

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of four main skills (listening, speaking, reading, and writing) in learning English. Reading skill is very important not only in teaching learning process but also in social outline, everyone needs to read. Through reading the people can get more knowledge or information from some kinds of sources (written and online). Reading is defined as the ability to draw meaning from the printed page and interpret this information appropriately.¹ It means that in reading the readers show their abilities in drawing meaning and interpreting information after reading activity. The information that they get from the text will add their knowledge. Besides, the result of reading activity is very useful and helpful to support their studies. Thus, the readers are expected to be able to identify and comprehend the reading text appropriately, moreover for the language learners in improving their comprehension and achievement in reading.

In term of reading comprehension, it is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.² Words extracted and constructed are used to emphasize both the importance and the insufficiency of the text as determinant of reading comprehension. On the other hand, Reading

¹William Grabe and Fedricka L. Stoller. *Teaching and Researching Reading*. Edinburgh Gate Harlow: Pearson Education. 2002. P. 9

² Chaterine Snow. *Reading for Understanding*. Santa Monica: RAND Education. 2002. P.

comprehension is the degree to which we understand what we read. Reading comprehension results when a reader knows which skills and strategies are appropriate for the types of text, and understand how to apply them to accomplish the reading purpose.³ It can be conclusion that in reading comprehension the readers have to be able to extract and construct the text in order to get the information of the text. The result is very useful and helpful as the purpose of reading activity.

In order to accomplish students need toward reading related to curriculum (KTSP), reading must be provided as one of the skills in mastering English that should be taught and learned by students. In State Junior High School 23 Pekanbaru, curriculum (KTSP) is used in teaching and learning process. Based on the syllabus of the second year students of state junior high school (2006), the students must achieve two competences; those are standard competence and basic competence. For standard competence, the students are required to comprehend meaning of written text and short simple essay in form of descriptive and recount related to environment. Moreover, for the basic competence, the students must be able to read aloud, respond rhetorical steps of short functional text and simple essay text in daily life accurately, fluently, and acceptably in the form of descriptive and recount text.⁴ In syllabus of the State junior High School 23 Pekanbaru, as the basic stated for the second year students in the descriptive text, they should be able to

³Kalayo Hasibuan and M. Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press. 2007. P. 115

⁴Department of National Education. *School Based Curriculum Syllabus of English*. Jakarta: Badan Standar Nasional Pendidikan, 2006 P. 131

understand a short essay related to their environment.⁵ In learning English, the students have to achieve both standar competences and basic competences.

Based on the preliminary research to the second year students of state junior high school 23 Pekanbaru, the teacher had done a lot of efforts to improve students' English competence in reading comprehension especially in descriptive text. But in fact, some of the students still had problems in reading comprehension. Some of the students did not understand what they read. They read the text, but they were not able to identify and comprehend the text. They could not answer the questions correctly because they had difficulties in comprehending the reading text. It can be seen from the following symptoms:

- a. The students have lack of grammar mastery.
- b. The students have lack of vocabulary.
- c. The students are not able to clarify main idea and supporting detail.
- d. The students get low score in their reading comprehension

To improve the students' reading comprehension, it needs appropriate technique and strategy helping them as solution for their problems. In reading there are many techniques and strategies. In this case, the writer wants to take a new strategy to improve students' comprehension in reading text. There is a strategy that can help them to improve their reading comprehension which is called conversational discussion groups. Conversational discussion groups is a strategy which is used to create and facilitate an environment where students explore and construct meaning from a passage and then share ideas with

⁵Syllabus of SMPN 23 Pekanbaru Based on Curriculum 2006.

others.⁶It is a useful strategy to improve reading comprehension. When students are struggling for finding meaning in the spoken and written forms, the conversational discussion groups for specific language tool is a powerful tool.

Therefore, the writer is interested in carrying out the research entitled:“**The Effect of Using Conversational Discussion Groups Strategy on Reading Comprehension in Descriptive Text of the Eight Grade Students of State Junior High School 23 Pekanbaru**”

B. Definition of the Term

1. Conversational Discussion Group Strategy

Conversational discussion group strategy is a strategy where the students explore and construct meaning from a passage and then share ideas with others.⁷ It means that in this strategy, the students comprehend the reading text and share the ideas to others.

2. Reading Comprehension

Reading comprehension is a multicomponent, 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).⁸ It means that in reading comprehension, the reader needs to do many interactions with the text such as knowledge and strategy used.

⁶Tierney, R. & Readance, J. *Reading Strategies and Practices: A Compendium*. (5th ed.). Boston: Allyn & Bacon. (2000). P. 52

⁷Ibid

⁸Janette K. Klingner, Sharon Vaughn, and Alison Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press. 2007. P. 8

3. Descriptive Text

Descriptive text is the text that is used to describe a place, a thing, or a person.⁹ It means that in descriptive, there is description about the object such as a place, a thing, or a person. The description of the object in a text consists of identification and description.

C. Problem

1. Identification of the Problem

Based on the background of the problem mentioned above and supported by phenomena, it is clear that there are many problems of students in reading comprehension. Thus, the writer identifies the problems such as: the students are not able to identify main idea, the students are not able to identify supporting detail of the text, the students are not able to identify generic structure of the text, and the students are not able to clarify the language features of the text.

2. Limitation of the Problem

Based on the identification of the problems above, this research is focused on “Students’ Reading Comprehension in Descriptive Text of the Eight Grade of State Junior High School 23 Pekanbaru”.

3. Formulation of the Problem

The problems of the research will be formulated in the following questions:

⁹ M Syafi'i S, M Fauzan Ansyari, and Jonri Kasdi. *The Effective Paragraph Development The Process of Writing for Classroom Settings*. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI). 2011. P. 18

- a. Is there any significant effect of students' reading comprehension in descriptive text taught by using conversational discussion group strategy?
- b. Is students' reading comprehension in descriptive text taught by using conversational discussion group strategy higher than taught without using conversational discussion group strategy?

D. Objectives and Significance of the Research

1. Objectives of the Research

- a. To find out significant effect of students' reading comprehension in descriptive text taught by using conversational discussion group strategy.
- b. To find out Students' reading comprehension in descriptive text taught by using conversational discussion group strategy and without using conversational discussion group strategy.

2. Significance of the Research

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

- a. To give some information to the school about the strategy which solves the problems of the students' reading comprehension in descriptive text.
- b. To enhance the writer's knowledge about teaching reading by using conversational discussion group strategy.

