

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses several points of the research introduction. It deals with the research background, the research problems, the research objectives, the significances, the rational, the hypothesis, and the relevant studies.

#### **A. Background**

People start reading the minute they open their eyes in the morning checking for messages on mobile phones and reading newspaper headlines. Some people like to read because it has some advantages, especially for students. One of the advantages of reading is to improve knowledge because students could know several things that they do not know before. The ability to read is one of the bases of everyday modern life. The ability to read is a fundamental necessity for full participation in one's society and economy (Parris and Schleicher, 2008 in Klapwijk, 2015).

Reading is about constructing meaning from written text (Williams, 2008 in Klapwijk, 2015). Reading is a thinking process and to comprehend what is being read. The ability to read for main ideas is particularly important when dealing with content of the text, especially for students. They need to be able to pull out and remember the most important ideas when reading their content of the text. In this research, the reading materials are focused on analytical exposition texts, in which the students have to understand about the main ideas of the texts.

Based on the pre-observation and interview with the English teacher of a senior high school in Bandung, many eleventh grade students have low

achievement in learning reading ability especially in finding main ideas. Some conditions in teaching reading are found, such as that the teacher does not yet apply the teaching strategy effectively. The teacher just explains the material. Some students have difficulties in the reading section and have problems with reading ability especially in finding the main ideas because they are unable to accurately understand the written materials. The students cannot interpret what they read and cannot make the connection between text and what they have already known. When the teacher gives some questions related to the text, many students have the same answers. The students cannot share their ideas, need a feedback from the others such as listening to other students perspectives to seek new ways of clarifying differences and resolving problems and constructing new understanding and knowledge (Gillies, 2003). Based on the problems above, the eleventh grade students' reading ability especially in finding main ideas is still low. Because the teacher used inappropriate strategy in teaching reading, this condition causes a lot of students getting bored.

Partner reading is one of strategy to help students in reading ability. Paired reading was originally developed as a parent tutoring strategy (Morgan, 1976 in Meisinger, 2002). Partner reading strategy could help the students to discuss the information, and try to get the meaning of the text together. This strategy makes the students easier to know the content of the text. Partner reading could be considered as a type of cooperative learning strategy interaction in which children take turns reading, listening and supporting each other to accomplish the goal of orally reading selected text jointly (Meisinger, 2002).

This research tries to find out an alternative strategy for teaching reading. It also tries to find out how good the strategy of the eleventh grade of a senior high school in reading ability especially in finding main ideas. The students will be more interested and can support the students when they are introduced to a new text that can make the students enjoy reading.

Meanwhile, several researches on similar topic have been conducted. One was written by (Astuti, 2007) entitled The Effect of Using Partner Reading Strategy Toward Reading Fluency at The Second Year Students of Junior High School 1 Sungai Pakning Bengkalis Regency. It implemented partner reading strategy toward students reading fluency. This research focuses on implementing partner reading strategy on students reading ability especially in finding main ideas. Thus, this research is different from the previous research. In short, this research focuses on “The Influence of Partner Reading Strategy on Students’ Reading Ability in Finding Main Ideas (A Pre-Experimental Study at the Eleventh Grade of SMA Muhammadiyah 4 Bandung)”.

### **B. Research Problems**

1. What is the students’ reading ability in finding main ideas before using partner reading strategy?
2. What is the students’ reading ability in finding main ideas after using partner reading strategy?
3. How significant is the difference between students’ reading ability in finding main ideas before and after using partner reading strategy?

### **C. Objectives of The Research**

1. To find out the students' reading ability in finding main ideas achievement before using partner reading strategy.
2. To find out the students' reading ability in finding main ideas achievement after using partner reading strategy.
3. To find out the significant difference between students' reading ability in finding main ideas before and after using partner reading strategy.

### **D. Significances of The Study**

This research gives several significances. Theoretically, the result of this research could increase wide knowledge about partner reading strategy for the reader, especially, English teachers and students as well as future researchers. Practically, this research informs teachers that partner reading strategy could be used as an alternative strategy in teaching reading.

### **E. Rationale**

Reading comprehension is a process in which the reader constructs meaning using the building materials the information on the printed page and the knowledge stored in the reader's head (Duke & Pearson, 2001). Reading is comprehension, and comprehension is what reading is all about (Duke & Pearson, 2001). Reading involves intentional thinking, during which meaning is constructed through interactions between text and reader.

The activity of reading to learn requires students to comprehend and recall the main ideas in analytical exposition text. Reading is identifying main ideas of passages. The main idea is the point of the paragraph. The ability to identify the

main ideas of reading selections is acknowledge to be critical to reading comprehension (Sjostrom & Hare, 2016).

Analytical exposition text is a spoken or written text that is intended to persuade the listeners or readers that something is the case. Analytical exposition is designed to persuade the readers or listeners that something is the case (Purwati & Yuliani, 2006). In analytical exposition text, the students learn how to share opinions, ideas or arguments in form of writing or speaking. The students are required to have the sufficient knowledge to support their ideas about the given topic. This condition encourages the students to be able to develop or elaborate their arguments in order to strengthen their explanation. It also motivates them to think more critically about the issues that arise in their daily life.

