

CHAPTER I

INTRODUCTION

In this chapter the researcher presents some points related to this research those include background of the study, formulation of the research problem, the purpose of study, research hypothesis, significance of the study, scope and limitation of the study, and definition of the key term,.

A. Background of Study

Reading is one of language skills which is very important to be learnt by students. Through this activity, students can improve their own language and experience. They will get information and ideas which they need to know. Moreover, they will be able to know what they do not know before.

Reading is a means of communicating information between the writer and the reader. Patel (2008:113) said that reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in live which one can update his/her knowledge. Reading skill is an important tool for academic success, reading is most useful and important skill for people.

Bernhard et al. (2000:6), reading is about understanding written text. It is a complex activity that involves both perception and thought. Reading consists of two related processes word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language.

Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. What we know about reading is mostly based on studies conducted in English.

According to Snow et al (2002:11) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Beside those, when comprehension is interfered, especially in foreign and second language, the students need to improve their comprehension.

Reading comprehension is a complex activity to understand the meaning of the worlds". It means that when the reader reads a material, they get a message from the text. By reading comprehension, learners do not only get some information or knowledge, but they also can get an enjoyment, reading without comprehension its mean nothing. Reading comprehension ability is becoming very important, but in act many students are having difficulty in comprehending. This is a condition where the importance of reading strategies comes in so as to facilitate the reading process and give students a clear sense of what they are reading.

However, when reading strategies are not readily available, the students become easily frustrated and bored because they do not understand what they are reading and as a result. The students have no motivation to read any longer.

Reading is good way to develop and understand English. We know that in daily activities we read many English texts. In other word, the ability to read English texts in any form will give some advantages to our lives.

Junior High School is a formal school in Indonesia. Students are in the Junior High School who just graduate from elementary school. Because of it, teachers need to be creative in correlating the main topic to real situation and students can learn the linguistic features automatically in teaching Junior High School. Students in this level are students are in the transition level from Elementary School which basically they are young learner. So, the teacher's role in teaching will take important part in the process of motivating the students to get a lot of information about the language itself.

In some facts, many students are difficult to comprehend English text. Based on the researcher's experience in practicing of teaching, and interviewed with the students and also observation from the researcher, it was found that the students were still difficult to understand a reading text. The students thought that learning English was quite difficult, especially in reading. They lack of vocabulary, they became frustrated when they had difficulties in reading the target language, they said that their teacher only asks students to read the text and answer the comprehension question provided in the book, and there is no strategy in teaching learning English. Meanwhile, the researcher also found some problems in the class condition during the lesson. The problems were: it was so noisy in the class, the students' concentration was easily distracted by other things

around them, and they were also passive in joining class activities. Students were not interesting with reading English.

In Mts.Aswaja Tunggangri, the minimum score or KKM (Kriteria Ketuntasan Minimal) for English is 70. However, at least fifty percent students in class 7A got under 75. Results obtained from reading test from 20 students, 2 students got score 45, 1 student got score 50, 3 students got score 55, 2 students got score 65, 1 student got score 70, 5 students got score 80, and 6 students got score 85. Based on the data above, it can be seen from 20 students who got score above 70 is 12 students (60%). In this situation, the specific teaching strategy that focuses on the teaching of reading comprehension is needed.

In teaching reading, teachers use several strategies which are suitable with junior high school students. Moreover, some strategies in cooperative learning can be good strategies in teaching learning process such as Think-Pair Share, Student Team Learning (STL), Student Team Achievement Division (STAD), Team Games Tournament (TGT), Learning Together, Complex Instruction, and Jigsaw.

There are some strategies which are developed based on the principles of cooperative learning. According to Kagan in Jacobs (1995:105), one of strategies in cooperative language learning is pairs check strategy (henceforth PCS). He also notes that “by doing PCS, course member may need some practices in thinking aloud. Thinking aloud helps to make our thoughts more conscious. It also enables others to learn not just from our answer, but also from the process by which we

arrive at those answer.” Therefore, PCS may be a good strategy towards students’ reading comprehension.

In PCS the students are divided into some groups and each group consists of two people and each group has a problem. They must try to resolve the problem, and then the results of their group discussion will be checked by a couple of other groups. Because it consists of only two people, the couple will learn to be more active in solving problems and can give new knowledge. PCS is one way to help students who are passive in group activities. They do the same work in pairs and pairs get checking arrangement.

PCS is a way to structure pair work on mastery-oriented worksheets. Students work in teams of four with two sets of partners. The worksheet is set up with problems presented in pairs. The first person in each partnership does the first problem with the pair partner serving as coach, and offering exaggerated praise. After the first problem is done, partners change roles. After each pair of problems, teams of four check each other’s’ work and, if they agree, give a team cheer or handshake. In this way students stay on task, working together toward mastery. (Rohwer, John and Robert Wandberg, 2011:224)

PCS is working in pairs, role play, trainer and partner gave about the answer, check the answer, exchanging roles, inference, and evaluation, reflection (Huda, 2013: 211). The advantages of PCS are to improve cooperation among students, to make peer tutoring, to increase understanding of the concepts and

processes of learning, and train students to communicate well with friends (Huda, 2013: 212).

