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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of the language skills that is very important in learning English. Some students consider that reading is not easy to do because many aspects that must be learnt. Because of that, they said that reading is very difficult. In reading, students should understand how to find information, develop ideas and make a conclusion. Briefly, in reading process the students not only read the words, sentences, paragraphs, and texts, but also should comprehend the contents of reading.

According to Linse (2005, p. 69), reading is a set of skills that involves making sense and deriving meaning from the printed word. Therefore, reading is a language skill that needs reader to comprehend a text. In reading process, the reader brings his own ideas and experiences to obtain meaning from the printed text. It is also supported by Johnson (2008, p. 3) that reading is the practice of using text to create meaning. Because of that, through reading activity, the readers, especially students can get knowledge and also improve their abilities in comprehending a reading text effectively and efficiently.

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

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is the process of understanding the text and constructing the meaning through interaction between the reader and the writer. Thus, to comprehend the text, good readers should have a purpose for reading and use their knowledge to make sense of the text. Based on the statements above, it is clear that reading comprehension is very important subject that should be learned by all students. It is one of the language skills to get information or to find out the meaning of the context, whether literal or implied meaning.

Islamic Senior High School Daarun Nahdha Thawalib Bangkinang, which is located in Bangkinang city, requires English as a compulsory subject. Furthermore, English subject is programmed by using the curriculum where this school uses Thirteen Curriculum (K13) as a bottom-up procedure. In the syllabus, the students are taught reading and the criterion of students' minimum passing grade is 70. Reading has been taught twice a week with time duration 45 minutes.

According to The Ministry of Education and Culture (2014), in teaching reading, the teacher has to follow five aspects, they are: observing, questioning, experimenting, associating, and communicating. The aspects would be applied in group by the teacher as a facilitator. Each grade in senior high school levels has their competencies to gain. For the tenth grade of Islamic senior high school Daarun Nahdha Thawalib Bangkinang, the Standard Competence in reading activity is understanding the short functional written text and simple essay in the form of descriptive, announcement, recount and narrative. In this research, the researcher focuses on the narrative

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text. In narrative text, the students should be able to identify the topic of the text, the social function of the text, the reference, and make inference of the text. It means that the students should be able to comprehend the text and get the information from the text.

Based on the researchers' preliminary study on June 17th, 2016 at Islamic Senior High School Daarun Nahdha Thawalib Bangkinang, in teaching reading, the teacher used the three-phase technique wherein the teaching and learning activity. There are three activities, namely beginning activity, the main activity and the last activity. At the beginning activity the teacher gave warming up to the students' prior knowledge about the topic. The students have been taught about reading through the types of genre available in students' textbook. At the main activity the students were asked to read the text individually and silently and at the last activity the students answered the questions based on the text given and then the teacher collected the students' task. It aimed at seeing whether the students understood about their reading or not.

Based on the description above, students have been taught about reading maximally. However, what was expected by the teacher was not same as the result. Ideally, the students were able to comprehend the text given by the teacher. In fact, it was still found students could not comprehend the reading text, especially in narrative text. It could be seen when they gave a reading text, they could not identify the topic of narrative text, they had limited vocabulary to understand the content of narrative text clearly, they

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could not identify the social function of narrative text and they could not find out the word reference and inference of narrative text. On the other hand, the problem might come from the implementation of inappropriate techniques in teaching reading.

In this case, the teacher could modify their teaching, especially in teaching reading and not always using the reading text of the students' textbook. The teacher could use the strategy to make students easier to comprehend the text. To provide solutions to these problems, the researcher has found a suitable technique to improve students' reading comprehension, called Round Robin technique.

Round Robin technique is one of the techniques in cooperative learning. This technique involves students' participation and they have to work cooperatively with their classmates in groups. Kagan (2003) stated that Round Robin could be used to help teach reading, writing, or any other curriculum content. It means that by using this technique, the students are expected to be easier to increase their reading comprehension, especially in comprehending narrative text.

