

CHAPTER I

INTRODUCTION

This section includes background of the study, problem of study, objective of the study, significance of the study, scope and limitation of the study and hypothesis. Each of these items is discussed clearly as follows.

A. Background of the study

The ability to read is a critical skill that every student needs in order to be successful. A successful student must be able to read and understand informational texts from a variety of sources including traditional print text and digital text (International Reading Association, 2012). The students to get informational texts are from novel, magazine, book etc. This allows students to process information well, which is vitally important because every student develop through each grade, the demand to read at a deeper level and understand complex text increases.

Besides, the reading skill also plays very important role in the educational field, students need to get more exercises and training in order to have a good reading skill. Reading is useful for language acquisition. Provide that students more or less understand what they read, the more they read, they better get it (Harmer, 2007:99).

Language is used to create a meaningful communication among human beings. In other words communication is the main function of language. Communication is impossible without shared knowledge and assumptions

between speakers and hearers (Stubbs in Nurhayati & Yuwartatik, 2016a). Reading is considered as an additional tool of communication to listening and speaking (Kailani and Muqattash, 2008:97). In order to improve reading skill, the students not only read book but also look for other source from digital books, articles, references, journals etc. In this sense, reading is the window through which other cultures can be seen and more general or specific knowledge can be gained.

Reading is also something crucial for the students because the success of their study depends on the greater part of ability to read. If their reading ability is poor they are likely get failed or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they may have a better chance to be successful.

Reading comprehension is a multifaceted process that involves a variety of cognitive strategies including rereading, summarizing, and predicting (Pressley, et al,1998). The goal for students is to understand of text by interacting and becoming engaged with text. It can be assumed that a focus on reading process as a pedagogical instrument is only for EFL learners if attention and supporting environment are given to linguistic development, if the learners are able to get sufficient and effective feedback with regards to their errors in reading (Nurhayati:2014).

Nowadays, that cognitive process such as summarizing, questioning, and prediction were employed in classroom instruction but specific comprehension strategies were not explicitly taught. Due to students living in the “informational

age” where information can be obtained easily and quickly, it is imperative that students learn and utilize specific strategies to become strategic readers with complex informational text (Duke & Pearson, 2002). Moreover, reading and comprehending expository or non fiction text is a skill that requires students to use a variety of strategies to make meaning of the text (National Reading Panel, 2000). There are many strategies that good readers use to help them understand the text. Furthermore, good readers understand how and when to use strategies, specifically with expository or non fiction text, as a result of understanding the structure of the text, reading different genres of text, and constructing meaning by summarizing the text (Duke & Pearson, 2002). To summarize, good readers understand how to use strategies to draw meaning from the text (Alliance for Excellent Education, 2003; Gambrell, 2011).

Unfortunately, today there are many junior high schools in Tulungagung are not know what the other strategy to improve reading skill especially reading comprehension especially seventh grade students because they are beginner level to learn English. This make students feel difficult to improve their ability in reading. Most of students are lazy to read full text. They don't focus on reading the text. They like kidding with their friends.

Based on the observation in the classroom, the researcher found the problems of the seventh grade students of SMPN 1 Ngantru especially in reading comprehension. The students get problems in finding main ideas, detail information and words meaning of the text. Like, the students are studying descriptive text about lovely pet, they are confused of getting meaning the text,

they are lack of vocabulary, they also get difficult to find main ideas of the text. When discussion get started they cannot convey the information of the text. It caused the students become passive in the classroom and those make them less motivated to read. By considering main items and using those three phases teachers could redesign the instructional media; find suitable technique based on the students' preferences, use the here and now topic, ask students to guess the vocabulary, and ask students to find the main idea (Nurhayati:2014).

Several recommendations that are research-based for motivating students to read, including having opportunities to be successful with challenging texts, to engage in sustained reading, and to socially interact with others about text they are reading. The students with poor reading skills have lower self-esteem, pose greater discipline problems and are less likely to complete school more than skilful readers (Juel, 1996). Students grew more on reading comprehension and reported more positive beliefs about working hard to improve reading (Fuchs, Fuchs, and Sarah Kazdan, 1999:309). They conducted in elementary school and the result that PALS shows promise for promoting literacy among these seriously delayed high school students, but they tried to conducted in students high school with different activity. They provided the students deposit their daily PALS dollar earnings into checking accounts; they maintain these accounts; and they write checks to order items from a PALS catalogue (which includes, for example, donated CDs, local sports-team apparel, and fast-food coupons). This research focuses on learning descriptive text and conducting brainstorming technique for the activity.

In other hand, Colon (2016) investigated the effectiveness of two modified peer-assisted learning strategies (PALS) on the reading skills of English language learners with and without disabilities. More specifically the effects of a modified Partner Reading and Paragraph Shrinking strategy on the oral reading fluency and accuracy skills of English language learners with and without disabilities in the second grade. The current study employed a pre-test or post-test control group quasi-experimental design and an exploratory case study analysis to examine the efficacy of the PALS components for ELLs. The result of his study indicated the modified PALS intervention was effective in increasing the oral reading fluency and accuracy of English language learners with and without disabilities. More specifically, ELLs who received PALS treatment exceeded the typical rate of improvement expected for an average student in the same grade at the same time of year at a higher rate when compared to control group. Positive feedback was given by both teachers and students in terms of feasibility and importance of skills addressed. The exploratory analysis of the verbal interactions of multilingual students revealed students' use of a specific language was dependent on the specific skill or purpose of communication.