To prove that strategy is effective to be used can be seen from the previous studies. The first is journal written by Muklas (2016) conducted a research entitled *The Effectiveness Of Using Pairs Check Model To Teach Reading At The Eighth Grade Students Of Smp N 02 Buay Madang*. In this research experimental method and true experimental design was used. It was involved two classes they are; experimental class and control class. The result of the research showed that there was any significant difference between students who are taught through Pairs Check Model and who are taught through Conventional Model.

The second is thesis written by Nirmala (2011) conducted a research entitled *The Effectiveness Pairs check Activity to improve students' skill in writing Analytical exposition*. The research conducted in experimental study. The result of the research showed that pairs check activity is an effective technique to improve students' skill in writing Analytical Exposition.

Based on the previous studies above can be concluded that PCS is effective to be used in teaching and learning process, especially in reading comprehension. In relation the condition above, the writer has the motivation to conduct the research, entitled *The Effectiveness Of Pairs Check Strategy (PCS) Toward Students' Reading Comprehension Ability At The Seventh Grade Of MTs Aswaja Tunggangri In Academic Year 2017/2018*.

B. Formulation of the Research Problem

Based on the background study, the problem of this study formulated as follows:

1. How is the students' reading comprehension ability before they are taught by using pairs check strategy?
2. How is the students' reading comprehension ability after they are taught by using pairs check strategy?
3. Is there any significant difference scores in reading of the students before and after taught Pairs Check Strategy at the seventh grade of MTs Aswaja Tunggangri in the academic year 2017/2018?

C. The Objectives of The Research

Based on the research problem, the study is intended to:

1. To know the students' reading comprehension ability before they are taught by using pairs check strategy;
2. To know the students' reading comprehension ability after they are taught by using pairs check strategy;
3. To know the significant differences scores in reading of the students before and after taught using pairs check strategy at the seventh grade students of MTs Aswaja Tunggangri in the academic year 2017/2018

D. Research Hypothesis

The hypothesis of this research is:

1. Null Hypothesis (Ho)

H0: $\mu_1 \leq \mu_2$ or the mean of the students after being given treatment is smaller than or equal to the mean of the students before being given treatment.

Null Hypothesis (Ho) that there is no significant difference scores in reading between the students' score in reading before and after taught using pairs check strategy

2. Alternative Hypothesis (Ha)

H1: $\mu_1 > \mu_2$ or the mean of the students after being given treatment is bigger than the mean of the students before being given treatment.

Alternative Hypothesis (Ha) that there is significant difference scores in reading between the students' score in reading before and after taught using pairs check strategy.

E. Significance of the Study

By conducting this study, the writer hopes that the results of this study will give significant contributions to:

A. Theoretically

The result of this study is able to develop an interesting strategy in teaching and learning reading.

B. Practically

1. For School

The research can give information to the institutions about the effectiveness of Pairs Check strategy toward students' reading comprehension ability in understanding Descriptive text.

2. The teacher

Teachers know the level of students' ability in reading comprehension. The result can become an input to determine the step and strategy for teaching reading comprehension. So the teacher can reach the maximum teaching as a feedback to improve the quality of English teaching reading comprehension and it can be as important information in using pairs check strategy to improve the quality of teaching reading comprehension.

3. Other Researchers

The research can give a concept in their strategy in teaching reading comprehension because it will give some knowledge about PCS. Therefore, the researcher knows the benefit of teaching reading comprehension by using pairs check strategy optimally. The researcher gets useful experience in reading comprehension by using pairs check strategy.

4. The English Students

The English Students can improve the ability of reading comprehension, and PCS can give motivation in reading comprehension.

F. Scope and Limitation of the Research

In this research, the writer limits the study reading comprehension only on:

1. The use of pairs check strategy in reading comprehension;
2. The seventh grade of MTs. Aswaja Tunggangri;
3. Reading text about descriptive text.

G. The Definition of the Key Terms

In this part, there is explanation from the title and research questions mentioned in the previous items. The definition of key terms is as follows:

1. Pairs Check

Pairs Check is a Cooperative Learning Strategy that works best with practice activities. It allows students to solve problems independently but still have their work and answers double checked by peers.

2. Reading Comprehension

Reading is the action of the person who reads or attempts to make a meaning from what an author has written. According to Ricahrd (2010: 483), the understanding resulted through the process by which the meaning of a written text is understood.

In this study, reading comprehension is the capability of the seventh grade students of MTs. Aswaja Tunggangri in understanding the reading text (Descriptive Text)