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## CHAPTER I INTRODUCTION

### A. Background of the Problem

In learning English at Senior High School, there are four skills that should be mastered by students, namely reading, writing, listening, and speaking. According to Nunan (2003) in Idham (2014:96), reading is a set of skills that involves making sense and deriving meaning from printed words. In order to read, readers must be able to decode (sound out) the printed words and also comprehend what they read.

Reading is one of the language skills that must be mastered by English learners. In academic setting, reading is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretation (Murcia, 2011:187). Reading is useful for other purposes too that any exposure makes student understand it and it is a good thing for language students (Harmer, 1998:68). So, reading is important thing for students, especially in English language learning and through reading the student can get the information, ideas to support their knowledge and also they can get the information that they do not know previously to get the ideas.

In reading, there are many kinds of reading text, such as narrative, recount, report, descriptive, explanation, analytical exposition, hortatory exposition,



procedure, discussion, news item and so forth. Narrative text is one of genre of text should be taught to students of senior high school especially in tenth graders.

State Senior High School 1 Tualang is one of the State Senior High School in Siak Regency, English subject is taught twice a week with the allocation of time is 2×45 minutes for each meeting. This school uses Curriculum 2013 as its guidance in teaching learning process. In order to accomplish students' needs toward reading, the curriculum provides reading as one of the skills in mastering English that must be taught and learned in this school. Based on the curriculum which is used by the school, it is stated that the minimum criteria score of the students in English ability is 75. Moreover, the standard competency of students in the first grade is comprehend the meaning of the short functional texts and essay such as *descriptive, recount and narrative text*. Then, the writer was focused in narrative text.

Based on writer's observation on June 2016, it was found that the teaching strategy which was used by the teacher was Question Answer Relationship. According to (Richard, 2009) Question- Answer Relationship is a reading strategy in which students categorize comprehension question, So that they got the information they needed to answer each question. Students are asked to indicate whether the information they used to answer question about the text was textually explicit and implicit information or information entirely from the students' own background knowledge. But in fact, the students still get difficulties to comprehend the reading text.



From the explanation above, the students in State Senior High School 1 Tualang especially at tenth grade have problem in reading comprehension. The writer found the problem such as, some students were not able to identify generic structure of the text, such as orientation, complication, resolution and re-orientation. They were not able to find out the main idea in each paragraph. Then, they also have difficulty to identify general/specific information based on the text and they were not able to identify language feature in narrative text.

Based on phenomena above, the writer conclude it is necessary to improve the students' reading comprehension as good as possible because the teaching strategy that used by the teacher in teaching reading is not effective yet to improve students' reading comprehension. Therefore, the writer want to apply Classwide Peer Tutoring technique that can help students in reading comprehension especially in narrative text.

According to Greenwood (1989) in Slavin (2005:26) Classwide Peer Tutoring (CPT) is a technique that engages peer tutors. A student act as a tutor and the other student acts as a tutee. The tutor serves or asks some problems to the tutee. If the tutee can answer correctly, he/she gets point. If not, the tutor prepares the right answer, then the tutee writes down and rereads the right answer three times. Each ten minutes, tutor and tutee are switching. The reward is given to dyads/pairs who are able to earn the most points/score in each day. In other hand, all of students in class are attended to them. So, when the students are faced directly by elements of the story in their reading, they will able to

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understand the narrative text fully and their memory can go along with in narrative text.

The problem explained above motivates the writer to investigate the problem in a research project entitled: **Teaching English Using Classwide Peer Tutoring Technique: It's Effect on Students' Reading Comprehension in Narrative Text at State Senior High School 1 Tualang.**

## **B. The Problem**

### **1. The Identification of the Problem**

Based on the background of the problems and phenomena that writer shows above. The writer would like to specifically identify several phenomena related to the problem of the students in comprehending narrative text. They were as follows:

- a. Why were some of the students not able to identify generic structure of the text, such as orientation, complication, resolution and re-orientation?
- b. Why were some of the students not able to find out the main idea of the text?
- c. Why were some of the students not able to identify general/specific information based in the text?
- d. Why were some of the students not able to identify language feature in narrative text?



