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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Reading is very important because every activity in the classroom always has relationship with reading. According Bennette (2001) Reading is visual process of seeing an item or symbol and translating it into an idea or image. According to Idam (2014) Reading comprehension is one of the basic skills to acquired during the language course, it may be the least teachable of the four language skills ( reading, listening. Speaking, and writing). Comprehension in reading becomes important because it makes the readers have understood what they read. In other words, their reading is not useless. Reading comprehension is defined as the level of understanding of a text.

As one of the language skills, Reading is one of the important skills to be taught to the students because through reading they can get information from the text that can improve their knowledge. According to Patel (2008) Reading means to understand the meaning of printed words i.e. written symbol. Reading is an active process which consist of recognition and comprehension skill.

Meanwhile, the reader must have comprehension to catch the real information in order to avoid misunderstanding text. Therefore, according to, Klinger, et. al (2007) reading comprehension is a multi-component, highly complex process that involves many interaction between readers and what they

bring to the text (previous knowledge, strategy use) as well as variables to the text itself (interest in text, understanding of the text types).

In Indonesia education which uses 2013 curriculum (K13), reading is included into English subject learned by students from junior school to senior high school. K13 (2013 curriculum) used by Indonesia education is an operational curriculum that is designed and implemented at each educational institution (school). State Islamic Junior High School Andalan Pekanbaru is one of the schools in Pekanbaru city. As a formal education institution, this school also presents the English subject to their students, especially reading. As stated in the School Based Curriculum 2013 (K13). The focus of this curriculum to make the students understand about text like narrative, descriptive, procedure, news item, anecdote and others. At State Islamic Junior High School Andalan Pekanbaru English is taught twice a week with duration 2 hour which is 90 minutes.

The success of teaching reading comprehension for the State Islamic Junior High School Andalan Pekanbaru is determined by many aspects such as: materials for reading, facilities, teachers' competence, and the students themselves. Related to the teachers' side, the teachers have already applied some various strategies and techniques in developing students' reading comprehension such as face to face strategy, grammar translation method and many else in order to achieve the basic competence based on the syllabus.

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In fact, based on the English teacher of the eight grade students explanation by interviewing, he sad the students' reading comprehension cannot acquire the aspect of language well. Most of them were still confused to comprehend an English text. The students were difficult to find the main idea of the text, even the synonym or antonym of the words which are provided in text. For this reason the researcher applied "small group discussion strategy" in reading comprehension.

Based on the problems depicted above, thus, the writer feels it is necessary to investigated the problems above into a research entitled: **"THE USE OF SMALL GROUP DISCUSSION STRATEGY: ITS EFFECT ON STUDENTS' READING COMPREHENSION AT STATE ISLAMIC JUNIOR HIGH SCHOOL ANDALAN PEKANBARU"**

## **B. Problem**

### **1. The Identification of the Problem**

Based on the background of the study mentioned above, the identification of the problem of the research was the students still don't comprehend the structure of reading text and also they don't know the mean idea, vocabularies of the text, in other words, the students don't comprehend about the conclusion of reading text. The other problems are the students were difficult to find out and think the meaning in reading

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text, and they are still confused to know the meaning of word reference or similar meaning in reading text.

## 2. The Limitation of the problem

Based on the identification of the problems above, the problem of the research was limited on cooperative learning groups in small group discussion strategy in teaching reading comprehension at the eight grade of state Islamic Junior High School Andalan Pekanbaru.

## 3. Formulation of the Problem

Based on the problems limited above, these research questions were formulated into the following research questions:

- a. Is there significant effect on students' reading comprehension before and after taught by using *small group discussion strategy* at Madrasah Tsanawiyah Negeri Andalan Pekanbaru?

## C. Objective and Significance of the Research

### 1. Objective of the Research

- a. To find out there is significant effect on students' reading comprehension before and after taught by using *small group discussion strategy* at Madrasah Tsanawiyah Negeri Andalan Pekanbaru?

### 2. The significance of the Research

Based the specific objectives above, this research is also direct to the significance of the research :

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- a. These research finding are hopefully will be able to give a new contribution for teacher.
- b. These research finding are also expected to give the positive contribution related to process of teaching and learning English, especially in terms of the effect of using small group discussion in teaching reading comprehension.

**D. The Definition of Term****1. Small Group Discussion.**

A small group is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal (Kenz and Greg in Rury, 2017). The students can work together in solving their problems or they can answer the question from the teacher. According to Sagala in Putri Yulisa (2008) says that group discussion is more effective if the group consisted of 3-4 students; enable students to give their opinions or ideas to other students easily. In a group, the students are free to talk and to discuss the solution to answer the questions because they do not accomplish their tasks individually.

**2. Reading Comprehension.**

Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables

related to the text itself (interest in text, understanding of text types)  
(Klingner, 2007).

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