

## CHAPTER 1

### INTRODUCTION

#### A. Background of the Problems

Reading is an activity that is easy to do but reading with comprehension is difficult for most of people. Reading is not only an activity but also one of the language skills that has to be mastered in English as a foreign language learning process. As supported by Nunan, reading is an essential skill for learners of English as a second language.<sup>1</sup> In addition, Brown also argued that reading ability will best be developed in association with writing, listening and speaking activity.<sup>2</sup> It is clear that the fluency in reading will also help the fluency in another of language skills of English.

In reading, a reader not only pronounces the words in a text passage but he or she also needs to comprehend the text to know what the text is talking about. Reading is also an activity which helps readers to find the information they need. Nunan said that reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning.<sup>3</sup> It is clear that reading is not an activity without purpose. According to Hasibuan and Ansyari, the purpose of reading also determines the

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<sup>1</sup>David Nunan, *Practical English Language Teaching*. New York: McGraw Hill. (2003). pp. 69

<sup>2</sup>H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall. (1994). pp. 283

<sup>3</sup>David Nunan, *Op. Cit.*, pp. 68

appropriate approach to reading comprehension.<sup>4</sup> O'Shea, Sindelar and O'Shea in Klingner, Vaughn and Boardman also stated 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.<sup>5</sup> So, reading is useless without comprehension.

Comprehension is a process where the readers try to get a meaning from the words of the text and combine with their knowledge, so that the readers can get what information which is needed and enhance their knowledge. So, the main purpose of reading is comprehension. Because of this reason, Elizabeth, Angaluki and Micheal are sure that comprehension is an active activity in constructing meaning.<sup>6</sup>

In Indonesian schools, reading is categorized as a language skill that has to be mastered by all students in English teaching and learning process of junior and senior high school. Reading is an activity that gives many advantages to readers or students. All the lessons learned by students in schools will be more easily understood if they have a good comprehension of reading. Hasibuan and Ansyari have stated that reading is an interactive

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<sup>4</sup>Kalayo Hasibuan, and Muhammad Fausan Ansyari, *Teaching English as a Foreign Language (TEFL)*, Pekanbaru.: Alaf Riau Graha UNRI Press. (2007). pp. 114

<sup>5</sup>Janette K. Klingner, et al, *Teaching Reading Comprehension to Students with Learning Difficulties* [Electronic Book]. New York: The Guildford Press, 2007, p. 2

<sup>6</sup>Elizabeth S Pang., et al. *Teaching Reading* [Electronic Book]. Switzerland: International Academy of Education. (2003). p. 14

process that goes on between the reader and the text, resulting in comprehension.<sup>7</sup>

Yet, comprehension in reading is not easy to be taught to students especially in the English language that is not their native language. Therefore, according to Jimenez, Garcia, and Pearson, 1996 in Lems, Kristin, Miller, and Tenena, reading comprehension requires the use of *strategies* before, during, and after reading. In the context of reading comprehension, strategies can be defined as deliberate actions that readers take to establish and enhance their comprehension.<sup>8</sup> Based on the opinions above, the writer concludes that students' reading comprehension can be influenced by the use of effective strategy for teaching and learning process.

SMA YKPPUP II Dumai is one of the senior high schools in Dumai. As a formal school, SMA YKPP UP II Dumai also has used KTSP as operational curriculum in the teaching learning process. According to School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan – KTSP tahun 2004), the purposes of learning English are to comprehend the meaning of the functional written text and simple essays such as recount, narrative, procedure, descriptive, news item, spoof, report, analytical, exposition, hortatory

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<sup>7</sup>Kalayo Hasibuan, and Muhammad Fausan Ansyari, Teaching English as a Foreign Language (TEFL), Pekanbaru, Alaf Riau Graha UNRI Press. (2007). pp. 114-115

<sup>8</sup>Kristin Lems., Leah D. Miller, and Tenena M. Soro. *Teaching Reading to English Language Learner [Electronic Book]*. New York: The Guildford Press. (2010). p. 172

exposition, explanation, discussion, and simple review in daily life context and to access the knowledge.