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## 2. The limitation of the Problem

In this research, writer focused on the students' reading comprehension to identify generic structure, general/specific information and language feature from narrative text taught by using Classwide Peer Tutoring technique at State Senior High School 1 Tualang.

## 3. The Formulation of the Problem

Based on the limitation above, the problems are formulated in the following research questions:

- a. How is the students' reading comprehension taught by using Classwide Peer Tutoring technique at State Senior High School 1 Tualang?
- b. How is the students' reading comprehension without using Classwide Peer Tutoring technique at State Senior High School 1 Tualang?
- c. Is there any significant difference that being taught by Classwide Peer Tutoring Technique and without using Classwide Peer Tutoring technique on development students' reading comprehension in narrative text?
- d. Is there any significant effect of teaching English without using Classwide Peer Tutoring technique on the student's reading comprehension at State Senior High School 1 Tualang?





## **C. The Objective and Significance of the Research**

### **1. The Objective of the Research**

The objectives of this research generally is to find out the answer of the problems and state purposes clearly. Specifically, this research intends:

- a. To know the students' reading comprehension in narrative text of the tenth grade State Senior High School 1 Tualang taught by using Classwide Peer Tutoring technique.
- b. To know the students' reading comprehension in narrative text of the tenth grade at State Senior High School 1 Tualang without taught by using Classwide Peer Tutoring technique.
- c. To find out whether or not any significant difference of using Classwide Peer Tutoring technique on students' reading comprehension in narrative text of the tenth grade at State Senior High School 1 Tualang.
- d. To find out whether or not any significant effect of using Classwide Peer Tutoring technique and without using Classwide Peer Tutoring technique on students' reading comprehension in narrative text at State Senior High School 1 Tualang.

### **2. The Significance of the Research**

Related to the research objectives described above, the writer points out the significance of the research as follows:



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- a. To help the students to improve their reading comprehension on narrative text taught by using Classwide Peer Tutoring technique.
- b. To complete the writer's task in fulfilling the requirements for the award of undergraduate degree in English Education Department of Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau.
- c. Hopefully, this research is able to benefit the writer as a novice researcher especially in conducting a research
- d. To give positive contribution related to the process of teaching and learning English, especially in term of the effect of Classwide Peer Tutoring technique on narrative text of the tenth grade at State Senior High School 1 Tualang.

#### D. The Definition of Term

In order to explain and avoid misunderstanding and misinterpretation about the meaning of the terms used in this research, the writer provides the following definitions:

##### 1. Classwide Peer Tutoring Technique

According to Greenwood (1989) in Slavin (2005:26) Classwide Peer Tutoring (CPT) is a technique that engages peer tutors. A student act as a tutor and the other student acts as a tutee. The tutor serves or asks some problems to the tutee. If the tutee can answer correctly, he/she gets point. If not, the tutor prepares the right answer, then the tutee writes down and rereads the right



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answer three times. Each ten minutes, tutor and tutee are switching. The reward is given to dyads/pairs who are able to earn the most points/score in each day. In other hand, all of students in class are attended to them.

## 2. Reading comprehension

According to Transkerley (2003:108) reading comprehension is the process of constructing meaning from a text that is defined as the level of understanding of a written text. In addition, reading comprehension is as process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002:11). It means that the reader does the construct processes to getting information of written text.

### E. The Reason of Choosing the Title

The following is the reasons why the writer is interested in doing this research:

1. The writer was interested in carrying out this research in order to know the effect of using Classwide Peer Tutoring technique on reading narrative text comprehension of the tenth grade students at State Senior High School 1 Tualang.
2. This research title is relevant to the writer's educational background as a student of English Education Department of UIN Sultan Syarif Kasim Riau.
3. The location of the research facilitate the writer in conducting the research.