Several experimental research studies indicate that PALS benefits low-, average-, and high-achieving students, with and without learning disabilities, in the areas of reading fluency and comprehension, specifically when narrative or fictional texts are at the students' instructional levels (Fuchs, Fuchs, Mathes, & Martinez, 2002; Fuchs et al., 1997; Fuchs, Fuchs, & Thomas et al., 2001; Simmons, Fuchs, Fuchs, Hodge, & Mathes, 1994). The importance of reading and

comprehending non fiction text has never been greater than it is in today's society. As Duke (2010) noted, it is imperative that teachers incorporate more non fiction texts into their instructional practices to meet the challenges of the "Information Age." Using nonfiction trade books can help to develop students' reading comprehension. To prepare students with necessary skills to read content area texts in upper elementary through high school, teachers need to expose students to non fiction texts in the early grades (Hedin & Conderman, 2010). Although PALS reading has been in use for approximately 15 years, the shift in the focus of the English Language Arts K-12 curriculum to include complex non fiction texts makes it a viable supplemental reading program to use with elementary students, specifically upper elementary students, as they transition to this new curriculum. Giving students the opportunity to select their own reading materials that are appropriately matched to their reading levels is essential for creating strategic readers that are motivated (Bamford, Kristo, & Lyon, 2002; Moss & Hendershot, 2002). Reading motivation also plays a key role in the development of good readers. The researcher suggests that reading motivation is linked to students' fluency, comprehension, and overall academic achievement (Worthy, 2002). To help student to improve key reading skills which include reading with fluency and comprehension through PALS activity would provide a model for how one could set up the program that include partner reading, retell, paragraph shrinking, and prediction relay.

In accordance to the above background the study, this research is done to test whether PALS is effective to improve reading comprehension for student of

kinder garden, and elementary school. Therefore, this research should in conducting in student of junior high school and using different way from previous study. This research would add brainstorming and use descriptive text.

B. Research Problem

Based on illustration in background of study, problem of the study are:

1. How is the effect of using peer-assisted learning strategy for reading comprehension at the seventh grade students of SMPN 1 Ngantru in academic year 2017/2018?
2. Is there any significant different achievement on students' reading comprehension at the seventh grade of SMPN 1 Ngantru in academic year 2017/2018 in reading descriptive text when they are taught by using peer-assisted learning strategy and those are taught without using peer-assisted learning strategy?

C. Objectives of the study

Based on problem of study, formulation of objectives are:

1. To analyze the effect of using peer-assisted learning strategy for reading comprehension.
2. To analyze whether there are differences or not using peer-assisted learning strategy.

D. Research Hypothesis

The hypothesis of this study are follows:

1. If the significant level score is smaller than significant value, the alternative hypothesis (H_a) is accepted. It means that there is different

score of the seventh grade students of SMPN 1 Ngantru Tulungagung before and after being taught by using PALS. The difference is significant

2. If significant level is bigger than significant value, the Null hypothesis (Ho) is rejected. It means that there is no different score to the seventh grade students of SMPN 1 Ngantru Tulungagung before and after being taught by using PALS. The difference is not significant.

E. Significance of the Study

This study of significance is to enrich the understanding about English teaching and learning in reading lesson, especially in peer-assisted learning strategy used in reading lesson. From this research, to enrich learning and understanding about peer-assisted learning strategy used in reading lesson.

The researcher hopes the findings of this study can give contribution:

1. For students, it helped students to increase reading ability and their interest to be more active in teaching learning process.
2. For teacher, the result of the study can be used as an alternative teaching technique to improve students' reading ability.
3. Then for further researcher, this study can be used to be reference for the other researcher who are interest in conducting some dimension related innovating teaching reading strategy.

F. Scope and Limitation of the Study

The scope in this research is focused on finding out the reading comprehension score of the student before and after being taught by using peer-

assisted learning strategy. This is an alternative way to teach English especially in reading mastery the study conducted in Junior High School 1 of Ngantru, especially in seventh grade years 2017/2018. However, this study still have limitations. As we know teaching in this method is less successful for large classes. For example most of the time can be lost due to help the students understand the meaning of text. This strategy could be used as teaching strategy to teach reading skill. That is why researcher conducted in the seventh grade students as beginning readers and most of them less understand how to understand about the text especially descriptive text.

G. Definition of Key Term

To avoid misunderstanding and misinterpretation of the key term used, I defined some terms as follows:

1. Effectiveness

Effectiveness is the capability of producing a desired output. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression.

2. Reading

Reading is considered as an additional tool of communication to listening and speaking. People who have no chance to talk with native speakers of the target language can have an access through reading to their literature, journals, and then understand much about their civilization. In this sense, reading is the window through which other cultures can be seen and more

general or specific knowledge can be gained. (Kailani and Muqattash, 2008:97)

3. Reading Comprehension

Reading comprehension is a multifaceted process that involves a variety of cognitive strategies including rereading, summarizing, and predicting (Pressley, et al, 1998). The goal for students is to comprehend or make meaning of text by interacting and becoming engaged with text.

4. Peer-Assisted Learning Strategy (PALS)

A reciprocal teaching program composed of structured activities (rereading/recalling, paragraph shrinking, predicting) to provide students with supplemental practice of skills taught in the core reading curriculum (Fuchs, Fuchs, & Burish, 2000; McMaster, Fuchs, & Fuchs, 2007).