

CHAPTER I

INTRODUCTION

A. The Background of the Problem

English consists of four skills that must be learned by students, they are speaking, listening, writing and reading. Reading is one of the language skills in English that holds a very prominent role especially in educational setting. Nowadays, students encounter the great demands of reading activity since the knowledge is in the written form. It means, students should have a good reading skill to discover the content of the text because reading is a process of getting information from written words. It is a basic tool in daily life that makes students successful. On the contrary, students can get some difficulties in finding the information from what they read without reading skills.

According to Nunan (2003) “reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning” (p. 68). Furthermore, Grabe (1991) in Murcia (2000) “ the expectation of reading is to make meaning from the text, and to understand what we read” (p.154). From the statements above, it can be seen that the goal of reading is understanding the information from the text. Understanding here means comprehension.

Reading comprehension is defined as the process of [understanding](#) meaning of text, and to integrate with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of text and to identify antecedents and references in it, ability to draw inferences from a text about its contents, ability to identify the main idea of a text, ability to answer questions answered in a text.

Klinger et al, (2007) states that “ reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. She also said reading comprehension involves much more than readers’ responses to text” (p.2). It means reading comprehension is a multi-component, 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).

In addition, Baker and Brown (2002) cited in Linda J. Dorn and Carla Soffos (2005) state that reading is a complex process involving a network of cognitive actions that work together to construct meaning” (p.7). It means reading is not an easy job. Reading itself will not run well without mastering linguistic components and background knowledge to build a meaning. Both of them should be connected to get comprehension in reading.

In order to support students’ need in enhancing their reading comprehension, school based curriculum provides reading as a major skill that must be taught and mastered by the students. In the curriculum, one of the aims of teaching reading is to enable the students to read and comprehend a text. In line with the statement above, Badan Standar Nasional Pendidikan (BSNP) said that “ In learning English, students should be able to use language for communicative purposes either in written or oral language in order to communicate in the global era. Especially for reading at the eleventh grade of Senior high school, students are demanded to comprehend the meaning of

monolog/ essay *Report, narrative and analytical exposition texts* in a daily life. Whereas, the basic competence of reading is responding meaning and rhetorical steps in the essay that use written language diversity accurately, fluently, and acceptably in the context of daily life and accesses knowledge in text forms of *Report, narrative and analytical exposition.*”

Azzuhra Islamic School Pekanbaru is one of the Senior High Schools that offers English to students. The curriculum that is used was School Based Curriculum (SBC). As well as demand of school based curriculum, Azzuhra Islamic school also demanded students to comprehend the meaning of monolog/ essay especially *Report, narrative and analytical exposition text.* The minimum passing grade for english subject was 75 with the criterion that is written by Douglas (2003) as follows:

Table 1
Rubric for Scoring Reading Comprehension

Descriptive	Scoring		
	Score	Mark	Qualification
a. Very good at finding meaning of unfamiliar word (vocabulary) of the text. Shows good ability to identify topic of the text. Almost no problems at identifying generic structure of the text, reference and inference of the text.	86 - 100	A	Very Good
b. Good at finding meaning of unfamiliar word (vocabulary) of the text. Shows some abilities to identify topic of the text. Some minor problems at identifying generic structure of the text, reference and inference of the text.	70 - 85	B	Good

c. Enough at finding meaning of unfamiliar word (vocabulary) of the text. Still shows some abilities to identify topic of the text. Some problems at identifying generic structure of the text, reference and inference of the text.	56 - 69	C	Enough
d. Unable at finding meaning of unfamiliar word (vocabulary) of the text. Fails to identify topic of the text. Many problems at identifying generic structure of the text, reference and inference of the text.	<55	D	Bad

Based on the preliminary observation at Azzuhra Islamic School Pekanbaru by interviewing a teacher of English there, for teaching reading comprehension generally teacher asked students to read text, to translate text, to find the difficult words, topic, main idea, communicative purpose, specific information, reference, inference, and generic structure of reading text. In order to improve reading comprehension, teacher also gave an interesting text by using picture and other media. Based on the description above, students have been taught reading well, however, most of the students still got difficulties in reading comprehension especially in narrative text. It could be seen from their daily test. Most of students got score under the passing grade. It meant that, there was a discrepancy between the expectation of curriculum and the reality. The curriculum demanded students to comprehend the text, but in reality they still could not comprehend the text as well as curriculum want. The students' achievement in reading comprehension especially on narrative text was still far from the expectation of curriculum.

