



## Hak Cipta Diindungi Undang-Undang

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## CHAPTER I

### INTRODUCTION

#### A. Background of The Problem

Reading skill has a very important role, especially to obtain information from the English text or book. A person may read in order to gain information or to verify existing knowledge, or in order to critique a writer's idea. By reading we can get many things, especially retrieving information. Reading is an essential part in learning language because reading provides multiple opportunities for students to study language, such as vocabulary, grammar, punctuation, and the way to construct sentence, paragraph and text. According to Linse (2005), reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, the students must be able to decode (sound out) the printed words and also comprehend what the students read. Reading is one of the important skills in English that needs proper comprehension. According to Sharon (1952), reading comprehension is the active process of constructing meaning from text, it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. Comprehension cannot be learned through rote instruction, but requires a series of strategies that influence understanding of text.

In reading comprehension the teacher has to minimize reading difficulties and maximize comprehension. Problem, mostly occurs to the students when they are reading book, they feel difficult to understand the meaning of the text. It is because the students have lack of vocabulary and are lazy to read. Senior high school students are still facing difficulties in reading comprehension. That

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problem can result in the reading score and make bad score. Reading comprehension is very important to the students if they want to study deeply about reading text.

Comprehend the text is an important thing in reading. According to Likewise (2001), reading comprehension is the reading skill on the higher level. Duffy (2009) states that reading comprehension depends on prior knowledge. Prior knowledge is expressed with word so the reader uses the words in the text to build a meaning consistent with their past experience with these words. It means that reading comprehension is an activity based on the readers' prior knowledge and strategy they use to get the meaning of the text. Consequently, after reading the text, the readers can convey the result of their reading and understanding through making the summary of the text by using their own language neither oral nor written.

As a formal education, SMA Negeri 1 Tambang also has English subject to be taught for the students, especially in reading skill. This school uses School Based-Curriculum (SBC) as a guide in teaching learning process including English subject. Students study English twice a week (4 Period) with duration 45 minutes per period. This school uses School-Based Curriculum (SBC) as bottom-up procedure. The students' minimum passing grade for English subject is 75. Based on the standard competence stated in the syllabus of reading is to comprehend some types of text related to genre based approach such as narrative, descriptive, recount, report, procedure, spoof, analytical exposition and so on. Based on the syllabus, the aims of teaching reading in eleventh grade of senior

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high school is understanding the meaning of written functional text and simple short essay in recount, narrative, procedure, descriptive and news item in daily life context. It can be stated that the texts taught at the eleventh grade of senior high school in the second semester are narrative, descriptive and news item. The researcher focuses on the narrative text.

Based on the researcher's preliminary study and observation of the eleventh grade students of SMA Negeri 1 Tambang, the teacher used a textbook to teach students in reading comprehension and asked the students to read the text. This case showed that the teacher did not use the appropriate technique in teaching reading comprehension. Therefore, students did not pay attention and they felt bored in the class. So, the students did not achieve the goals in English lesson especially in reading skill. Based on the pre-observation, the problems can be seen in the following symptoms :

1. Some of students were not able to determine the general idea.
2. Some of students were not able to identify the point of view of the author.
3. Some of students were not able to make a general prediction about meaning of words from context.
4. Some of students were not able to identify the supporting details.
5. Some of students were not able to make inference.
6. Some of students were not able to identify the exceptions.
7. Some of students were not able to locate the reference word of phrase in the passage.

Based on the problems faced by the students, there is actually a technique which is appropriate to solve the students' problems, called Round-table

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Technique. This technique is able to help students improve their reading comprehension. According to Lom (2012), Round-table in teaching reading can make the students report out with the most creative answer and contribute to a discussion simultaneously. It has benefit for students to develop their ability which is in critical thinking, cooperating, and helping each other.

