

CHAPTER I INTRODUCTIONS

1.1 Background

English is the most vital language to be told because it is a typical language employed in international communication. According to Altbach (2007), agrees that the significant role of English has made it applied as the main international academic language in many countries. In the country, English is educated since junior high school or secondary school, and even in some areas, it's educated in elementary schools. People whose maternal language is not English ought to learn English throughout this world competition as a result of it being a world language. English includes four language skills: listening, speaking, reading, and writing. There are four basic skills in English that must be mastered by the students through the learning process, according to (Harmer, 2007). Those skills are reading, listening, writing, and also speaking. Reading is one of the English skills, and it provides students with easy and fast adjustment because it allows them to discover new information in the texts they read. Reading is the process of identifying important ideas. Most importantly, readers can understand what they are reading.

One of the elements of learning English is reading comprehension. Reading comprehension is not just reading English texts, but reading to understand deeply and broadly. Therefore, maximum effort is needed to learn and master reading comprehension. Reading comprehension is often found in English tests, school, and university exams. Reading comprehension is also often part of English tests such as TOEFL, IELTS, TOEIC, etc. There are also companies with the ability to understand English as one of the entrance exams, especially global companies. This shows how important it is for us to learn and master reading comprehension. Reading is one of the language skills that must be learned by students because reading provides many advantages for students because they can receive more information after reading. Information paragraphs consist of words and sentences to build the meaning of the contents of the reading material. Through reading, students can get the information they need.

The inability to read comprehension causes students to be left behind in obtaining information and in participating in learning at school. This difficulty occurs because students are already at the stage of reading which must prioritize the meaning of reading. To be able to understand reading, students are required to have the ability to understand reading such as determining the meaning of a word from a sentence or a passage. Then students are also easily bored in learning English because English is a foreign language where others are spoken and others are written. This is because students find it difficult to remember and memorize English vocabulary that looks foreign to them. Then, during learning English, especially reading, it looks like students are not confident and embarrassed to read English texts. This is because there are still many students' pronunciations that are still not correct.

Paired reading was introduced in Great Britain in 1974. Since the over a hundred analysis studies are undertaken. In one study a bunch of kids with poor reading skills concerned in paired reading overtook a bunch with a lot of advanced skills World Health Organization had not benefitted from the exercise, in line with Mairtin (1997). An additional study shows that the typical kid gains seven months in reading accuracy and 9 months in reading comprehension age over a amount of eight weeks' paired reading.

In this study, the researcher focused on teaching students how to understand the text. To improve students' reading comprehension, the researcher used the pair-reading method, namely the pair-reading method in the classroom. This method is used to improve students' comprehension to solve problems in understanding and reading sentences. This paired reading method is used to find out which aspects of reading are most improved when paired reading is used in reading instructions. In this study, researchers teach narrative texts as input to students. The researcher use narrative text because the purpose of narrative text is to educate or imitate the moral values contained in the text the story, so that by understanding narrative text stories, students can entertained and formed moral character, and will improve students' reading comprehension. it is affective in measuring students' reading comprehension

Based on the background above, the researcher to conduct a research "Improving the Students' Reading Comprehension by Using Paired Reading Method at SMA Negeri 13 Luwu".

1.2 Problem Statement

Based on the described background, the problem statement is formulates as follows: Can paired reading methods improve the students' reading comprehension?

1.3 Objectives of the Research

Based on the problem statement, the objective of this research is to find out the paired reading students' can improve students' reading comprehension.

1.4 Significances of the Research

This research shows whether there is a significant difference in students' English reading comprehension at SMA Negeri 13 Luwu, after being taught using the paired reading method. This study can be useful for:

1. For Students

This research expected to be able to improve the students' reading comprehension and enjoy what they read especially in reading narrative texts.

2. For Teachers

This research expected to be able to improving students' reading comprehension in teaching narrative texts by applying the paired reading method.

3. For Readers

This research expected to be able to reference and increase the reader's knowledge about reading in pairs.

1.5 Scope of the Research

The scope of this research is teaching reading narrative texts with the paired reading method

1.6 Operational Definition

To get a general understanding of the researcher explained the variables of this research below:

1. Paired Reading

The paired reading method encourages peer teaching and mastery. Students are divided into pairs and read together or take turns teaching each other to educate each other.

2. Reading Comprehension

Reading comprehension is an active process of getting information from reading comprehension by understanding its elements.

3. Reading

Reading is an important skill for students' that involves two aspects: pronouncing words and understanding text content.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Reading

a. Definition of Reading

During the last decades, there have been so many definitions of reading that experts have defined in different ways and perspectives. William (1984) defines reading as the process of seeing and understanding what is written. Brunan W.K (1989) defines it as a two-way interaction in which information is exchanged between reader and author.

