CHAPTER I
INTRODUCTION

This chapter is used as an introduction of the research with a main objective to know whether there is a significant difference between students reading comprehension, students who are taught by using partner reading strategy and students who are taught by individual reading. It presents the background of the research, the problem of the research, the research objective, the operational definition of the terms, the significance and the scope of the research. They will be presented in the following sections.

1.1 The Background of the Research

Reading, which is a fluent process of mixing information from a text and background knowledge to generate meaning and the goal of reading is comprehension, is commonly regarded as an essential literacy ability for learners of English as a second language. According to Sa'diyah (2022, p.84) Students' reading comprehension is still commonly hampered by a lack of background knowledge, a lack of student motivation, a limited vocabulary, and difficulties comprehending materials. According to Tahmidaten (2020, p.22) the data of the World Most Literate Nations conducted by Central Connecticut State University, United States of America, which was released in early 2017, Indonesia ranks 60 out of 61 participating countries in terms of literacy skills (Central Connecticut State University, 2017). The findings of the 2016 Indonesia National Assessment Program, conducted by the Education Research Center (Puspendik) of the Ministry of Education and Culture, revealed that the national average allocation

of literacy on students' reading ability in Indonesia is 46.83% in the poor

category, 6.06% in the good category, and 47.11 in the sufficient category.

Mikulecky and Jeffries (2007, p 74) state that comprehension is not only

interpreting and understanding words but also relating the idea of the text with

readers' knowledge. Reading comprehension has three levels that are very

important to learn by students, three levels of reading comprehension are: literal,

inferential, evaluative. Brassel (2008, p 17-18) states that there are 3 levels of

comprehension questions, they are:

1. Literal Comprehension

Literal comprehension is the lowest of three levels and requires a reader to

be able to retell or recall the facts of information presented in a text. Names of

characters and details of setting are examples of literal comprehension. The

information required for literal comprehension comes largely from the text itself.

Recall comprehension can easily be evaluated. In responding to a literal question,

the reader either can recall the information from the text or he or she cannot.

Example of a question is "where was the cat?."

2. Inferential Comprehension

Inferential comprehension is the next level, refers to the ability of the

reader to take information that is inferred or implied within a text. If a text

indicates that a character is carrying an umbrella while walking down a street on

cloudy days, you can infer that character is expecting rain. Inferential

comprehension is more sophisticated than literal comprehension because it

requires the orchestration and manipulation of information from the text as well

as information that resides within the reader's background knowledge. Example

of question is "will the cat climb the tree again?"

3. Critical or Evaluative Comprehension

It is the third and highest level of taxonomy, involves making critical judgments about the information presented in the text. Were the characters reputable and honest in their action? Did the selection offer the reader new information, new insights or added enjoyment? Were the characters authentic? Was the literary quality of the text high? Answers to such questions require a high level interaction between information from the text, the reader and perhaps other people with whom the reader has interacted, or even other text the reader has read. Moreover, in depth analysis and critical thinking are necessary to make informed judgments and evaluations. Because responses to inferential and critical level questions are highly dependent on the reader's own background, interest and disposition, determining the reader's level and the quality of the readers' inferential and critical comprehension is not easy. Example of question is "the cat had a good reason to climb the tree because it wanted to catch the bird. Explain if you agree and disagree with this statement!"

Reading presents some challenges for students. Students exhibit various levels of difficulties for starters. It is difficult for students to grasp the substance and meaning of the reading resource. When the teacher dictates the activity in the classroom, the students define that they may have few opportunities to contribute actively. According to Brown (2001, p.53) stated that, the students tend to study and involve themselves in the reading class when they get interesting activities and interesting subjects. Based on these problems, it was difficult for the students to comprehend the text reading material appropriate to the level and interest of particular students. The more of the material that students read, the better and more quickly their reading comprehension will develop.

