

# CHAPTER I INTRODUCTION

## A. The Background of the Study

Language is a unit of communication which is used in society situation generally. In the case of language, there are four skills that are need to learn by students, they are listening, speaking, reading and writing. One of the language skills that should be learnt by English learners is reading. Reading is an essential skill for all students at all levels. The students are required to be able to read, but the students feel difficult when they want to draw the meaning and get information from a reading text.

According to William and Fredicka(1988:4) reading can be thought of as way to draw information from the text and form an interpretation of that information. In reading, the students are expected to be knowledgeable and familiar with what the teacher has explained in the context, where as in comprehension the students are expected to have more skills than to explain individual text or passage after comprehending them. The purpose of reading comprehension is to get some skill to understanding the text.

Apparently, it is contrast to the fact that most of Grade X senior high school students still have low score achievement in reading English. As McNamara (2009) states that reading passage seems to be too difficult for them because of some conditions. The conditions here refer to the failure of understanding the words, the sentences, the sentences' unity and

organization, and the lack of interest or concentration. That problem often happens when students fail to understand the relationship between the sentences and the whole meaning of text.

Based on the researcher's experience during teaching practice (PPL, 2012), the students can read the text and pronounce the word but the students cannot understand the text, it was caused by some factors, such as lack of vocabulary and unfamiliar with the topic. They often feel that reading passage is not interesting and the teaching method could not motivate the students. This situation occurs because the teachers still use conventional teaching method, the teacher asks some students to read the text and invite them to answer the questions based on the text. And the result, most of them always get bad score in reading comprehension. From 30 students in the classroom, only 10 students could reach the Minimum Completeness Criteria (*Kriteria Ketuntasan Minimum/KKM*). This condition really proves how bad the student's achievement in reading comprehension.

**Table 1.1**  
**The percentage of Grade X 2 students' score in Reading**

Semester	KKM	Score	Students	Percentage	Mean
First Semester 2015/2016	75	<75	20 students	75	65,5
		≥75	10 students	25	
First Semester 2015/2016	75	<75	25 students	82,5	61,7
		≥75	5 student	17,5	

*Students accumulated score of Grade X Senior High School Dharmawangsa Medan academic year 2015/2016*

In line with the discussion above, the improvement of teaching reading comprehension has been a challenge to the English teachers. The teaching technique of reading is really needed in order to encourage students' ability and enhance their interest in reading, where the students are guided to get proper information and also students can improve their way to comprehend the text.

Dealing with the fact previously mentioned, the researcher would like to conduct a research by using technique that is Panel Discussion, Panel Discussion is necessary to provide a model of teaching technique that may help students create a good learning atmosphere to take part actively in the classroom activity in order to increase their reading comprehension.

The National Reading Panel (2000) noted seven key strategies: comprehension monitoring, cooperative learning, using graphic organizers, answering and generating questions, story structure and summarizing. It is also found that teaching a combination of these techniques is likely to be most effective. Panel Discussion technique is one of the cooperative learning teaching strategies which can improve students' academic performance, especially in reading comprehension. Panel Discussion technique requires students to work in group, in which they will share their ideas to others and exchange them with other groups, to obtain the best understanding of the text. The students will work in group then they will try to share what the group has comprehended to other groups.

Based on the latest curriculum of Senior High School, called National Curriculum (Kurikulum Nasional) students are expected to comprehend the meaning of written interpersonal and transactional text in descriptive, recount, narrative and report in daily life. According to curriculum, students at grade X should able to understand the meaning of Narrative Text in context of daily life to access knowledge. The Narrative Text is a text which amuse, entertain and deal with actual or various experience in different ways. The purpose of Narrative Text is to entertain or to amuse the readers about the story.

In short, the researcher simplifies to overcome the problem in teaching reading, particularly in reading comprehend of narrative text needs technique in order to intend the enthusiasm of students in learning activities. Applying Panel Discussion is expected to solve the student's problem in comprehend a reading narrative text and to bring good improvement in students' reading achievement.

Based on the explanation above the researcher has explained about several problems in teaching reading comprehension propose one strategy as a solution. The researcher interested in conducting the researcher interesting about "The Effect of Panel Discussion on The Students' Reading Comprehension" to find out if what the researcher proposes is appropriate.

## **B. The Problem of the Study**

In line with the background of the study, the problem of study is formulated as follows: "Is there any effect of using Panel Discussion technique on students' achievement in reading comprehension text?"

### **C. The Objective of the Study**

The objective of the study is to find out the significant effect of Panel Discussion Technique on students' achievement in reading comprehension at grade X students of Dharmawangsa Senior High School Medan.

### **D. The Scope of the Study**

This study focuses on the significant effect of Panel Discussion Technique on students' achievement in reading comprehension, especially in the level that is suitable for the senior high school students, that is the level of literal and interpretive comprehension. To avoid excessively broad discussions, this study is limited to find out the significant effect of Panel Discussion Technique on the students' achievement in reading comprehension at grade X students of Dharmawangsa Senior High School Medan. The genre of text that will be used is narrative.

### **E. The Significance of the Study**

It is expected that this study gives some contribution to language teaching and learning. The result of the study is expected to be useful for :

#### 1. Theoretically

- a. The result of the study can be used as input in English teaching learning process, especially in teaching reading comprehension text.
- b. The theory of the research paper can be used as the references for those who want to conduct a research in English teaching-learning process.

2. Practically

- a. To motivate students to be better in reading comprehension text
- b. Teachers are motivated to apply this technique as alternative to teach reading comprehension text
- c. Other researcher interested in applying this technique as the basic information of how to develop students in reading comprehension text.