Another definition of reading from Burhan Bungin (2012) is the physical and mental activity to reveal the meaning of written text, although this activity involves the process of letter recognition. This is a physical activity because perception and memory are involved as part of thinking. It concludes that the main purpose of reading itself is to understand written text.

Wolfe and Nevills (2004) argue that reading is an acquired skill and requires multiple efforts to become fluent. From another perspective, Hornby (1989) said that reading is an act that needs to be interpreted and understood. In contrast, Cohen and Pollway (1987) believe that no single definition of reading can be unanimously accepted.

Based on the expert descriptions above, the researchers conclude that reading is a long learning process in which the reader comprehends and expresses the meaning of written text through physical and mental activity.

b. The Goals of Reading

There are so many goals that can be achieved through reading, but the most basic and important one is to comprehend the text. Comprehension itself is about understanding what has happened and is happening in the book or text that had been read. The next one is fluency and expression. Beginning and less skilled older readers tend to be slow, hesitant, and with little or no expression. Therefore, usually, the understanding of the text is affected, the confidence level is low, and they do not like to read. Therefore, fluency is and should be a major goal of literacy. Historically, and until the early 1900s,

reading instruction emphasized reading fluency (during oral reading) that functioned as an important indicator of progress and proficiency (Starter & Allington, 1999). Since then, emphasis has been placed on silent reading as a result of instruction in reading, and the emphasis on fluency has been limited to elementary grades (Starter & Allington, 1991). Keeping in mind our current understanding of the reading process, perhaps a middle ground between the two extremes will help children navigate the road from beginner to expert reader smoothly.

As the result, the more someone read, the more knowledge that person will gain through reading because not only learning new vocabulary but also knowing where and when that vocabulary should be used. It is so-called decode, meaning the reader should have strategies to figure out difficult words and their meaning.

On the other hand, here are two main reasons why people read. One is for their pleasure and the other one is to get information from what they have read. As a pleasure, Reading can be described as something to do to spend time without having to leave the house. Some people read to entertain themselves and do it for pleasure while others read just to find the information they need.

2. Reading Comprehension

Comprehension is one of the reading goals. Comprehension means comprehending or understanding the text to get the information from it. The problem is the readers find it hard to comprehend the thing that they read in some cases because they find difficult words. It made them unable to understand the full meaning behind what they have read.

There are many definitions of reading comprehension that are given by experts from different points of view. Johnson, in Mikulecky (1990: 2) define reading comprehension as a complex behavior involving the conscious use of different strategies, including problem-solving strategies, to construct a model of meaning that the writer is given was intended. According to Harmer (1991: 206), reading for general understanding is a skill that involves only getting the gist of a text. The reader is not looking for a particular point, but for what is needed to

understand the text as a whole. According to Oakhill, Cain and Elbro (2015: 1), reading comprehension is a complex job that requires a combination of different skills and cognitive abilities. This means reading comprehension is the ability to read a text, process it, and make sense of it. Reading comprehension is the process of understanding a text, in particular the reception of ideas, information, then explain the meaning (Harida, 2012: 184). According to McNeil (1992: 16) to understand is to give meaning to the text. From an interactive perspective, reading comprehension is about gathering information from context and combining different elements into a new whole. Heston (2001) mentions that reading comprehension is a student's understanding of what he or she has read and is measured based on how effectively a student can answer questions related to the reading and recall details. Proficient readers engage in an intentional problem-solving process to comprehend.

This process has a before, during, and after component. Most readers who are explicitly taught reading comprehension skills and strategies are likely to learn, develop, and use them spontaneously (Block, & Pressley, 2001). Moreover, Critical reading comprehension skills and strategies include the ability to summarize, predict, develop questions, clarify, relate the content of the text to personal experience and knowledge (activate prior knowledge), construct mental understanding representations of the text, monitor understanding of the text, and determine and connect important ideas to construct meaning (Block, & Pressley, 2001; Moats, 1998). Moreover, reading comprehension deals with students about what they are reading and how effectively a student could answer a question related to the reading.

It can be concluded that reading comprehension is the ability of students to read a text or reading and then process and understand the meaning of the reading. Students' understanding of what they have read is measured by how effectively a student can answer questions related to reading and remembering details.

Numerous factors influence reading comprehension and the result of it depends on the process. The process itself is complex and requires readers'

knowledge about the real world, which means the readers need to know what he reads and then understand it to imagine it as a real condition in the world.

