CHAPTER I

INTRODUCTION

This Chapter covers an introduction of the study which contains the background of the study, research question, the aims of the study, scope of the study, the significant of the study, the research methodology, clarifications of key terms, the organization of the paper and concluding remark.

1.1 Background

Reading is a complex process, complex to learn and complex to teach (Carnine & Silbert, 1990), it is a conscious and unconscious thinking process (Mikulecky S., 2008) and it is an essential part of literacy, which covers that the ability to read and use written information and to write appropriately, in a range of contexts. (Australian Departement of Employment, Education and Training, 1991).

Regardless of its complexity, reading is very important for students who are learning foreign language. Grabe and Stroller (2001) ranked reading as the number one skill that FL students' wish to gain mastery. Through reading students are able to gain understanding from written materials that they could not discuss orally with equivalent accuracy or thoroughness (Desmiyati, Sukirian, and Sudirman, n/a). In addition, Spivey (1991) claimed that other than representing peoples' literacy, reading could also "builds a representation of meaning in response to discourse goals, using previously acquired knowledge to operate on and to embellish, the minimal cues provided by the text."

A recent study conducted by John Miller, the president of Central Connecticut State University in New Britain, puts Indonesia on the second-lowest rank of 61 measurable countries for its 'literate behavior characteristics'. He measured everything from numbers of libraries and newspapers to years of schooling and computer availability and then made an illation (Ribka, 2016).

This fact is unacceptable since Indonesia was noted to has more than fifteen thousand libraries scattered arround the country which contain numerous reading materials that are far bigger than several advance nations like Portugal, New Zealand, South Korea, Netherlands, Singapore, and Germany. These facts showed that the infrastructure in Indonesia, though it may not yet be said to be ideal, is sufficient enough for its people to be accustomed to reading, but unfortunately it doesn't match the reading interest rate among Indonesian people.

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In the education field, the lack of interest in reading leads to the increasing number of students that face certain problem to improve their reading skills. During teaching session in SMPN 45 Bandung, researcher found that the gap in reading ability among student was widening. This matter should be taken seriously since without adequate support, many students with reading difficulties might be unable to compensate for the many difficulties that they experienced in understanding what they read. The difficulties in reading have been the number one reason of why the students are likely to be hesitant readers (Kweldju, 2000), thus, teachers are reponsible to find the most appropriate technique to develop students' interest and build their self confidence in reading. (Ferdila, 2014).

Paired reading is one of the solution to solve this problem. Paired reading is a method for improving reading fluency and comprehension in which student is paired and takes turns being the tutor and the tutee. Students sit side-by-side while one reads and the other follows along, assisted by the teacher when necessary. (Gerdes Anna, 2000). Paired reading also can be done by allowing a pair of student to read together simultaneously. Both read the words out loud together. Tutors make their speed as fast or as slow as the readers and as the reader makes a mistake the tutor just tells them what the word is. The reader must never struggle or break up the word or sound it out. This gets away from disjointed tedious reading where understanding is affected by the slow pace and the concentration on individual words (Cassidy, 2007).

Paired reading is appropriate to be used in the classroom because it is suitable with many types of reading materials (Fuchs, 2000). This method allows the teacher to freely observe multiple paired reading sessions and work with different students while other students continue reading together, and it also appears to be beneficial to all levels of readers (Greenwood, 1997). Paired reading strategy also reported to develop fluency and comprehension skills (Mathes, Fuchs, Henley, & Sanders, 1994). Moreover, reading with someone else encourages students to try reading materials that may be just above their normal reading level. Paired Reading can also be used to build oral skills so that nervous readers can work toward reading in front of a large group. (Topping, 2014)

During teaching session in SMPN 45 Bandung, paired reading strategy was applied by the researcher to close the gap of reading skills among students. Unfortunately, the lack of interest in reading makes students easily get bored and lose focus when they were taught about reading comprehension using paired reading strategy with a text taken from their English textbook. To overcome this matter, researcher tried to look for the best reading materials that might improve

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students' interest in reading since it is the teachers' responsibilities to motivate reading by selecting the appropriate materials (Alyousef, 2005).

At the end of the day, researcher found that a narrative text in the form of fairy tales can provide struggling students with additional content exposure, thus improving their foundational reading skills. Students also will not get bored easily since narrative text in the form of fairy tale is used in this study which is very popular among the people at their age.

Narrative text is a type of text proposed to amuse and entertain the readers (Rachman, 2016), this is including any kind of writing in form of story consisting of a single event or series of episode (Battry, 2004). Feez and Jocye (1998) state that narrative text tells bout how the characters react to the events. Narrative text is popular among youth because they present a plot which consists of complications and resolutions (Cahyono, 2006).

