

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of the receptive skills in English that should be learned by students as a foreign language. Harmer states that receptive skills are the way in which people extract meaning from the discourse they see or hear. There are generalities about this kind of processing which apply to reading and listening¹. In receptive skills, learners do not need to produce language to do these, they just need receive and understand them. Listening and reading are called receptive skills because learners use their senses to receive the skills. In listening, learners use ears and in reading they use their eyes.

Reading is one of the important language skills that should be mastered by the students. Because reading is generally considered to be a critical skill, both happen within and beyond the walls of the classroom. Its importance for academic success within a school is unlikely to be contested by many people. Reading is a skill that will empower everyone who learns it. She/he will be able to benefit from the store of knowledge in printed materials and ultimately to contribute the knowledge. According to Richards, reading is a perceiving a written text in order to understand its contents. The understanding that results is called reading comprehension². In understanding a text, it is a .complex activity that involves both perception and thought. In learning reading, the students are taught how to read and understand a text well.

¹ Jeremy Harmer. *The Practice of E* 1 *Language Teaching* (Pearson Education Limited, 2001). p.199

² Jack C. Richards, Jhon Platt, He att. *Longman Dictionary of Language Teaching and Applied Linguistic*.(Longaman Group UK Limited 1992).p. 506.

SMPN 1 Siak Hulu is one of the junior high schools in Kampar regency that applies school based-curriculum (KTSP). KTSP used as guidance in teaching-learning process includes reading subject. Based on the syllabus of the second grade students of SMPN 1 Siak Hulu, the basic competence that should be achieved in reading subject is the students are able to understand meaning in functional written text as well as simple and short essays in the forms of descriptive, recount, and narrative to interact in daily contexts³. English has been taught three times a week to the students with the duration 45 minutes for one meeting. It means that they have to learn English 135 minutes in a week. As a target that should be achieved by the students in KKM standard is 60 for English. So, SMPN 1 Siak Hulu Kampar Regency already carries out the teaching-learning process based on school based-curriculum (KTSP) that priority to develop language skills including in reading. Furthermore, the second grade students at SMPN 1 Siak Hulu have been studying reading since the first grade, and they also have started studying English since elementary school, it means that the students should be able to develop their competence in reading comprehension, especially in reading descriptive text but in fact, it is still far from the expectation.

Based on preliminary research by interviewing one of the English teachers at SMPN 1 Siak Hulu, the writer knew that the students had low ability in reading comprehension. They did not have interest in learning reading, because they did not understand the structure of the text and also comprehend the meaning of the text. The writer also found some phenomena indicating that students' ability in reading descriptive text was still low.

The problems faced by students are as follows:

³ Syllabus at the Second Year Students of State Junior High School 1 Siak Hulu.

1. Some of the students get difficulty to comprehend the content of descriptive text.
2. Some of the students are not able to find the main idea in descriptive text.
3. Some of students are not able to identify specific information in descriptive text.
4. Some of the students are not able to find the meaning of unfamiliar vocabularies in descriptive text
5. Some of the students are not able to identify the generic structure of descriptive text.

To provide solution to these problems, the writer has found the appropriate learning technique to improve students' reading comprehension, called Paired Summarizing. Paired Summarizing is a technique in which partners help each other to read with understanding. The technique is intended to encourage different kinds of thinking, that encourage comprehension⁴. This technique can be used in teaching and learning process to improve students' reading comprehension including in reading descriptive text.

Based on the explanation above, the writer is very interested in carrying out a research entitled: The Effect of Using Paired Summarizing Technique toward Reading Comprehension on Descriptive Text of the Second Grade Students at SMPN 1 Siak Hulu Kampar Regency.

B. The Definition of the Term

To avoid misunderstanding and misinterpretation about some terms used in this research, the writer defines them a follows:

1. Effect

⁴ Alan Crawford et al. *Teaching and Learning Strategies for the Thinking Classroom* (New York: The International Debate Education Association, 2005). p.25

Effect is measure of the strength of one variable's effect on another or the relationship between two or more variables⁵. In this research, effect is defined as the writer's identification of the result whether teaching English treated by using paired summarizing technique can give contribution toward students reading comprehension on descriptive text or not.

2. Reading Comprehension

Reading Comprehension is a dialog between an author and the reader⁶. Reading comprehension is a special kind of thinking process by constructing meaning internally from interacting with the material. In this case, reading comprehension is the ability of the second grade students at SMPN 1 Siak Hulu in comprehending the reading descriptive text.

3. Descriptive Text

M. Syafi'I S states that descriptive text is a text that describes a particular place, thing or person according to the space and the sentences that should be arranged in details according to the object being described or located⁷. The text is focused on a particular subject as a present of an impression of something looks.

4. Paired Summarizing :

Paired summarizing is a technique in which partners help each other read with understanding⁸. In this research, the writer applied this technique to know whether there is

⁵ Jack C. Richards and Richard Schmidt. Op Cit. p.175

⁶ Jack C. Richard, et al. *Approach and Methods in Language Teaching*. (Cambridge : Cambridge University Press, 1984). p. 54

⁷ M.Syafii, at al. *The Effect of Paragraph Developments: the Process of Writing for Classroom Setting*. (Pekanbaru: LBSI, 2007). p. 17

⁸ Alan Crawford et al. Op Cit. p.22

any significant effect of using this technique toward reading comprehension on descriptive text of the second grade students at SMPN 1 Siak Hulu or not.

C. The Problem

1. The Identification of the Problem

1. Why do some of the students get difficulty to comprehend the content of descriptive text?
2. Why are some of the students unable to find the main idea in descriptive text?
3. Why are some of students unable to identify specific information in descriptive text?
4. Why are some of the students unable to find the meaning of unfamiliar vocabularies in descriptive text?
5. Why are some of the students unable identify the generic structure of descriptive text?

2. Limitation of the Problem

Based on the identification of the problems stated above, thus, the problems of this research are focused on using paired summarizing technique and reading comprehension on descriptive text of the second grade students at SMPN 1 Siak Hulu Kampar Regency.

3. Formulation of the Problem

- a. Is there any significant difference in students' reading comprehension on descriptive text before using paired summarizing technique for experimental class and without using paired summarizing technique for control class of the second grade students at SMPN 1 Siak Hulu Kampar Regency?

- b. Is there any significant difference in students' reading comprehension on descriptive text after using paired summarizing technique for experimental class and without using paired summarizing technique for control class of the second grade students at SMPN 1 Siak Hulu Kampar Regency?
- c. Is there any significant effect in students' reading comprehension on descriptive text between pre-test and post-test scores by using paired summarizing technique of the second grade students at SMPN 1 Siak Hulu Kampar Regency

D. The Objectives and Significance of the Research

1. The Objective of the Research

- a. To determine about the students' reading comprehension on descriptive text before using paired summarizing technique for experimental class and without using paired summarizing technique for control class.
- b. To determine about the students' reading comprehension on descriptive text after using paired summarizing technique for experimental class and without using paired summarizing technique for control class.
- c. To find out the significant effect whether there is or not significant difference on students' reading comprehension on descriptive text between pre-test and post-test scores by using paired summarizing technique.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

- a. To fulfill one of the requirements for the writer to complete her undergraduate Study Program (S1) of English education department of education and teacher training faculty of UIN SUSKA Riau Pekanbaru.
- b. The research findings are to give information to the teachers about the effect of using paired summarizing technique to improve the students' reading comprehension.
- c. To develop and enrich the writer's knowledge in term of reading ability and teaching English.