Functional written texts are the short texts that have some functions based on the purpose such as: invitation, advertisement, memo, letter or announcement which are always seen and used in our daily life. Whereas, simple essay is an essay or text that is divided by the kind of text such as recount, narrative, procedure, descriptive, new item, spoof, report, analytical exposition, hortatory exposition, explanation, or discussion. Based on the explanation above, it is clear that reading is an important language skill that must be mastered by the students. Based on the writer's preliminary study at the second year SMA YKPP UP II Dumai, it describes that some of the students had some difficulties in comprehending text. Their ability in comprehending text was still far from the curriculum expectation itself. It can be itemized into the following phenomena:

1. Some of the students are not able to answer the question that is related to the text
2. Some of the students have lack of vocabulary to comprehend reading text
3. Some of the student are not able to identify the main idea of paragraph
4. Some of the students are not able to identify the kind of text involved
5. The students' scores in comprehending text passage are still far from expectation of school.
6. The students look bored in doing reading activity in classroom

In teaching learning process, the writer also found that the teacher usually used some techniques such as skimming and scanning to ease students in answering the related question in reading text. However, the students still got difficulties in comprehending the reading text. It could be caused by limited time that students got in learning English. Therefore, based on the description above, it is clear that most of the students of SMA YKPP UP II Dumai need appropriate strategy or technique to help them solve the problems.

As supported by the characteristics of School Based Curriculum, the achievement in learning process has to use various approach, method, technique or strategy. Students need a strategy or technique that can help them comprehend the text.

Approach, method, technique, and strategy can be distinguished from the definition as follows:

1) Approach

Richard and Rodger in Harmer have stated the theories about nature of language and language learning that serve as the source of practices and principles in language teaching.<sup>9</sup> Based on Harmer, an approach describes how language is used and how its constituent parts interlock – in other words, it offers a model of language competence.<sup>10</sup>

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<sup>9</sup> Jeremy Harmer, *The Practice of Language Teaching*. (New York: Longman, 2004), pp.78

<sup>10</sup> Ibid

## 2) Method

According to Harmer, a method is the practical realization of an approach.<sup>11</sup> There are various techniques and procedures in method. The method is smaller than approach.

## 3) Technique

According to Brown technique is any of a wide variety of exercise, activity or task used in language in the language classroom for realizing lesson objectives.<sup>12</sup> Technique and strategy almost have the same definitions but technique is more specific in the application.

## 4) Strategy

Brown also argues that strategy is a specific method of approaching problem or task, modes of operation for achieving the particularly planned design for controlling and manipulating certain information.<sup>13</sup> In addition, Oxford and Ehrman in Brown defined second language learning strategies as “specific actions, behavior, steps or technique...” used by students to enhance their own learning.<sup>14</sup> So, strategy is an activity that is chosen to facilitate students in delivering the learning method.

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<sup>11</sup> Ibid

<sup>12</sup> H. Douglas Brown. Teaching by Principles An Interactive Approach to Language Pedagogy. (San Fransisco: Longman, 2007), pp.16

<sup>13</sup> Ibid, pp. 119

<sup>14</sup> Ibid.

There are many kinds of approaches, methods, techniques, and procedures that are applied by teacher and researcher in language learning. Parrish in Hasibuan states that one such approach to teaching language lesson, called PPP model.<sup>15</sup>

**Presentation** Show how language is used and formed through a story or dialogue, for example; highlights the target forms; check for learner understanding through accurate reproduction activities.

**Practice** Highly controlled activities, drills, and dialogue repetition. (While more meaning-based than the strict mechanical drills, these activities are carryovers of the Audiolingual Method)

**Production** Free activities that allow learners to try the new language more spontaneously, e.g., information gap activities and role plays.”<sup>16</sup>

The PPP model is also applied in learning process. Presentation is applied when the teacher explains about the lesson and tells what and how strategy or technique is used in every learning process. Practice is the part in which the students are involved in learning process. It means that peer tutoring

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<sup>15</sup> Kalayo Hasibuan, Muhammad Fausan Ansyari, Teaching English as a Foreign Language. (Pekanbaru: Alaf Riau, 2007), pp. 39

<sup>16</sup> Ibid, pp. 40

strategy is applied in this stage by students. They do the procedures of strategy. Production is phase to see learning outcome of students. In production, the student will show that the strategy or technique used is successful or not in influencing their learning outcomes.

In this research, the writer applied one strategy considered to be helpful in reading comprehension. Peer tutoring is one of the strategies that can be used in reading. Peer tutoring is a type of instructional strategy in which students are taught by their peers, who have been trained and supervised by the classroom teacher.<sup>17</sup> Willis also argued that peer work can provide a lower stress opportunity for students to share their understanding.<sup>18</sup> Therefore, the writer thinks that this strategy is good to be applied in solving the problem in reading comprehension.

Based on the description above, the writer is interested in conducting the research entitled **“The Effect of Using Peer Tutoring Strategy toward Students’ Reading Comprehension at the First Year of SMA YKPPUP II DumaiSelatan Kota Dumai”**.

