

CHAPTER I

INTRODUCTION

A. Background of study

English is used as a means of communication among people throughout the world. In this globalization era, where competition among people throughout the world is strong, mastering English is a must. Further, the rapid development of science and technology, in particular telecommunication tools, makes the mastery of English essential. It is now becoming a necessity to have effective communication skills and resources. Knowing the important role of English in the world today, students need to be sufficiently equipped with English communication skills, both oral and written.

There are several reasons for learning English. First, the high school curriculum has determined that English is a compulsory subject. Second, some people learn English because they want to be effective in an English speaking society. Third, some people learn English because they realize that they will have a better chance for advancement in their future and get a better job more easily with two languages rather than one language. Fourth, people learn English because they want to continue their studies in an English speaking country where English is used as a national language and during formal classroom instruction, such as in New Zealand, Australia, England, and USA etc.

Listening, speaking, reading and writing are four major language skills. Reading is an important language skill because without it one cannot obtain the

diversity of information acquired through reading textbooks, novels, newspapers and magazines. Through reading one can grasp a large amount of knowledge. Furthermore, students can obtain a wide range of information by reading books in English because English is recognised as an international language.

The English teaching syllabus of Junior high school states that reading is one of the most important of the four language skills. Therefore, the teacher needs to put an emphasis on teaching reading. This is a continuing challenge because the need for students to increase their reading capability to get the benefits of reading is ongoing. The teachers need to use many different kinds of techniques and to continuously renew their efforts to have the students attain the highest achievements.

Moreover, the Holy Koran has talked about the importance of reading in a long time. It is proposed as the way to make the stupidity disappear in this world, they are the key for a successful academic life, a widen horizon and access to new knowledge and information. Allah says in the Holy Koran *surah Al-Alaq* verse 1-5:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾
الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

In the line of this importance, According to Lehr and Osborn (2005, p. 3) “a major goal of reading comprehension instruction is to help students develop the knowledge, skills, and strategies to become proficient and independent readers.” However, although researches have revealed a great deal of information about

how readers get meaning from what they read and about the kinds of explicit instruction and activities that are most successful in helping students to become good readers, recent classroom observation studies indicate that conventional method used by many teachers nowadays does not give enough chance for students to explore their knowledge in the teaching and learning process.

Another problem is lack of students' participation in the classroom. Most teachers in Indonesia are still using teacher-centered approach in their classrooms. Teachers usually write down the points of reading material, such as the purpose, rhetorical steps and eventually the main ideas of the text on the board. Afterwards, students copy what teachers note down on the board. This kind of teacher's domination also results in passivity of students' participation in the classroom.

In MTs Ni'matul Aziz, the school where the pre-research has been conducted, it is found that teachers face problems in teaching reading comprehension especially on the eighth grade. Teacher was confused in choosing technique of teaching reading and they have difficulty in motivating students. In addition, the eighth grade students also have difficulty in understanding reading text. It can be seen in learning activity that students are confused how to get the idea in a text, they also get bored in their lesson. They are passive in the class and do not pay attention to their teachers. To solve those problems, the teachers need to find an effective way in teaching and learning process in order to help the students understand the reading text and make them motivated in learning.

The eighth grade students of MTs Ni'matul Aziz have gotten English learning and teaching process since the seventh grade. So, they are able to read the

text clearly. Generally, the eighth grade students of MTs Ni'matul Aziz will do the national examination. The Writer aims to achieve their ability in reading comprehension. One of the reasons the students need to pass the national examination due approximately 50% of the questions are reading comprehension question and it is considered as an essential skill to learn a foreign language successfully.

Based on those problems, it is necessary to conduct a research by applying technique in cooperative learning approach namely Pairs - Check. Pairs - check technique developed by Spencer Kagan in Jacobs (1995, p.105). In this technique students are divided into cooperative groups which every group consist of 4 students. Within these groups, students pair off. The teacher poses a question or problem, and students work in their pairs to find the answer. After each pair has an answer, the group of four must work together to make sure they all understand and have the correct answer. Therefore, pairs check may be a good technique in teaching reading comprehension.

Although cooperative learning activities may require more teacher preparation of group material and monitoring of group activities, the rewards and benefits for both the teacher and students go a long way. They appear likely to positively influence a school's academic and social climates as well.