To manage the reading-learning process in the classroom, teachers must employ a specific technique. In this study, the researcher tries to find out what strategies are effective for teaching reading and make students more interested. According to Melanie (2008, p.42), Partner reading is another fun and effective pedagogical strategy for promoting the development of reading. The teaching method should support them to get messages from the text in a joyful teaching atmosphere. Teaching and learning activities can be conducted effectively if there are proper strategies that can help earn the learning objectives in the learning activities. One of the strategies is partner reading strategy, Mardiah (2020) explained that using the Partner Reading Strategy is one of the efforts that educators can use in learning English in the secondary and higher education system. This reason is in line with the needs of students who aim to master various aspects contained in the English language. This phenomenon gradually replaced conventional learning strategies to improve student's English skills. Jamie (2005) found a reading teaching strategy called "Partner Reading Strategy" where this strategy can make students more interactive in the classroom in collaboration with other students so that they can understand reading quickly. Partner reading strategies in learning to read can improve the learning process, and make students interested in learning to read. Therefore, students will be interested in learning English. By using a reading partner, the students get error correction and aid from their companion for the duration of the practice.

Previous research studies have investigated that partner reading strategy is an effective strategy for reading comprehension. Hastomo (2022) states students can be active using the Partner Prediction Strategy. Using this strategy, students can apply prior knowledge to relate what they know to the text content. The other

hand, the experimental group improved their English reading comprehension significantly through partner reading, as well as their reading attitude and vocabulary learning (Salsabila & Nasution, 2022). Partner reading strategy can help students improve their reading abilities by making reading fun and interesting for them.

Based on the explanation above, the researcher conducted a study using the Partner Reading Strategy, which assists students to improve their reading ability. The previous studies entitled "*The Implementation of Partner Reading Strategy in Improving Students Reading Comprehension*" focused on narrative text and the result showed that the strategy was effective to improve students' reading comprehension. Another previous study entitled *"The Effect of Partner Reading Strategy in Teaching Reading Comprehension at Eighth Grade of Junior High School 12 Tanjung Jabung Timur"* uses descriptive text and the results showed that the strategy was effective to improve students' reading comprehension. so that this research with the title "The Effectiveness of Partner Reading Strategy on Students Reading Comprehension" uses the different research, by using hortatory exposition text.

1.2 The Problem of the Research

The problem of the study is stated as follows: "Is there any significant difference in reading comprehension of students who are taught by using partner reading and students who are taught by using individual reading at SMAN 2 Situbondo?"

1.3 The Purpose of the Research

Corresponding to the formulation of the problem, the purpose of the research is to find out whether there is a significant difference in students' reading comprehension between students who are taught by using partner reading and students who are taught by individual reading at SMAN 2 Situbondo.

1.4 The Operational Definition of the Terms

To avoid misunderstanding, it's necessary to give some explanation on several items that are be used in this study.

1.4.1 Reading Comprehension

Reading comprehension is a deliberate, active, interactive process that occurs before, during, and after a person reads a specific piece of writing. In this research, what we are exploring is the inferential comprehension ability type. the researcher will examine the students' ability to read between the lines, identify relationships among facts, and recognize the author's intention.

1.4.2 Partner Reading

Partner reading is a cooperative learning strategy in which two students work together to read a text assigned by the teacher. Providing a fluent reading model and helping students learn decoding skills by offering positive feedback. This leads the students to feel free to express their prior knowledge during the discussion with their pair. In this research was used teaching material hortatory exposition text.

The hortatory exposition is a type of exposition text which gives explanation or arguments for the fact. Generic Structure of Hortatory Exposition Text (thesis, argument, and recommendation).

The Characteristics / Language Feature of Hortatory Exposition Text:

1. Using relational process

2. Using internal conjunction

3. Using causal conjunction

4. Using Simple Present Tense

5. Using compound and complex sentences.

6. Use words that link argument, such as firstly, secondly, and reasoning through causal conjunction, such as in addition, furthermore, however, therefore.

1.5 The Significances of the Research

1.5.1 For the Teacher

The outcomes of the research hopefully would be useful for English teachers in terms of selecting, providing, and employing appropriate methods. The data can be used to improve teaching quality and creativity in teaching English reading comprehension through partner reading.

1.5.2 For the Students

This research finding would enhance the students' reading comprehension because they are taught through cooperative learning. They will receive a large teaching reading cooperative learning, and the researcher findings may be useful input in the English teaching learning process.

1.5.3 For the Future Research

The outcomes of this study were expected to be used as a reference and source of information for future research in a related field or other studies on reading comprehension.

1.6 The Scope of the Research

The scope of this research is to prove that the implementation of partner reading strategy can be effective for improving students' reading comprehension by English students of Senior High School.