

CHAPTER I

INTRODUCTION

This chapter will discuss the introduction of the research such as background of study, statement of the problem, purpose of the study, hypothesis, significance of the study, scope and limitation, and definition of key terms.

A. Background of The Study

Reading is one of the important skills in English. Tarigan (2015) stated Reading is a process carried out and used by readers to obtain messages conveyed by the author through the medium of words for written language. It can be concluded that, reading is a prominent language skill that can be useful to help students improve their language. Furthermore, reading must always relate to the process of getting meaning called comprehension.

Reading comprehension is a reading activity that seeks to contents of the reading or the text as a whole. With this, ability to capture the meaning of words, expressions, capture meaning and can make conclusions. Woolley (2011) stated that reading comprehension is a process to get meaning from text. With this search, students can understand what is explained in the text instead of having to understand hidden words or sentences. The problem that many students face in reading comprehension is that there are still many teachers who use conventional strategies in teaching reading, which can make students bored with only explanations. This causes students to lack

understanding of the meaning of all reading texts studied by students and students do not have strategies for learning.

From the explanation above, the research can conclude that reading is one of the skills that must be learned by students as a foreign language. Students must be able to make reading a necessity because reading is very important. In learning to read comprehension, it can help students to improve words and can increase a broader understanding. Students will also get more ideas and information. So reading with understanding is better than just reading, but in fact most students don't like reading with understanding because they don't have strategies for reading comprehension.

Based on the researcher's pre-study at MTsN 6 Nganjuk, many eighth grade students have low reading achievement. Some teachers still use conventional strategies in teaching reading so that students listen more than read. Students also do not have strategies for learning to read.

There are so many strategies that can be used to understand reading, one of which is a partner reading strategy. Partner reading strategy is a cooperative learning strategy in which two students work together to read a text assigned by the teacher. Handani (2017) stated partner reading strategy is a fun and more effective pedagogical strategy to promote the development of one's fluency in reading. Kareen Haag (2008) stated partner reading has many benefits. Reading with a partner gives one the opportunity to read at the same time, with a partner reading, each student reads to his friend for 15 minutes, With partner reading, reader have more choices.

Based on the explanation, the researcher will conduct research by applying a strategy that is partner reading strategy in teaching reading comprehension in order to help students to improve their reading skills. By applying the partner reading strategy, students will find it easy to understand a passage through proper learning.

Partner reading is one strategy to help students in reading skills. Partner reading, according to Rizki Istana (2020), is a cooperative learning approach in which two students read a text supplied by the teacher together. From this explanation, it can be explained that reading pairs is considered a type of cooperative learning interaction strategy in which students support each other to achieve the goal of reading texts that are carried out together.

To support this research, the researcher discusses three things related to the study. The first research comes from Mardiah (2020), The researcher wishes to do study in order to establish the idea and solve pupils' reading comprehension problems. Furthermore, the researcher wants to look into MTs An-Nur Padangsidimpuan because all previous research has shown that partner reading approach has a substantial impact on reading comprehension. In addition, this is indicated by changes in student scores. That using the pair reading strategy had a positive effect on students' reading comprehension. The second research whose has carried out by Isnata (2020) The purpose of this study was to determine whether there was a significant effect on reading comprehension in the eighth grade of SMP 12 Tanjung Jabung Timur after the students were taught using the partner reading strategy. The group was

quasi experimental research. The results of this research indicate that there is a significant influence on students' reading comprehension after participating in strategy activities read in pairs. It can be concluded that the pair reading strategy can be applied to improve students' reading comprehension. The third research whose has carried out by Astuti (2013), The researcher wanted to know the significant effect of using partner reading strategy towards reading fluency in second grade students of SMPN 1 Sungai Pakning Bengkalis. This research uses quasi-experimental research. These results mean that there is a significant effect of reading in partner reading strategy.

All of those previous studies have proved that partner reading strategy have positive effect on students' reading achievement and what makes the difference from previous research is that the researcher examines the eighth grade students of MTsN 6 Nganjuk, the difference lies in the subject, and the population.

Based on explanation above, the researcher will conduct a research entitled "**The Effect of Partner Reading Strategy in Teaching Reading Comprehension of Recount Text**".

B. Statement of the Problem

Based on the background of the research above, the research problem is formulated as follows:

Is partner reading strategy effective in teaching reading comprehension a recount text ?

C. Objective of the Study

The objective of this research is to find out whether there is any significant difference on reading comprehension between the students who are taught by using partner reading strategy and who are taught by reading aloud strategy in teaching reading comprehension at the Eighth Grade of MTsN 6 Nganjuk.

D. Hypothesis

In relation to the objective of the study, the researcher formulated two hypotheses in forms of the null hypotheses (H₀) and the alternative hypotheses (H_a).

There are two hypotheses to be tested in this study. They are null hypothesis (H₀) and research hypothesis (H_a).

1. H_a = There is significant difference on reading comprehension between the students who are taught by using partner reading strategy and who are taught by reading aloud at the eighth grade of MTsN 6 Nganjuk.
2. H₀ = There is no significant difference on reading comprehension between the students who are taught by using partner reading strategy and who are taught by reading aloud at the eighth grade of MTsN 6 Nganjuk.

E. Significance of the Study

The significances of this research are:

1. For Students

The findings of this study can be used as a new reference for learning English, especially reading. They can find out the types of teacher

teaching strategies and they can follow one of the strategies used by the teacher to understand reading.

2. For Teacher

This study can provide information to English teachers in the eighth grade, regarding students' problems in learning English to read with partner reading strategies.

3. For Researcher

The researcher hopes this study will be useful as guidance of reference to the next researcher in The Effect Of Partner Reading Strategy In Teaching Reading Comprehension of Recount Text.

F. Scope and Limitation

This study focuses on two things. The first concern is the effect of partner reading strategy in teaching reading comprehension at the eighth grade of MTsN 6 Nganjuk. The second concern is to find any difference between the score of the students who are taught by using partner reading strategy and who are taught by using reading aloud strategy. There are eight classes and the type of text is recount text.

G. Definition of Key Terms

1. Reading

Reading is one of the important skills that must be considered in the learning process. Reading is a process to impart new knowledge in new minds. So by reading someone gains new knowledge.

2. Reading Comprehension

Reading Comprehension Is trying to understand the content thoroughly. A person's reading comprehension ability is influenced by their skills and their ability to process information.

3. Partner Reading Strategy

The partner reading strategy is a good method for instructing students, after students establish some awareness of the direct text procedures discussed elsewhere in these and other chapters. Partner reading has been employed well as a lot of an involvement targeted at lowering and preventing behavioral problems in school, As a result the partner reading technique can assist children in reading comprehension.

4. Recount Text

Recount text is a type of written text that retells events or experiences in the past. So the recount text is told chronologically to help the reader understand the order of the story due to events that have happened in the past.

5. Reading Aloud

Reading aloud is a reading activity that is carried out by reciting every word, group of words, and sentences from the reading that we are dealing with, so that other people can hear and understand the essence of a text that we read.