Here are some previous studies related this problem. The first research entitled "*The Influence of The Application of Pairs Check Technique (PCT) Towards Students' Writing Ability at Grade Ten of SMA Catur Karya Tulang Bawang*" thesis written by Siti Nuryati at Bandar Lampung University, this was

previous study has similar with this problem. In previous study the researcher talked about the influence of the application of pairs check technique (PCT) towards students' writing ability, effectiveness of using clustering technique in teaching writing narrative text, but the researcher only focused on towards students' writing ability at grade ten of SMA Catur Karya Tulang Bawang 2014 *MA Datul Falah Cluwak Pati in Academic Year 2013/2014* is good category with the result indicated that value 1% = 2,04 and 5% = 2,75 while t-value = 5,58. It means p-value is smaller than t-value. Hence, hypothesis testing showed that null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. The researcher concluded that the application of using pairs check technique was more effective than traditional teaching to improve students' ability in writing.

The second research entitled "*The Effectiveness of Pairs Check Activity to Improve The Students' Skill in Writing Analytical Exposition*" thesis written by Nirna Nirmala. This previous study also has similar with this problem. The researcher makes five meetings for each class. One meeting was for pre-test, three meetings were for treatments and one meeting for post test. The result of this research showed that the average scores of pre-test from the two groups were nearly the same. It means that there is a significant difference between the students who were taught by using pairs check activity and those who were taught without using pairs check activity.

In considering the positive outcome of pairs – checks technique, the researcher is interested in conducting the research on this type in order to help students' reading comprehension development entitled: "The Effectiveness of

Pairs Check Technique (PCT) in Teaching Reading Comprehension at The Eight Grade Students of MTs Ni'matul Aziz Jelapat 1 Barito Kuala Regency”.

B. Statement of Problem

Based on the previous explanation above, the researcher focuses on three problems, there are:

1. How is the students' ability in reading comprehension by using Pairs-Check Technique (PCT)?
2. How is the students' ability without using Pairs-Check Technique (PCT)?
3. Is there any significance different on students' ability between using Pairs-Check Technique (PCT) and without using Pairs-Check Technique (PCT)?

C. Research Objective

The objectives of this research are:

1. To know the students' ability in reading comprehension by using Pairs-Check Technique (PCT).
2. To know the students' ability in reading comprehension without using Pairs-Check Technique (PCT).
3. To find out significance different on students' ability between using Pairs-Check Technique (PCT) and without using Pairs-Check Technique (PCT).

D. Hypothesis

The hypothesis that the researcher is examined in this research:

1. Direction or alternative hypothesis (H_a)

Junior High School students who are taught by using pairs check technique gain significantly better mastery on English reading skill on reading comprehension than students who are taught without using pairs check technique.

2. Null hypothesis (H_0)

Junior High School students who are taught by using pairs check technique do not gain significantly better mastery on English reading skill on reading comprehension than students who are taught without using pairs check technique.

E. Significance of the Research

The researcher conducts the research target. Some benefit, as follow:

1. The research will help students develop their reading skill after being taught by doing pairs check activity which makes teaching and learning process more collaborative.
2. English teachers have a new technique of teaching English in the form of reading comprehension. They might be inspired to develop other methods to help their students get better learning achievement.
3. The research will facilitate me with knowledge and experience about teaching reading comprehension using pairs check activity. Therefore, it will be beneficial for me as a teacher would be.

F. Definition of Key Terms

1. Effectiveness is a results obtained after the implementation of the research. Here, effectiveness means the pairs-check is effective or not in teaching reading comprehension. In this research, the researcher wants to know there is a result after giving pairs-check technique in teaching reading comprehension at the eighth grade students and for the score, it was taken from post-test.
2. Teaching means showing or helping someone to learn how to do something, giving instruction, to guiding in the study of something, providing with knowledge, causing to know or understand. It means an activity in the classroom to increase students' ability in learning English.
3. Pairs Check Technique (PCT) is defined “one of techniques in cooperative language learning same with the activities in teaching and learning process in the classroom”. In this research, the researcher gives pairs-check technique as an activity in teaching reading comprehension to experiment class.
4. Reading Comprehension is defined as the ability of the eighth grade students in finding the main idea or general information, identifying the specific information of the text, and identifying the textual reference. In this research, the students learn short functional text and kinds of the text.