Based on the expalantion above, the reearcher is interested in carrying out a research which entitled : **The Effect of Using Round-table Technique on Students' Reading Comprehension of the Eleventh Grade at Senior High School 1 Tambang.**

## **B. Definition of The Terms**

### **1. Effect**

According to Jack C. Richard and Richard Schmidt (2010), effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables. Based on the statement above, effect on this research is defined as a result of applying Round-table related to text strategy on students' reading comprehension of narrative text at the eleventh grade students of State Senior High School 1 Tambang.

### **2. Round-table Technique**

According to Kagan (1992), round-table is a simple cooperative learning structure which can be used with any subject matter. Round-table is the most often used at the beginning of lesson to provide a content related team-building activity. Round-table is a cooperative learning structure useful for brainstorming, reviewing, or practicing a skill, uses a single sheet of paper

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and pen for each cooperative learning groups. Kagan (1994) stated that Round Table Technique is cooperative learning technique where the students take turn generating responses, solving problems, or making a contribution to project and sit in a round table. In this research, Round-table technique (RTT) is applied in reading comprehension especially in narrative text of the eleventh grade students at senior high school 1 Tambang.

### 3. Reading Comprehension

Reading comprehension is about how the reader can construct the meaning from writing text. According to Snow (2002), reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading comprehension is one of the interesting processes to find out construct meaning in written text. According to Jannete (2007), reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. In other words, reading comprehension is the process of understanding, determining and knowing the meaning of the text of narrative text at the eleventh grade of senior high school 1 Tambang.

### 4. The problems

#### 1. Identification of the Problem

Based on the background of the problem and the phenomena above, there are some problems that can be identified in this research :

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- a. Why were some of the students not able to determine the general idea?
- b. Why were some of the students not able to identify the point of view of the author?
- c. Why were some of the students not able to make a general prediction about meaning of words from context?
- d. Why were some of the students not able to identify the supporting details?
- e. Why were some of the students not able to make inference?
- f. Why were some of the students not able to identify the exceptions?
- g. Why were some of the students not able to locate the reference word of phrase in the passage ?

**2. Limitation of the Problem**

Based on the problems that are identified above, there are a lot of problems, then researcher considers the limitation of this research based on the knowledge,time,and finance. In this research, the researcher focuses on students' reading comprehension to find general idea, identify the point of view, make a general prediction, identify the suporting details, make inference, identify the exceptions, locate the reference word of narrative text at the Eleventh Grade Students of Senior High School 1 Tambang.

**3. Formulation of the Problem**

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

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- a. How is students' reading comprehension of narrative text at the eleventh grade by using Round-table technique at State Senior High School1 Tambang?
- b. How is students' reading comprehension of narrative text at the eleventh grade without using Round-table technique at State Senior High School1 Tambang?
- c. Is there any significant difference of the students' reading comprehension taught by using and without using Round-table technique at the eleventh grade of State of Senior High School1 Tambang?

**5. Objectives of the research and significance of the research.****1. The Objective of Research**

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

- a. To find out the students' reading comprehension taught by using Round-table Technique at State Senior High School1 Tambang.
- b. To find out the students' reading comprehension taught without using Round-table Technique at State Senior High School1 Tambang.
- c. To find out whether or not there is a significant difference of the students' reading comprehension taught by using and without using Round-table Technique at State Senior High School1 Tambang.

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## 2. The Significance of Research

- a. This research findings are expected to provide the theoretical and practical information about Round-table Technique
- b. This research provides useful information for the reader who wants to do research.
- c. This research finding is expected to be implemented in teaching reading.

## 6. Reason for Choosing the Title

The reason why the researcher is interested in carrying out a research on the topic above is based on several considerations:

1. The topic is relevant to the writer as a student of English Education Department of State Islamic University of Sultan Syarif Kasim Riau.
2. The prolems of the research are very interesting and challenging to be investigated in term of teaching and learning reading EFL/ESL class.
3. Based on the researchers concern, the title of this topic research is not investigated yet by the previous researcher.
4. To know the effect of using Round-table technique on students' reading comprehension.