The components of reading comprehension are also a complex, multi-component process, involving many interactions between the reader and the text. According to Langan (2002), there are several reading comprehension skills, which are: Content vocabulary: to get the purpose and meaning of the text; Subject or title: no story information; Gist: to get the problem statement; Specific information: know what the subject of the story is doing; Deductive: know what the author wants to say through the story. There are six types of learning strategies according to Harvey and Goudvis (2000) Making connections; To ask questions; visualization; Defining text; Making deductions; synthetic.

3. Paired Reading

It is well known that reading is one of childhood's great intellectual accomplishments. Yet, many otherwise intellectually capable children fail to attain a reading skill level necessary to promote other later forms of learning. It has been that before about the third grade, children are learning to read, and after that, they are reading to learn. Records times, miscues Reading proficiency then becomes more central to school learning as children advance through the grade levels. Children who experience difficulties in the development of efficient reading skills do not do as well as other students in content area classes, have lower self-esteem, are more likely to pose discipline problems in school, and are less likely to graduate from senior high school (Shanahan & Barr, 1995).

Paired reading is a method and enjoyable way for more able readers to help less able readers develop better reading skills. In North America, it is also known as Dialog reading. The method is adaptable to any reading material, and tutees books that are of intrinsic interest to them. Encouragement to read little and often is usual. This method is very exciting for students because students can correct each other with their partners about how to read a text and students can also share the meaning of the text with a partner. so that they can complement each other. This method also requires students to take an active role in the

classroom when learning, so they do not feel bored when learning. This method is a good solution to assist teachers in providing an understanding of the students about the text, so they can create effective learning.

The paired reading is a method in which students are paired to Cooperate in understanding an article, in practice paired reading method must use strategy. Students who read at a higher level are paired with those who are less fluent in reading. So that, both can work together to improve the process. Paired reading has many benefits first through paired reading method students to partner or collaborates to improve reading comprehension. The second helps to read the rest of the lower level of the standard to facilitate the reading level so that they can complement each other.

Mathes, Fuchs, Fuchs, Henley, and Sanders (1994) used the term “partner reading” to describe this method of reading instruction when it involved pairing two students. Paired reading is defined here as an instructional reading method that pairs more-skilled and less-skilled readers and focuses on developing reading fluency by requiring children to read connected text while being supervised by a partner. A skilled reader in each pair reads the connected text first. Then the less-skilled readers read the same text.

It can be concluded that paired reading is Improve students' reading comprehension by reading relevant texts under the guidance of a partner. In other words, it provides a good reading model, including rate, emphasis, and pause.

An inherent disadvantage of paired reading is that requires a one-to-one reading relationship. However, the pairing of readers is not restricted to teacher/student it can help involve the pairing of parent/child or more skilled student/less-skilled student. Paired Reading method shave the advantage of providing a model of appropriate reading, including rate, emphasis, and pausing. When a less-skilled reader is concentrating on word recognition, making higher demands on working memory capacity (Daneman & Carpenter, 1983; Just & Carpenter, 1992).

Steps in Training

Describe the paired reading technique. Inform your students that you will be teaching them paired reading, a straightforward strategy for improving young children's reading. Jim Wright (2002) cites the following stages for paired reading:

- a. Read aloud to your student from the text.
- b. Allow the student to read independently while you follow along silently when they tap your hand.
- c. If a student violates the five-second rule by reading a word incorrectly, skipping a word, or not knowing a word:
 1. Highlight the word
 2. Say the term to them
 3. Say the term to them
 4. Continue reading aloud with them.

Jim Wright (2002) in his steps of paired reading “Divide students up into pairs. Instruct each pair that one student is to assume the role of tutor and the other is to pretend to be better. Have the pairs practice paired reading for about 5 minutes while you circulate the room observing and providing encouragement and corrective feedback? Then direct the pairs to trade roles, with the former tutee taking the role of tutor and vice versa. Give them an additional 5 minutes to practice under your supervision”.

2.2 Previous Study

In Writing, this research found some researcher which is related. Those are:

1. Neng Tita (2018) in her thesis entitled “The Effectiveness of Paired Reading Method in Teaching Reading Comprehension of Narrative Text”. The research is conducted based on statement of the problem 1). How is the implementation of Paired Reading Method to teaching reading comprehension of narrative text? 2). How is the effect of Paired Reading Method in teaching reading comprehension of narrative text? In reference to research problems, this is aimed to: 1) To describe the implementation of Paired Reading Method to the first year

in SMK 19 Maret Kadu Hejo Pandeglang. 2) To investigate the effect of paired reading method in teaching reading comprehension of narrative text to answer the questions, the researcher collect data from 50 students spreading in two classes, one class as experimental class and another one is control class by using quasy experimental method. The sample is students at the first grade of SMK 19 Maret Ka du Hejo Pandeglang, and the researcher takes sample from a class as experimental class and B class as control class. The data was gathered through pre-test and post-test.