Fairy tale is one of the most popular form of narrative text, and it should not only seen as childrens' literature, but rather a literature that can be shared by people of all ages (Kronborg, 2009). Zipes (2011) claims that the origin of fairy tales "emanated from a wide variety of tiny tales thousand years ago that were widespread throughout the world and continue to exist in unique ways under different environmental conditions." Lepin (2012) wrote a bachelor thesis about using fairy tales to teach English language skills and values, and she states that fairy tales can be used to develop English language skills in EFL classrom, it is able to improve students reading skill, speaking skill, grammar and vocabulary (Lepin, 2012).

The research about paired reading and reading skills has been widely covered by other researchers, but the research on the use of paired reading in teaching reading comprehension using narrative text is still uncommon, especially for EFL students.

In conclusion, this study is expected to fill the gap in teaching reading skills research. This research will examine the implementation of paired reading strategy in teaching reading and discover how far this strategy can help the students in learning reading comprehension then find out the students responses toward its implementation.

1.2 Research Questions

The study is conducted to answer the problems formulated in the following questions:

1. To what extent can paired reading strategy improve students reading skills?

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2. What are the students responses toward paired reading strategy impelementation in teaching reading?

1.3 The Aims of the Study

The purpose of this study is divided into two major purposes to find out the answer of the problems mentioned before:

1. To investigate to what extent paired reading strategy can help the students in learning reading
2. To find out the students' responses toward the implementation of paired reading strategy.

1.4 Scope of the Study

This study focused on whether the implementation of paired reading strategy can be used to elevate EFL students' reading skills. The study also aims to investigate the useful aspects that are possible to minimize the gap among students' reading skills during the implementation of this technique. The study will conduct based on the combination of various relevant theories of second language acquisition, teaching techniques, reading strategies and so on. The narrative text and paired reading strategy are proposed to develop and strengthen learners' reading ability toward foreign language in contexts of language.

Paired reading is used in this research because this strategy is motivating and enjoyable (Raskinski, 1990). Furthermore, Fuchs (2000), says that paired reading can be used with many types of reading materials, and it appears to be beneficial to al levels of readers (Koskinen & Blurn, 1986; Mathes & Fuchs, 1993; Rasinski, 1990; Rekrut, 1994; Utley, Mortsweet, & Greenwood, 1997). Paired reading is also motivating and enjoyable (Raskinski, 1990)

1.5 Significance of the Study

The study is expected to present broader sight in using paired reading strategy as the main teaching strategy in FL learning context, especially reading. Meanwhile, the narrative text in a form of fairy tales used in this study is expected to provide benefits to lower-level readers and keeps their interest in learning reading.

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This study also has some specific benefits for both teacher and students. For teacher it will show a way to implement paired reading strategy and narrative text in a form of fairy tales in language learning. For the students the significance of this study is to maximize the potential of learning reading through paired reading strategy using narrative text in the form of fairy tales, which is very popular among the people at their age. Moreover, in the general perspective, this study will help both the teacher and the students to get the easiness in learning FL.

1.6 Clarification of Key Terms

There are some terms in this study that need to be clarified. The definition of them as follows:

1. Reading for EFL Learners
   Anderson (1999) defines reading as an active process that involves the reader and the reading material in building meaning. It is a process to grasp the message, which delivered through words or written language.

2. Paired Reading
   Topping, K. (1995) states that paired reading is a classroom strategy which divided students into pairs them ask the students to read along together or take turns reading aloud to each other. Pairs can have the same reading ability or can include a more fluent reader with a less fluent reader. Fuchs (2000) states that paired reading strategy can be used in various reading material. In this study researcher specifically using narrative text in a form of fairy tales as the reading material. Narrative text is a type of text which tells a story and, in doing so, entertains or informs the reader or listener (Anderson, 2008), While The Oxford Dictionary of English Folklore defines fairy tale as the usual English term for a group of oral narratives centered on magical tests, quests, and transformations.

1.7 Organization of the paper

This research will consist of five chapters. Each chapter contained some subtopics to help in giving details or giving further information about the research itself. The paper organization of this study is organized as follows:

1) Chapter I: Introduction

This chapter contains the information about the background of the study, research question, the aims of the study, scope of the study, the research methodology, the significant of the study, clarifications of key terms, and the organization of the paper.

2) Chapter II: Theoritical Foundation

This chapter concerns with the literature review related to this research, the literature used for the research consists of various source such as books, online journals, scientific papers etc. In this chapter the researcher will elaborate some theories which are relevant to the study.

3) Chapter III: Research Methodology

In this chapter the researcher discusses the methodology in conducting the research, explain the procedures of the research, and give the detailed information on the data resources

4) Chapter IV: Finding and Discussion

This chapter consists of the interpretation of the data collection and data analysis

5) Chapter V: Conclusion and Suggestion

In this final chapter, the researcher presents the solid conclusion and gives suggestions based on the result of the research.

1.8   Concluding Remark

This chapter has presented the intoduction to the study which covers; background, research questions, the aims of the study, the scope of the study, significance of the study, clarification of key terms and organization of the paper. The next chapter will discuss about the theoretical framework of this research.