The problems of the students could be described as follows:

1. Some of the students had difficulties to identify topic of narrative text.
2. Some of the students couldnot identify inference and reference of narrative text.
3. Some of the students had problems to get the meaning of unfamiliar word of narrative text.
4. Some of the students were not able to identify communicative purpose of narrative text.
5. Some of the students had problems to understand about content of narrative text.
6. Some of the students could not determine generic structure of narrative text.

To solve these problems, the researcher tries to find out alternative strategy to build and to improve students' reading comprehension. We need an effective strategy to solve and to help student's problem in their reading comprehension. This strategy may later become students' learning strategy in reading text in order to develop and improve their reading comprehension. This strategy is called *Paired Reading Strategy*.

Thus, the researcher is interested in conducting the problems above into a research project entitled: **The Effect of Using Paired Reading Strategy on Students' Reading Comprehension in Narrative text at Islamic Senior High School Azzuhra Pekanbaru.**

B. The Problem

1. Identification of the problem

- a. How good are students to identify topic of narrative text?
- b. How good are students to identify reference and inference of narrative text?
- c. How good are students to get meaning of unfamiliar word of narrative text?
- d. How good are students to identify communicative purpose of narrative text?
- e. How good are students to identify content of narrative text?
- f. How good are students to determine generic structures of narrative text?

2. Limitation of the Problem

Based on the identification of the problem above, this research only focuses on the students' problem in identifying topic, unfamiliar word, inference, reference, and generic structure.

3. Formulation of the Problem

- a. How is the students' reading comprehension in narrative text taught by using Paired Reading strategy at the eleventh grade of Azzuhra Islamic School Pekanbaru?
- b. How is the students' reading comprehension on narrative text taught without using Paired Reading strategy at the eleventh grade of Azzuhra Islamic School Pekanbaru?

- c. Is there any significant difference of students who taught by using and without using Paired Reading strategy on students' reading comprehension in narrative text at the eleventh grade of Azzuhra Islamic School Pekanbaru?

C. Reason For Choosing the Title

There are some reasons why the writer is interested in carrying out this research. This research is conducted based on following reasons:

1. The title of this research is relevant with the writers' status as a students of English education department.
2. The title of this research is not yet investigated by their previous research.
3. The location of the research facilitates the writer in conducting the research.

D. The Objective and Significance of the Research

1. The Objective of the Research

- d. To know the students' reading comprehension in narrative text who taught by using Paired Reading strategy at the eleventh grade of Azzuhra Islamic School Pekanbaru.
- e. To know students' reading comprehension in narrative text who taught without using Paired Reading strategy at the eleventh grade of Azzuhra Islamic School Pekanbaru?
- a. To know whether there is significant difference of students who taught by using and without using Paired Reading strategy on

students' reading comprehension in narrative text at the eleventh grade of Azzuhra Islamic School Pekanbaru or not.

2. The Significance of the Research`

After conducting this research, the writer hopes:

- a. These research finding are expected to increase the researcher knowledge about research, especially the researcher's scientific insight regarding paired reading Strategy.
- b. These research findings are also expected useful and valuable, especially for students and English teachers of Azzuhra Islamic School Pekanbaru.
- c. These research findings are expected to give contribution to English in varying teaching strategy especially in reading course.

E. Definition of the Terms

The writer uses some specific terms in this research. In order to avoid misunderstanding and misinterpreting, the writer provides the definition of all the terms used in this study as follows:

1. Effect

According to Hornby (2005) "effect is change that something or somebody causes in something or somebody else" (p.138). It means that, effect is something that influence something else. The influence in this research refers to the effect of using paired reading strategy on students'

reading comprehension in narrative text at Azzuhra Islamic School Pekanbaru.

2. Paired Reading Strategy

Gerdes (2000) said that “paired reading is a strategy in which students take turns tutoring one another” (p. 30). Furthermore, Lee Nes (1997) explained that “paired reading involves the pairing of two readers. The pairing may consist of parent/child, teacher/student, or student/student. Pairs are started out by reading together to read alone during the session. It has tutee and tutor. When the tutee reads a word incorrectly, the tutor must wait four seconds to see if the tutee will correct the mistake” (p. 5). If s/he does not, then the tutor must demonstrate how the word should be said and then have the tutee repeat the word correctly before carrying on. Then, Pairs are encouraged throughout the session to discuss the text to develop enthusiasm and ensure that they do understand the content. (Topping et al., 2011, p. 34)

3. Reading comprehension

According to Richards (2010) “reading comprehension is a process by which the meaning of a written text is understood” (p. 438). It means that reading is a process of understanding a written text to get the meaning.

4. Narrative

Langan (2001) states that “narrative is simply a story that illustrates a point. That point is often about an emotion that is felt” (p.

260). On the other words, narrative is text that present a story telling that tell about experience that display emotion such as anger, sadness, and pain.