

CHAPTER I

INTRODUCTION

A. Research Background

As an international language English has become a very important language for a student to learn and one of the critical parts in learning English is the ability to read the information from English language. There are so many strategies of reading that are solely created to open our mind and to broaden our world such as books, articles, journals, newspapers and simple reading texts. As reading became the foundation of gaining new insight and knowledge therefore it is absolutely crucial to comprehend this skill. In reading there are several points that need to be acknowledge carefully such as identifying the theme, understanding the vocabulary, finding intrinsic and extrinsic information from the reading text, and more importantly to understand the text itself.

In educational context, reading comprehension is clearly important to see the student level of achievement and to see their understanding toward the subject that being tested. This makes student's reading comprehension as a necessary skill to develop in teaching and learning process of English subject. Alyousef (2005) said "Reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency." Reading is the most important to be learn by students. Through this activity, students can improve their own words and experience. They will get specific ideas, information, understanding word and they will be able to know what they do not know before.

Many strategies can be the English teacher use in reading teaching especially in descriptive text. There are Jigsaw, KWL, T-Party, Poop corn Read, Round Robin, Partner Reading, etc. In this research, the researcher only focuses on one strategy, namely Partner Reading Strategy. Partner Reading Strategy or Partner Prediction Strategy is a learning strategy where students

collaborate with their partners to predict what happens, the contents of the story or the next story on a topic or story (Yelci & Jufri, 2017). Generally, Partner reading is a strategy whose aim is to provide supported practice in the reading of connected text for all students.

Their studies describe students can active by Partner Prediction Strategy. Through this strategy, the students can use their prior knowledge that relates what they have known to the content of the story. As the previous study, the researcher investigated about reading though media, its e-book. That is the experimental group showed significant improvement of English reading comprehension through e-book, and helps improve the reading attitude, vocabulary learning (Chin-Neng Chen, 2013). That strategy can to improving students reading ability by e-book so that make fun and interest for the students.

According to Meisinger et.al in Astuti (2013:11) in partner reading, children are paired to provide one another with support in the oral reading of connected text. This is when students read and reread passages with classmates. Teachers can pair more proficient readers with less proficient ones. The less proficient reader reads the passage first, followed by his or her partner. The students continue taking turns until they complete the text. Good partners, listen to each other and read along silently when it is not their turn to read aloud. Good partners help each other read/misread words. They provide unknown words, or even better, help each other remember to use word-reading strategies learned in class. Good partners do not laugh or jeer at each other's misread or unknown words, but simply provide the words. Good partners' help each other find their place, if needed, and encourage each other to go on when tired or frustrated. Good partners also raise their hand to get their teacher's attention if a problem arises during partner reading, such as an argument between the two partners or when neither of the partners is able to decipher a difficult word. Good partners have a positive attitude and stay on task during partner reading.

In teaching reading, the teacher should understand about indicator of reading such as, the students must able to read the text loudly, the students must understand about monolog and functional texts, and the teacher must comprehend the main ideas of the text. In addition, the students can get difficulties in comprehending a text, if there is no background knowledge, belief, and interest to the text. In order to build students' comprehension, teacher should give particular treatment such as applying interesting strategy in teaching and learning process.

However, based on the researcher's pre-observation and interview with the English teachers at MTS Matlha'ul Anwar Pontianak in the academic year of 2022/2023, many students of the eighth grade had low motivation in reading achievement. Some of the students had difficulties to comprehend the main idea of the reading text, students were not able to find the meaning of vocabulary in reading text, and students were not able to make inference form the text.

Based on a case study, researcher are interested in conducting a research entitled "The Effects of Using Partner Reading Strategy on Reading Comprehension to the Eight Grade Students of MTS Matlha'ul Anwar Pontianak in the academic year of 2022/2023".

B. Research Probelms

According to the research background above, research questions can be formulated as below:

1. Is using Partner Reading Strategy effective for teaching reading comprehension on descriptive text to the eighth grade students of MTS Matlha'ul Anwar Pontianak?
2. How is the effect size of the use of Partner Reading Strategy on descriptive text to the eight grade students of MTS Matlha'ul Anwar Pontianak before and after being taught by Partner Reading Strategy?

C. Research Purposes

Based on the research questions, the purposes of the research are as follows:

1. To find out whether the use of Partner Reading Strategy effective for teaching reading comprehension on descriptive text to the eight grade students of MTS Matlha'ul Anwar Pontianak.
2. To find out the effect size of the use of Partner Reading Strategy in reading comprehension on descriptive text to the eight grade students of MTS Matlha'ul Anwar Pontianak before and after being taught by Partner Reading Strategy.

D. Research Significances

By conducting this research, the researcher hopes that the result of this research will be useful for the reader, especially:

1. English Teacher

English teachers can use information about strategies in teaching reading and are expected to apply these strategies in teaching and learning.

2. English Student

The results of this study can support students to improve their achievement in reading and can overcome their difficulties in learning English at a higher level.

3. Next Researchers

For the next researchers, this study can be as an additional reference who wants to conduct the similar research and they can cover up the limitation of this research.

E. Scope of The Research

1. Variable of Research

A variable is defined as anything that has a quantity or quality that varies. According to Creswell (2012:112), “variables are best known as a criterion a distinctive feature that the researcher deliberately research on finding the effect between one variable to another variable”. The variables in this research are divided into independent and dependent variable. They are Independent variable and Dependent variable which are as the follows:

a. Independent variable

The independent variable is a variable controlled in a scientific experiment to investigate the factors of the dependent variable. The independent variable that will be used in this study is the use of partner reading strategy.

b. Dependent variable

Dependent variable is a variable that is tested and measured in scientific experiments. The dependent variable in this study is reading comprehension on descriptive text.

2. Terminology of Research

The researcher provides some explanations about words are written in the title in order to help the reader easier to understand the study.

1. Reading

Reading is the process carried out by the reader to get messages, which will be conveyed from the author with the intermediary media of words or written language.

2. Descriptive Text

Descriptive text is a type of text that has a reason to convey knowledge. The context of this type of text is a specific object, animal, person, or other description. For example, pets and people you know well. Inclusions are good explanations like "pictures of words". The reader can imagine an object, place, or person in his head. In connection with the above explanation, to serve its purpose, the descriptive text has its own simplified structure and linguistic features.

3. Partner Reading Strategy

In the teaching process, teachers must implement interesting strategies that could make students focused in learning. One such strategy is the partner reading strategy. This strategy has been determined by many experts. The definitions are different but mutually supportive. The partner reading strategy consists of strategies that help students to discuss and how to process information with their peers they are learning. They try to get the

meaning of the text with their partners. This strategy makes it easier for them to know content about text.

F. Research Hypothesis

The researcher develops and states a hypothesis that indicates the expected causal relationship between the variables, stated by Lodico (2010:231). Furthermore hypothesis as defined by Kerlinger cited by Cohen, Manion and Morrison (2007:14), "as a conjectural statement of the relations between two or more variables, or 'an educated guess', though it is unlike an educated guess in that it is often the result of considerable research, reflective thinking and observation." In other words a hypothesis is the estimation or the possible outcome that will reveal itself at the end of the research. In this research the researcher used two types of hypothesis namely Null Hypothesis (Ho) and nondirectional hypothesis or Alternative Hypothesis (Ha). The hypotheses are, as follows:

1. Alternative Hypothesis (Ha)

There is a significant different between students' ability in understanding Reading Comprehension ability on descriptive text before and after being taught by using Partner Reading Strategy.

2. Null Hypothesis (Ho)

There is no significant different between students' ability in understanding reading comprehension ability on descriptive text before and after use Partner Reading Strategy.