2. Shinta Suci Yulita (2014) in her thesis entitled “The Effectiveness of Paired-Reading Method in Teaching Reading Comprehension for the Eighth Grade Students of SMP Negeri 13 Mataram in academic year 2014/2015. This experimental research took 30 students for Experimental group and 30 students for Control group. Regarding data collections, the samples were given both pre-test and post-test. These groups were then treated differently, in which Experimental group was treated by applying Paired-Reading Method, while the Control group was treated by Conventional method. The calculation of students’ scores revealed that the mean scores of the students in experimental group was higher than the mean scores of students in control group. Based on the result of the study, Paired-Reading Method effective to be used in teaching reading comprehension for the eighth grade students of SMPN 13 Mataram in academic year 2014/2015. I suggested that the use of Paired Reading method can be an alternative way to teach the language learner, especially to improve the students’ Reading Comprehension. This result hopefully would become a consideration for language teacher to implement Paired-Reading Method in the classroom, especially in teaching Reading to the level of Junior High School.

The difference between the previous studies and this research is the first research focused on the Effectiveness of Paired Reading Method in Teaching Reading Comprehension of Narrative Text. The researcher collect data from two classes, one class as experimental class and another one is control class by using quasy experimental method. And the second focused on The Effectiveness of Paired-Reading Method in Teaching Reading Comprehension, while the Control

group was treated by Conventional method. While this research focused in Improving Students' Reading Comprehension by Using Paired Reading Method.

The Correlation between the previous study and this research is same using to the paired reading method to improve students' reading comprehension. and both use pre-test and post-test as data collection tests.

2.3 Conceptual Framework

This research focuses to know that the use of the pairing reading method can help to improve students' reading comprehension. The conceptual framework of this research is shown in the diagram below.

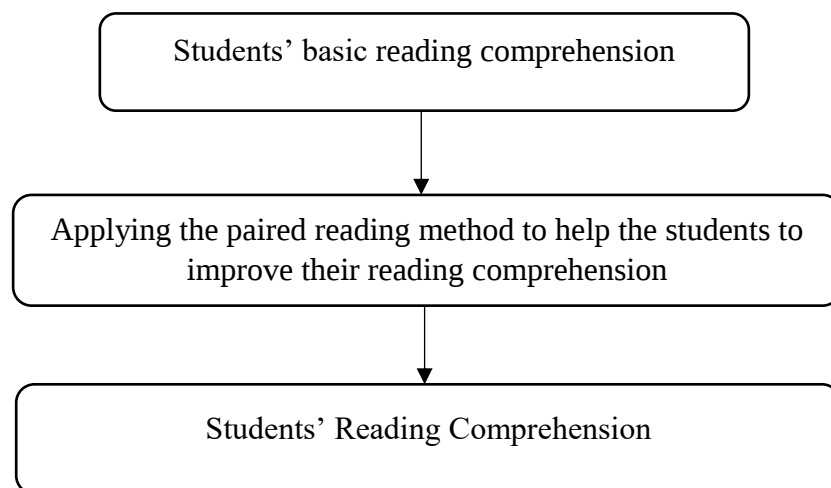


Figure 1: Conceptual Framework

In this research, the researcher was first give the students' some tests to measure the students' in reading, including reading comprehension and their visualization of what they have read. After the first step, the researcher then was start to apply paired reading method to the students' for the time that has been considered. For the last step, the researcher was conducted her post-test to analyze the students' reading skills after being given the treatments.

2.4 Hypothesis

The researcher formulates the hypothesis as follows:

1. H₀: There is no significant difference between the result of the pre-test and post-test after using the paired reading method in improving students' reading comprehension.
2. H₁: There is a significant difference between the result of the pre-test and post-test after using treatment of reading method in improving students' reading comprehension.

If $\text{sig} > \alpha (0.05) = H_0$ Rejected

If $\text{sig} < \alpha (0.05) = H_1$ Accepted

From explanation above, the null hypothesis if sig more than α ($\text{sig} > \alpha$), H_0 is rejected. It means there is no significant difference between the result of the pre-test and post-test after using the paired reading method in improving students' reading comprehension. If sig less than α ($\text{sig} < \alpha$), H_1 is accepted. It means there is a significant difference between the result of the pre-test and post-test after using treatment of paired reading method in improving students' reading comprehension.