

**IMPROVING STUDENT'S READING SKILL IN NARRATIVE
TEXT THROUGH PAIRED (PR) STRATEGY TO THE
SECOND GRADE OF SMK N 5 LANGSA
(A CLASSROOM ACTION RESEARCH)**

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Improving Student's Reading Skill In Narrative Text Through Paired Reading
(PR) Strategy To The Second Grade Of SMK N 5 Langsa
(A Classroom Action Research)

Key words: Improve Reading Skill in Narrative Text, Paired Reading

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ASRAYANI, Improving Student's Reading Skill In Narrative Text Through Paired Reading (PR) Strategy To The Second Grade Of SMK N 5 Langsa (A Classroom Action Research).

Thesis. Tarbiyah and Teacher Training Faculty. Institute Agama Islam Negeri(IAIN) Zawiyah cot kala Langsa, 2015. The objectives of this study were How Paired Reading (PR) Strategy Improve Students' Reading Skill in Narrative Text. Reading is storehouse of knowledge; through reading we can get knowledge, and a broad view. Reading comprehension is the primary purpose for reading (through this is sometimes overlooked when students are asked to read overly difficult text).” It means reading comprehension is understanding a text that is read, or the process of “ constricting meaning” from the text. Narrative is one of the most powerful ways of communicating with others. Paired reading is a reading activity where a learner and a skilled reader read a text together.

The problem of this research is How Paired Reading (PR) Strategy Improve students' Reading Skill in Narrative Text. The Purpose of the research is to find out how Paired Reading Strategy can improve students' Reading Skill in Narrative Text. The significance of this research is for the reader will be an early guidance to the reader want to start in writing a research, for students will get a new experience by paired Reading Strategy, Improving their Reading Skill to be better, for the teachers will be able to develop their skill in teaching reading to be better, to know the causes of students' weakness in reading and how to improve their reading skill. The scope this research is limited to in applying paired reading strategy to improve reading skill in narrative text, focused in reading comprehension. The hypothesis of the research is paired reading (PR) Strategy can improve students' reading skill in narrative text in reading English at second grade of SMK N 5 Langsa.

The subject of the research is students in class XI APKJ of SMP Negeri 5 Langsa which is consisted of thirty students, in this study the researcher use purposive sampling technique to get the samples. The researcher conducts this research is Classroom Action Research. The data is obtained by using two instruments those are observation, and test . The test is divided of pre-test and post-test. The result of this research states that Paired Reading can improve students' reading skill in narrative text in learning reading. It is based on the result data that show that there are differences score among the students' score of pre-test before doing the action and after doing the action of post test in each cycle. The post-test in cycle I showed that the mean of students' score is 65,66 and in the post test of cycle II the mean of students' score become 80. It means that the score has passed the Minimum Completeness Criteria (KKM) that have been determined by the school. In line with the result of the research, it is essential that the teacher should be able to perform as an innovator of learning and should use a variety of techniques to improve reading skill students in narrative text'.

Keywords: *improve reading skill in narrative text, Paired Reading strategy*

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Praise be upon to Allah SWT; The Lord of the Universe, that under Allah's blessing and great guidance, and also to Prophet Muhammad SAW who had brought us to the knowledge world. Because of them, the researcher is eventually able to complete this skripsi as one of the requirements of achieving the degree of Sarjana Pendidikan at English Study Program, Language and Arts, Ministry Education and Culture of Teacher Training Faculty of STAIN Zawiyah Cot Kalla Langsa.

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Finally, the researcher hopes the readers could contribute developmental criticism and suggestion to improve this thesis.May Allah SWT bless them all, Amin ya Rabbal ‘Alamin.

Langsa, 2015

The Reseacher

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ABSTRACT

The objective of this research is to improve students' Reading skill in narrative text Through Paired Reading strategy in learning reading skill. The subject of the research is students in class XI APKJ of SMP Negeri 5 Langsa which is consisted of thirty students, in this study the reseacher use purposive sampling technique to get the samples. The researcher conducts this research is Classroom Action Research. The data is obtained by using two instruments those are observation, and test . The test is devided of pre-test and post-test. The result of this research states that Paired Reading can improve students' reading skill in narrative text in learning reading. It is based on the result data that show that there are differences score among the students' score of pre-test before doing the action and after doing the action of post test in each cycle. The post-test in cycle I showed that the mean of students' score is 65,66 and in the post test of cycle II the mean of students' score become 80. It means that the score has passed the Minimum Completeness Criteria (KKM) that have been determined by the school. In line with the result of the research, it is essential that the teacher should be able to performas an innovator of learning and should use a variety of techniques to improve reading skill students in narrative text'. The students also should more improve their reading skill in narrative text and interested to English, especially Reading.

