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CHAPTER I INTRODUCTION

A. The Background of the Problem

Reading is one of activities which is done by language learners and it's one of language skills of English. Reading can not be produced without master in grammar and vocabulary, especially, for English reader and student researchers. Based on the ideas above, Anderson (2003, p.68) points out "Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning". Reading is one of the language skills that is very important. It is one of the common ways to get information, for pleasure or for interest. Because not all people can understand what they read, including the students who learn English. They just read sentences without understanding appropriately dealing with what they have read.

As one of language skills, reading is the important one for our lives which is consumed by everyone. As the reader, writer have to comprehend reading materials by using a good strategy/technique/method, it's supported by Kalayo Hasibuan (2007, p.13) said "Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose" Reading comprehension means perceiving a written text in order to understand its contexts.

Based on School Based Curriculum (KTSP), reading must be provided as one of skills in mastery English that should be taught and learned by teacher. In

Islamic Junior High School Al-Huda Pekanbaru, School Based curriculum (KTSP) is used in their learning processes. Based on syllabus of the second year at Islamic Junior High School Al-Huda Pekanbaru, as the basic stated for second grade is that “students will be able to comprehend the descriptive and narrative texts”. The passing score / KKM of English subject in the Islamic State Junior High School Al-Huda Pekanbaru is 70.

Based on researcher observation on January, 24th 2018 at Islamic Junior High School Al-Huda Pekanbaru, usually, reading was taught by reading aloud and silent reading method. The student’s were given reading materials and they answered the question, then, teacher asked them to collected their papers and the teacher gave the true answers to the students. Beside that, the teacher gave support to students in order to improve student’s reading comprehension by providing English day. In fact, some of students can’t comprehend the reading materials well and their reading comprehension are still far from the expectation of Curriculum. It can be seen from the following phenomena:

1. Some of the students got difficulties to obtain the main idea of the reading text especially in descriptive text.
2. Some of the students got difficulties to infer the meaning of unknown word.
3. Some of the students are not able to identify what kind of text especially in descriptive text.
4. Some of the students got difficulties to distinguish the factual information from the descriptive text.

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5 Some of the students were not able to identify word reference from the descriptive text.

If the problems above were not solved, they would influence not only students' score, but also they create the teachers' problems in teaching English especially reading. One strategy used to improve the students' problems in reading comprehension was Give One Get One Strategy. Tolbert (1997, p. 3) defines this strategy which provides a great review and enables students to gather information from each other. The students are not only silent in the class, but also they are sharing ideas to get information. On the other word, they way how to get the meaning of the text can be taught interestingly since students can see and learn it in practicing not only more in theory. Finally and hopefully, teaching reading can be successful.

In relation to the explanation above, the researcher was very interested in carrying out a research entitled: **“The Effect of Using Give One Get One Strategy on Students' Reading Comprehension Descriptive Text at the First Year of Islamic Junior High School Al-Huda Pekanbaru”**.

B. The Definition of the Key Terms

1. The effect means change caused by something (Manser, 1995,p.134). In this research, the effect means the result of using Give One Get One Strategy on Students' Reading Comprehension in Narrative Text at Islamic State Junior High School Al-Huda Pekanbaru.
2. Give One Get One Strategy is a reading strategy used to initiate physical movement to promote students to think divergently and to find many ideas

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quickly. As this theory states, proficient readers are able to activate prior knowledge to integrate new linguistic data in the comprehension process (Commander, 1997, p. 4). In this research, Give One Get One Strategy means a strategy that is used to improve students' reading comprehension especially on descriptive texts.

3. Reading comprehension is an interactive process that goes on between the reader and the text, resulting in comprehension (Kalayo and Anshari, 2007, p.114). However in this research, reading comprehension refers to the students' understanding in comprehending reading descriptive text.

C. Problem

1. Identification of the Problems

Based on the background above, it can be seen clearly that some of students at Islamic Junior High School Al-Huda Pekanbaru still face problem especially in reading, thus the problems in this research are as follows; What factors make some students difficult to obtain the main idea of the reading text especially in descriptive text?, What factors make some students difficult to infer the meaning of unknown word?, What factors make some students are not able to identify what kind of text especially in descriptive text?, Why did the students get difficulties to distinguish the factual information from the descriptive text?, Why were the students not unable to identify word reference from the descriptive text?.

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2. Limitation of the Problem

Based on the identifications above, because of limited of time, energy, and information the researcher limits the students' problems reading comprehension on descriptive text and in effective method use by the teach by Give One Get One Strategy toward reading comprehension on descriptive text of the first students' at Islamic Junior High School Al-Huda Pekanbaru.

3. Formulation of the Problem

Based on the identification of the problems above, the problems are formulated by following questions :

1. How is the students' ability in reading comprehension taught by using Give One Get One Strategy of the students' at Islamic Junior High School Al-Huda Pekanbaru?
2. How is the students' ability in reading comprehension taught without by using Give One Get One Strategy of the students' at Islamic Junior High School Al-Huda Pekanbaru?
3. Is there a significant difference of result between student comprehension taught by Give One Get One Strategy and without Give One Get One Strategy on their reading comprehension students' at Islamic Junior High School Al-Huda Pekanbaru?

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D. Objective of the Research

1. To find out the students' reading comprehension in descriptive text taught by using Give One Get One Strategy of the First Year at Islamic Junior High School Al-Huda Pekanbaru.
2. To find out the students' reading comprehension in descriptive text taught without by using Give One Get One Strategy of the First Year at Islamic Junior High School Al-Huda Pekanbaru.
3. To find out significant effect of the reading comprehension between these strategies who were taught using Give One Get One Strategy and these student who were without using Give One Get One Strategy of the students' at First Year at Islamic Junior High School Al-Huda Pekanbaru.

E. The Significance of the Research

The significance of the research is to give information for the researcher about using Give One Get One Strategy in teaching reading comprehension. To provide some contributions to the students in order to improve students' reading comprehension in descriptive text. To enlarge the researcher's knowledge about the use of Give One Get One Strategy in teaching reading comprehension in descriptive text.

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F. Reason of Choosing the Title

1. The title is very interesting because it relates to the problems faced by students. It needs to find out the solution, thus, the students can be successful in learning English especially in reading descriptive texts.
2. Through this research, the researcher wants to know the reading comprehension of the first year students' at Islamic Junior High School Al-Huda Pekanbaru by using Give One Get One Strategy.
3. This topic is not researched yet by the other researcher.
4. The topic is relevant to the researcher as one of the students of the English Education Department of UIN SUSKA Pekanbaru Riau.

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