Partner reading is a peer-assisted intervention where students are strategically split into pairs (Sparks, 2010). In partner reading, students are paired together for the purpose of supporting each other through the oral reading of connected text. Partner reading activity provides students with an opportunity to improve their reading ability and text-based discussion skill (Giovacchini, 2017). Students are allowed to take turns reading and then offer feedback, which is a way to monitor the ability of the reading (Simonds, 2014). Partner reading is used in a classroom to promote the development of fluent and automatic reading ability. Partner reading becomes a tool in the hands of the teacher to promote learning and make it enjoyable simultaneously. Students are encouraged to work together to read and assigned text which promotes not only reading but the ability to work together (Gunther, 2001 in Simonds, 2014). Partner reading, two children reading along,

providing assistance, and taking turns reading have examined its effectiveness as strategy and suggest benefits of this practice to the development of reading ability.

## **F. Hypothesis**

Ordinarily, when one talks about hypothesis, one simply means a mere assumption or some supposition to be proved or disproved. But for a researcher, hypothesis is a formal question that intends to resolve. A research hypothesis is a predictive statement, capable of being tested by scientific methods, that relates an independent variable to some dependent variable (Kothari C.R, 2004). This research has two variables; the first is independent variable or predictor variable “X” in this research is partner reading strategy, and the second is dependent variable or criterion “Y” is reading ability. The relation of the research hypothesis is proposed as follow: “The Influence of Partner Reading Strategy on Students Reading Ability in Finding Main Idea (A Pre-Experimental Study at the Eleventh Grade of SMA Muhammadiyah 4 Bandung”.

The hypotheses in this research are an alternative hypothesis ( $H_a$ ) and the null hypothesis ( $H_0$ ). The formulated hypothesis is described as follows:

$H_a$ : There is a significant achievement of students’ reading ability in finding main idea after using partner reading strategy.

$H_0$ : There is no significant achievement of students’ reading ability in finding main idea after using partner reading strategy.

## G. Relevant Studies

There are several research results regarding the implementation of partner reading in teaching reading. One research is conducted by (Pratiwi, 2014), entitled “*The effect of using partner reading strategy toward students reading achievement at junior high school*”. This research aims to examine the influence of partner reading strategy in teaching English especially reading. Based on the results, there is a positive influence of partner reading strategy on the reading achievement of VIII students of SMP Negeri 4 Muara Bungo. This is shown by t-test analysis in which t-test is 2.83 and t-table is 2.04 meaning that  $t\text{-test} > t\text{-table}$ . Thus the hypothesis in this research is accepted. So it can be concluded that the strategy of partner reading can give a good effect on the English results, especially in reading on the students of grade VIII Negeri 4 Muara Bungo.

Another research is conducted by (Astuti, 2007), entitled “*The effect of using partner reading strategy toward reading fluency at the second year students of junior high school 1 Sungai Pakning Bengkalis Regency*”. This research aims to find out the significant effect of using partner reading strategy toward reading fluency at the second year students of SMPN 1 Sungai Pakning Bengkalis Regency. The research findings showed that the improvement could be seen from the score of t-test analysis. The total score of t-test was 8.45. Based on t-table  $2.03 < 8.45 > .72$ . It means that null hypothesis ( $H_0$ ) is rejected, while the alternative hypothesis ( $H_a$ ) is accepted. Therefore, it could be concluded that there was a significant effect of using partner reading strategy toward students’ reading

fluency at the second year students of SMPN 1 Sungai Pakning Bengkalis Regency.

Another research is conducted by (Simonds, 2014), entitled "*A comparison of individual and partner reading in a K-2 classroom: an emphasis on comprehension and focus*". In this research, the study is to discuss what are the options, the data and some conclusions for an upcoming K-2 classroom. Reading is difficult enough for the average K-2 students. Type of learning strategy or opportunity adds to the fulfillment of students, older peer, parent, and teacher. Partner reading is one of learning strategy to be a good option for the K-2 student.

A Research is also conducted by (Meisinger, 2002), entitled "*Quality of the interaction during partner reading*". This research aims to identify factors that affect the quality of the partner reading interaction for the purpose of providing teachers with empirically base strategies for organizing, managing, and implementing partner reading. An essential element of cooperative interaction is used to create an observational rating scale for evaluating the quality of partner reading interaction. 43 pairs (6 children) of second-grade students and 10 classroom teachers were observed during partner reading. An effect was found for partner selection, teacher instruction, and teacher monitoring for social cooperation, and an ability pairing strategy X ability discrepancy interaction was found for on-task behavior.

Another research is conducted by (Ardiana, 2015), entitled "*Improving the students reading comprehension in narrative text through patterned partner*



*reading*". This research aims to find the use of patterned reading strategy improve the students reading comprehension at the SMP Muhammadiyah Limbung. The research findings indicated that the application of patterned partner reading strategy was effective and significant in improving the students' reading skill especially students' reading comprehension. It was proved that the mean score of D-test was 60.8, cycle I 75.5 and after conducted cycle II improved to 93 and based on mean score of students' reading comprehension during two cycle there is found percentage improvement that is from D-test to cycle I is 24.17% and from cycle I to cycle II is 23.17 and D-test to cycle II 52.96%. It means that there was the improvement of students' reading comprehension on learning process.

The current research is different from researches conducted by (Pratiwi, 2014), (Meisinger, 2002), (Ardiana, 2015), and (Simonds, 2014). Three researches implemented partner reading strategy in junior high school, and the last implemented partner reading in a K-2 classroom. This research focuses on implementing partner reading strategy to the eleventh grade of senior high school. This research also different from the research conducted by (Astuti, 2007), which current implemented partner reading strategy toward students' reading fluency. This research focuses on implementing partner reading strategy on students reading ability specifically in finding main ideas.