

Hak Cipta Diindungi Undang-Undang

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CHAPTER 1 INTRODUCTION

A. Background of The Problem

Reading is both process and product. It involves the interaction between the reader and the text – how the reader is deciphering the writing on the page, what the reader is thinking about while reading, and how the reader is monitoring his or her reading. (McKay, 2006,p.224 ; Alderson, 2000).

Reading is the most important skill because there are many sources of written information. By reading a lot, students may enlarge their vocabulary and will be more familiar with English sentence structure. When the students read, they also process and transfer information on their brain, so they must focus on reading comprehension.

Reading is useless without comprehension. As Teale and Yokota (2000, p. 3) Cited in (Westwood, 2001, p. 9) state that comprehension must be the central focus of teaching students to read and not something to be emphasized only after the students have learned how to decode and identify words. Students should discuss, reflect upon, ask and answer questions about what they have read or what has been read by them.

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According to Snow (2002, p. 11), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Based on the School-Based Curriculum, the aim of learning English is to develop the skills of language. Reading is one of the receptive skills. The standard competence of reading at the first year of senior high school is the students are able to find the meaning of essay text in report, narrative, descriptive, and recount text in daily life activities and access knowledge.

In this research, the writer is interested in improving students' reading competence in narrative text. Narrative text is a text about telling a story which tells the conflicts among the characters and problems to be resolved by them. According to Wardiman et al (2008, p. 93), a narrative text is an imaginative story to entertain people. The writer used narrative text because the basic purpose of narrative text is to amuse or entertain the reader with its story and narrative itself as is included in the School Based Curriculum (KTSP).

SMA N 4 MANDAU is one of the formal schools located in Duri. This school uses School Based Curriculum (KTSP) as guideline to teach and learn English. SMA N 4 MANDAU has passing grade that student must follow, it is 75. The students must achieve higher score than their minimum criteria of passing grade, it can help them finish evaluation. The students are demanded to more learn and much read individually to

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improve their ability. There is a big problem if they are not supported by the effective strategy in learning process. In teaching and learning process, especially in reading, students are expected to be able to comprehend the text by many ways. Usually, the teacher only used the same method every meeting. It was not overall, but there were some of the teachers who still used the old strategy. It means that there is no variety in learning process. And it made the students not interested in reading. Because it was a monotonous way. So, this condition made the students lose their spirit in learning process, and the worst possibility made the ability of understanding poor. The teacher found the students had a lack of ability in finding the meaning of words and mentioning the detail information from generic structure of narrative text such as orientation, complication, and resolution and the students had difficulties in comprehending reading narrative text.

Based on the description above, not all of the students are interested in reading. They found difficulties in comprehending the text they read. Most of them only read the text but they did not understand what they read. The students were able to read fluently, but they could not get the meaning or the message from the text.

Based on the preliminary study at SMA N 4 MANDAU, especially at the first year, The writer found the following phenomena :

1. Some of students are not able to find out main idea of narative text.
2. Some of students are not able make inference of narrative text.

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3. Some of students are not able to find out meaning of certain words of narrative text
4. Some of students are not able to identify generic structure of narrative text
5. Some of students are not able to locate or identify general or specific information such as names of characters, the time of the story or the place of the story in narrative text
6. some of students do not have any interest in reading narrative text

Therefore, to solve this problem needs an appropriate technique to influence their reading comprehension. There are many techniques developed in teaching reading. One of the techniques is group work. According to Brown (2001, p. 173), group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language.

Beside that, group work can motivate the students read because they work together so that they can share their opinions and understanding about the texts given with their friends. Because of that reason, the writers want to offers Group Work technique. The teacher can apply the strengths of group work to reach constructive solutions on improving reading comprehension. Through group work technique, the students are given more chances to share their opinion, analyze information, and work together in groups. In group work, every member can become a

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contributor, join the activity and improve their knowledge how to learn effectively.

Therefore, the writer is interested in carrying out a research entitled: **“The Effect Of Using Group Work Technique On Students’ Reading Comprehension At First Year of SMA N 4 Mandau Duri-Riau”**

B. Problem

Based on the writer’s observation at SMA N 4 Mandau, it is clear that most of students are still getting problem, in term of narrative paragraph. To make the problems of this research clear, the problems of this research are identified as follows:

1. Identification of the problem

- a. Why are some of students not able to find out main idea of narative text?
- b. Why are some of students not able to make inference of narrative text?
- c. Why are some of students not able to find out meaning of certain words of narrative text?
- d. Why are some of students are not able to identify generic structure of narrative text?

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- e. Why are some of students not able to locate or identify general or specific information such as names of characters, the time of the story or the place of the story in narrative text?

2. Limitation of the Problem

Based on the identification of the problems above, it is clear that there are many problems in this research. But, in this research paper, the writer focuses on students' reading comprehension of narrative text.

3. Formulation of the problem

Based on the problems above, the writer formulates the problem of this study into the following questions:

1. How is students' reading comprehension taught by using group work technique at SMA N 4 Mandau ?
2. How is students' reading comprehension taught without using group work technique at SMA N 4 Mandau ?
3. Is there any significant differences of students' reading comprehension between taught by using group work and taught without using work group technique at SMA N 4 Mandau?
4. Is there any significant effect of using group work technique on students' reading comprehension at SMA N 4 Mandau?

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C. Objective and Significant of The Research**1. Objective of the research**

Related to the formulation of the problem above, the following are the objectives of conducting this research:

- a. To know students' reading comprehension of narrative text at the first year of SMA N 4 Mandau taught by using group work technique.
- b. To know students' reading comprehension of narrative text at the first year of SMA N 4 Mandau taught without using group work technique.
- c. To know whether or not there is a significant difference between students' reading comprehension of narrative text taught by using and without using group work technique of the first years SMA N 4 Mandau?
- d. To know whether or not there is a significant effect between students' reading comprehension of narrative text taught by using and without using group work technique of the first years SMA N 4 Mandau

2. The significance of the research

Related to the objectives of the research above, the significance of the research is as follows:

- a. This research finding is expected to be beneficial in education, in the term of the students' reading comprehension of narrative text.

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- b. To help students, especially for the students of the first year of SMA N 4 Mandau.
- c. This research finding is also expected to be positive and valuable information for those who are concerned in the field of teaching English as a foreign or second language.
- d. To give information to other writers about the use of group work technique in reading comprehension of narrative text.

D. Reason for Choosing The Tittle

There are some reasons why the writer' is carrying out this research:

1. The tittle of the research is relevant to the writer's status as a student of English Education Departmen
2. The tittle of the research is not yet investigated by other previous researchers
3. The location of the research facilitates the researcher in conducting the research.

E. Definition of the Term

There are so many terms involved in this research. To avoid misunderstanding to the terms used in this research, the following terms are necessarily defined as follows:

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1. Effect

In this research, the effect means the result of using group work technique in reading comprehension of narrative text by the first year students of SMA N 4 Mandau. According to Jack C Richards and Richard Schmidt (2002, p. 190), effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables.

2. Group work technique

This is a technique used by the teacher to improve students' reading comprehension of narrative text. Nunan stated in Zain's thesis (2012 : 16) that group work is essential to any classroom that is based on principle of experiential learning. He adds that through tasks that require them, within the classroom, to approximate the kind of things they will need to be able to do communicate in the world beyond the classroom. Thus, communication in the classroom can be aroused among the students through group work.

3. Reading Comprehension

According to Janette K. Klinger (2007, p. 2), reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, world knowledge, and fluency. And then involved much more than readers response text. It is a multicomponent, highly complex process

that involves many interactions between readers and what they bring to the text as well as variables related to the text it self.



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