CHAPTER I
INTRODUCTION

A. Background of the Research

Reading is one of four language skills which refer to a dynamic process in which the text elements interact with other factors outside the text; in this case most particularly with the reader’s knowledge of content of the text (Nunan, 1991: 70). According to Alyousef (2006: 2) stated that reading can be seen as an “interaction” between a reader a text which leads to automaticity. In this process, the reader interacts dynamically with the text as he/she tries to elicit meaning and where various kinds of knowledge are being used.

Teaching reading is to make students understand the passage and take the information needed. Teaching reading is also a challenge because reading is a complex development process. It requires some understanding of this complexity and, in addition, an understanding of effective instructional strategies.

In fact, many students have some problems in understanding reading comprehension. Based on pre-observation, conducted at Eighth Grade students of SMP Muhammadiyah 2 Karang Pucung it was found that the students felt bored and they were not interested in reading activity. The students have low reading comprehension. The problem is the students lack vocabulary makes them difficult to comprehend some reading texts. This condition happened because the atmosphere not conducive in teaching learning process. Student is
commonly just sitting on their seats and doing the teacher instruction. The condition make the students not enhance in understanding the message or information. Based on the situation above, the researcher and the teacher as the collaborator discussed how to improve students’ reading comprehension and considered that Round Table technique is the way or an appropriate technique.

This technique is one of the cooperative learning models. Slavin poses cooperative learning models as variety teaching methods in which students work in small group to help one another learn academic content. Students are expected to help each other, to discuss and argue with each other. It can make the students more active to join the teaching learning process.

Round table technique is one of some types of cooperative learning which is easy to apply. It involves all students’ activity without differencing the students’ status and engaging students’ character as a peer. According to Lom (2012) state that Round table in teaching reading can make the students report out with the most creative answer and contributing to a discussion simultaneously. It has benefit for students to develop their ability which in critical thinking, cooperating, and helping each other.

Based on the description above, the researcher and the teacher used Classroom Action Research (CAR) to solve those problems through conducting a research. The researcher is interested in doing a research entitled “An Effort to Improve Reading Comprehension through Round Table Technique (A Classroom Action Research at Eighth Grade Students of SMP Muhammadiyah 2 Karang Pucung in the Academic Year 2012/2013).
B. **Reason for Choosing the Topic**

The reasons of choosing the topic, as follows:

1. The students in class VIII A had low reading comprehension. This condition makes student’s low interest in reading class.
2. Round table technique is an effective way to improve students in reading comprehension. Round table technique was chosen to improve students’ because it gives more active for students.

C. **Problem of the Research**

The problem of this research is “Can round table technique improves students’ reading comprehension at Eight Grade student of SMP Muhammadiyah 2 Karang Pucung?”

D. **Aim of the Research**

The aim of this research is to improve the students’ reading comprehension through Round Table technique at VIII A of SMP Muhammadiyah 2 Karang Pucung.

E. **Clarification of the Terms**

In order to be able to understand the topic more clearly the researcher wants to clarify to key of the terms as follows:

1. Reading Comprehension
   a. Reading

   Nunan (1991: 72), reading is usually conceived of a solitary activity in which the reader interacts with the text in isolation.
b. Comprehension

Leu and Kinzer (1987: 62) reading comprehension as a result of reading and thinking about the information.

2. Round Table Technique

According to Lom (2012) Round Table means the instructor asks students to collaborate in small groups on a specific prompt that can generate multiple responses. Students share a single piece of paper that gets passed around their circle rapidly.

F. Contribution of the Research

The expected contributions of this research are:

For students:

a. Students experience in learning English by using Round Table technique to teach reading.

b. Students can improve their reading comprehension, so they will enjoy reading activity.

For teacher:

a. Teacher gets information using of Round Table technique to teach reading.

b. It can be a good alternative to teach reading more interested.

For researcher:

a. It will improve her performance in teaching activity and skill.

b. It can be used as a new teaching style for reading comprehension.