found that some phenomenon as in the following: First, the students' competence in comprehending a text is too low. Second, the students are unable to find out the main idea of the text. Third, the students are unable to find out the generic structure of the text. Fourth, the students' vocabularies knowledge is limited. Fifth, the students are not motivated in learning reading which is caused the students lack of interest in reading.

Based on symptoms mentioned above, the writer is interested in carrying out a research entitled: **“The Effect of Using Buddy Reading Strategy on Students' Reading Comprehension at As-Shofa Islamic Junior High School Pekanbaru”**.



B. Definition of Terms

In order to avoid misunderstanding and misinterpretation about this title, it is necessary to explain the terms used in this research; the terms are as follows:

1. Reading Comprehension

Reading is a process perceiving a written text in order to understand the content, (Richards, 2002:306). Reading becomes a subject matter in this research. Comprehension is an active process to which each reader brings his or her individual attitudes, interest, expectation, skills, and prior knowledge. In this case, comprehension deals with reading. Reading comprehension means a process or product of understanding the text in order to get information and the meaning of the text. Therefore, the researcher is interested in conducting reading comprehension.

2. Buddy Reading

Buddy reading is strategy another way to build comprehension. With a partner, have students to read a text silently and then orally. During oral reading, buddies might alternate paragraphs or pages. The listener follows along carefully, gently correcting any errors that may effect the reader understanding of the text, (Cervený and Melissa, 2003:35). It means that the strategy can help students in read a text and build their comprehension about text. In this research, Buddy Reading Strategy is a strategy will be used by students on students' reading comprehension at As-Shofa Islamic Junior High School Pekanbaru.

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Problems

1. Identification of the Problem

Based on the background of the problem, it is clear that some of the first grade students at As-Shofa Islamic Junior High School Pekanbaru still have problem in reading comprehension. To make clear the problem, the writer identifies the problems as follows:

- a. What makes some students unable to comprehend a descriptive text?
- b. What makes some students unable to identify the main idea of descriptive text?
- c. What makes some students unable to identify the generic structure of descriptive text?
- d. What makes some students having difficulties in mastering a vocabulary?
- e. What makes some students are not able to answer the questions from descriptive text?

2. Limitation of the Problem

Based on the identification of the problems above, the problem in this research only focuses on the students' reading comprehension on descriptive text at As-Shofa Islamic Junior High School Pekanbaru.

3. Formulation of the Problem

The problem of this research can be formulated in these following questions:

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- a. How is the students' reading comprehension on descriptive text taught without using Buddy Reading Strategy at the seventh grade students at As-Shofa Islamic Junior High School Pekanbaru?
- b. How is the students' reading comprehension on descriptive text taught by using Buddy Reading Strategy at As-Shofa Islamic Junior High School Pekanbaru?
- c. Is there any significant effect of using Buddy Reading Strategy on reading comprehension on descriptive text at As-Shofa Islamic Junior High School Pekanbaru?

D. Objectives and Significant of the Research

1. Objectives of the Research

The writer carries out this research for several objectives as follows:

- a. To find out the data about students' reading comprehension on descriptive text without using Buddy Reading Strategy.
- b. To get the data about students' reading comprehension on descriptive text by using Buddy Reading Strategy.
- c. To obtain the data about the effect of using Buddy Reading Strategy towards the students' reading comprehension on the descriptive text.

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2. Significance of the Research

There are significances of the research mentioned by the writer:

- a. To give a contribution about the strategy to english teachers concerning with reading comprehension.
- b. To provide useful information for the students about the reading strategy, in order the students can apply it in comprehending a text.
- c. To fulfill one of the requirements to finish writer's study in State Islamic University of Sultan Syarif Kasim Riau.