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<sup>17</sup>Peer Tutoring.Retrieved on March 26<sup>th</sup>, 2011.  
[http://www.lehigh.edu/projectreach/teachers/peer\\_tutoring/peer\\_tutoring\\_open.htm](http://www.lehigh.edu/projectreach/teachers/peer_tutoring/peer_tutoring_open.htm)

<sup>18</sup>Judi Willis,*Teaching The Brain to Read*[*Electronic Book*].Virginia USA: Association for Supervision and Curriculum Development. (2008). pp. 143

## **B. Reason of Choosing the Title**

The reasons why the writer is interested in carrying out a research on the topic above are based on several considerations:

1. The problems of the research are very interesting and challenging to be investigated in terms of teaching and learning reading in EFL/ESL class.
2. The topic is relevant to the writer as one of the students of the English Education Department
3. As far as the writer is concerned, this research title has never been investigated by any researcher yet
4. The writer has ability to do the research based on the problems above related to the time, ability and finance.

## **C. The Definitions of Term**

1. Peer tutoring

Peer tutoring is an instructional method in which one child tutors another in material or which the tutor is an “expert” and the tutee is a “novice”.<sup>19</sup> In this paper, this strategy is expected to be useful to increase students’ reading comprehension.

2. Reading comprehension

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<sup>19</sup> Edward E. Gordon, *Peer Tutoring: A Teacher’s Recourse Guide[Electronic Version]*. (United States of America: ScarcecrowEducation, 2005), pp. 1

K. Sharen Jannete (Anderson, Hiebert, Scott, and Wilkinson, 1985; Jenkins, Larson, and Fleischer, 1983; O'Shea, Sindelar, and O'Shea, 1987) points out 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.<sup>20</sup>

### 3. Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.<sup>21</sup> There are three generic structures of recount text that consist of orientation, event and reorientation.

## **D. The Problems**

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

Based on the problems that are described above, it can be concluded that some of the students have some difficulties in English subject especially in reading comprehension. The problems of this research are identified as follows:

1. Why are some of the students unable to identify the main idea of paragraph?

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<sup>20</sup>Jannete K Klinger., Sharon Vaughn, and Alisson Boardman, *Teaching Comprehension to Students with Learning Difficulties*[*Electronic Book*]. (New York: The Guildford Press, 2007), pp. 2

<sup>21</sup>Recount text. Retrieved on January 5<sup>th</sup>, 2014. <http://pakpuguh.wordpress.com/2011/08/15/recount-text/>

2. Why are some of the students unable to identify the kind of text involved?
3. How are students' scores in comprehending text passage?
4. Why do some of the students not have adequate vocabularies in reading?
5. What treatments can make the students able to comprehend text well?
6. What are students' efforts in comprehending reading text?
7. Why are some of the students unable to answer the questions based on the text correctly?
8. Why are some of the students bored in reading learning process?
9. How is the effect of peer tutoring strategy in students reading comprehension?

## **2. The Limitation of the Problems**

Based on identification of the problems above, it can be known clearly that there are many problems that ought to be investigated. This research focuses on the scope of:

1. The students' reading comprehension after being taught by using peer tutoring strategy.
2. The students' reading comprehension after being taught by using conventional strategy.

3. The effect of using peer tutoring strategy toward students reading comprehension at the first year of SMA YKPP UP II DUMAI

Because of limited time, finance, and writers' ability, this research is limited to the students' reading comprehension in recount text at the first year of SMA YKPP UP II Dumai.

### **3. The Formulation of the Problems**

Based on the background and the phenomena that are described by the writer above, the formulations of the problems in this research are:

1. How is the students' reading comprehension after being taught by using peer tutoring strategy?
2. How is the students' reading comprehension after being taught using conventional strategy?
3. Is there any significant effect of using peer tutoring strategy toward students' reading comprehension?

## **E. The Objectives and Significance of the Research**

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

The objectives of this research can be described as follows:

- a. To find out the data about the students' reading comprehension after being taught by using peer tutoring strategy at the first year of Senior High School YKPP Dumai.
- b. To obtain the data about students' reading comprehension after being taught by using conventional strategy at the first year of Senior High School YKPP Dumai.
- c. To figure out the significant effect of using peer tutoring strategy in reading comprehension at the first year of Senior High School YKPP Dumai.

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

- a. This research is hopefully contributed to the writer as a researcher in term of learning research as a novice researcher.
- b. This research finding is expected to be useful in increasing students' reading comprehension.
- c. This research finding is also expected to give positive contribution related to the process of teaching and learning English especially in term of reading comprehension at first year of Senior High School YKPP Dumai.

- d. This research finding is also expected to develop the theories on teaching and learning English as a foreign language and to be useful for those who are concerned much in the world of language teaching and learning in general.