Thus, related to the phenomena above, the researcher is intended in investigating the problems above into a research project which is entitled: **The Effect of Using Round Robin Technique on Students' Reading Comprehension in Narrative Text at Islamic Senior High School Daarun Nahdha Thawalib Bangkinang .**

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B. The Problem

1. The Identification of the Problem

Based on the explanation above, the researcher identifies the problems as follows:

- a. What causes some of the students unable to identify the topic of narrative text?
- b. What makes some of the students unable to find the meaning of vocabulary in narrative text?
- c. What makes some of the students unable to identify the social function of narrative text?
- d. What makes some of the students unable to identify the references of word in narrative text?
- e. What makes some of the students unable to find the inferences of narrative text?

2. The Limitation of the Problem

In line with identification of the problem stated above, thus the researcher needs to limit the problems of this research on students' reading comprehension of narrative text referring to identifying the topic, specific information, meaning of vocabulary, word references, and inferences of narrative text.

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3. The Formulation of the Problem

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

- a. How is students' reading comprehension of narrative text of the tenth grade at Islamic Senior High School Daarun Nahdha Thawalib Bangkinang taught by using Round Robin Technique?
- b. How is students' reading comprehension of narrative text of the tenth grade at Islamic Senior High School Daarun Nahdha Thawalib Bangkinang taught without using Round Robin Technique?
- c. Is there any significant effect of using Round Robin Technique on students' Reading Comprehension of narrative text of the tenth grade at Islamic Senior High School Daarun Nahdha Thawalib Bangkinang?

C. The Objective and Significance of the Research

1. The Objective of the Research

- a. To find out the students' reading comprehension of narrative text of the tenth grade at Islamic Senior High School Daarun Nahdha Thawalib Bangkinang taught by using Round Robin Technique.
- b. To find out the students' reading comprehension of narrative text of the tenth grade at Islamic Senior High School Daarun Nahdha Thawalib Bangkinang taught without using Round Robin Technique.

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- c. To find out whether or not there is a significant effect of using Round Robin Technique on students' Reading Comprehension of narrative text of the tenth grade at Islamic Senior High School Daarun Nahdha Thawalib Bangkinang.

2. The Significance of the Research

- a. Hopefully, this research is able to benefit the researcher as a novice researcher, especially in learning how to conduct the research.
- b. These research findings are also hoped to be useful and valuable, especially for students and teachers of English at Islamic Senior High School Daarun Nahdha Thawalib Bangkinang to be consideration for their future teaching learning English process.
- c. Besides, these research findings are also expected to be positive and valuable information for those who are concerned in the field of teaching and learning English as a foreign and second language.
- d. Finally, these research findings are also expected to be practical and theoretical information the development of the theories of language teaching.

D. The Reason For Choosing the Title

There are some reasons why the researcher is interested in conducting this research based on the following reasons:

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1. The researcher wants to find out whether or not there is a significant effect of using and without using Round Robin Technique on students' reading comprehension of narrative text at Islamic Senior High School Daarun Nahdha Thawalib Bangkinang.
2. The title of this research is relevant to the researcher as an English student of English Education Department of State Islamic University of Sultan Syarif Kasim Riau.
3. As far as the researcher is concerned, this research title has never been investigated by any researchers.
4. The location of the research is reachable to the researcher in conducting this research.

E. The Definition of the Terms

There are some terms involved in this research. Thus, to avoid misunderstanding on each term used in this research, the following terms are important to be defined as follows:

1. Round Robin Technique

Round Robin technique is one of the cooperative learning techniques that can be used by teachers in teaching and learning process, especially in reading. In Round Robin, students are assigned into teams of 4-6 members who tutor each other on the material (Kagan, 2009, p. 1.17). Students may collaborate, share, help, and involve each other in comprehending the text through Round Robin technique. In this research, Round Robin means a technique used by researcher to know its effect on students' reading

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comprehension of Narrative text at the tenth grade of Islamic Senior High School Daarun Nahdha Thawalib Bangkinang.

2. Reading Comprehension in Narrative Text

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002, p. 11). It means that reading comprehension is the process of constructing the meaning through interaction between the reader and the writer. Thus, in this research, reading comprehension means a process of understanding the narrative text in order to get the purposes of reading such to get information and the meaning of the narrative text by using Round Robin Technique at the tenth grade of Islamic Senior High School Daarun Nahdha Thawalib Bangkinang.