Keywords: *improve reading skill in narrative text, Paired Reading strategy*

CHAPTER I

INTRODUCTION

A. The Background of the study

Reading is storehouse of knowledge; Through reading we can get knowledge, and a broad view. We will get a lot of information that we obtain from reading which is very useful. Reading is made available in schools library or reading room, and also reading it can be done everywhere. The books that we can read are not only textbooks, but also other book such Newspapers, Magazines, Advertisements, and Brochures. In Reading activity, we are not only reading the text, but also trying to understand what we are Reading. Therefore, reading has become a necessity in our lives. In the research the reseacher focused in reading comprehension.

According to Richards “Reading Comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult text).” It means reading comprehension is understanding a text that is read, or the process of “constricting meaning”from the text. Comprehension is a “constriction process” because to involve all of the elements of the reading process working together as a text is read to create a representation of the text in the reader’s mind.¹

¹ Richards and C. Jack. *Methodology in Language Teaching an Anthology of Current Practic*.2003. United States of America: Cambridge University Press,page.277

Comprehension is to understand something and exercise that trains students to understand a language.² Thus, comprehension is a test of ability to understand what we read. Therefore, reading comprehension needs understanding of the words, seeing the relationship among the words and catching what the author's want to tell about.

When we read something we must understand the text, such printed text and visual text. We are simply meet that the end result of any act of engagement with a written text should be comprehended of text.³F. Dubin explained the meaning of reading as “ reading is primarily a cognitive process, which means that the brains does most of the work “. ⁴ Reading is a multidimensional process that involves they eyes, the ears, the mouth, and most importanly, the brain.⁵

The writer done preresearch based on experience as a teacher at SMK Negeri 5 Langsa, most of the students of had difficulties in reading skill a text, especially Narrative Texts . They could not find the major elements of narrative text involving, setting, character, conflict or problem, the goal and resolution in the text. Cause of it' is students could not find the detailed information from the text.

Meyers states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these

² Clarendon Great Street, Oxford learner's Pocket Dictionary, (New York, 2003),p.83

³Pauline Harris, *Reading in The Primary school Years*, (Nelson Australia,2006),P.18

⁴F. Dubin, D.E. Eskey and W. Grabbe, *Teaching Second Language Reading for Academic Purposes*, (California: Edison- Wesley Publishing Company, 1986), P.6

⁵Danny Brassell, and Timothy Rasinski, *comprehension At Work Taking Students Beyond Ordinary Understanding To Deep Comprehension*, (Huntington Beach,School Education, 2008), p. 15

seem and make it happen for them⁶. Moreover, Anderson states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.⁷

To enable the students improve the competence of reading Skill in narrative text, the teacher should use an appropriate strategy concerning this, Paired Reading Strategy should be the appropriate one, it 'is based above explanation. Topping states that Paired Reading is a reading activity where a learner and a skilled reader read a text together.⁸ It is gives student motivation in reading. Paired reading is a great strategy for working with students who struggle with reading. It can be used when teacher wants to assure that students are reading orally.

Teacher will pair students up; one student needs to be able to read the material independently- one of student is the tutor. The other students will be called the "tutee". The paired reading strategy can be taught to student tutors, parents, and volunteers. The teacher can also pair up with a class of older students to be tutors for cross-age tutoring.

There were a lot of benefits to this method of reading together. It was structured and easy to teach to anyone who can read independently. Even the tutees could be tutors for students who read at their independent level. This was a

⁶Meyers, Allan, *Gateways to Academic Writing: Effective Sentences Paragraph and Essay*, (New York: Longman, 2005), p .52

⁷Anderson, Mark,. *Text Type in English 2*, (Australia: Mackmillan, 1997), p . 8

⁸K. Topping. Paired reading: *A Powerful technique for parent use*. *The Reading Teacher*, (1987). 40, 604-614.

boost to both students' self-esteem. And that is something all struggling readers need. Be sure that the material is not more than a year above their independent level. The harder the material, the more the tutor and tutee will read together. The easier the material, the more the tutee will read alone independently. From the statements above, by Paired Reading (PR) strategy, it was could be improved the students' reading Skill.⁹ The reseacher expected that the student can uderstanding a text.

Based on the description above, the researcher is interested to do a reasearch with appointed title **“Improving Student’s Reading Skill in Narrative Text Through Paired Reading (PR) Strategy to the second grade of SMK N 5 Langsa.”**

B. The Reseach Question

Based on the background of study, the problem of this research is follow :

How Paired Reading (PR) Strategy Improve students' Reading Skill in Narrative Text?

C. The Purpose of Study

To find out how Paired Reading Strategy can improve students' Reading Skill in Narraive Text.

⁹kaith Topping, *Paired Reading, Spelling and Writing: The Handbook for Teachers and Parents*,(Cassell Academic, 1995)

D. The Significance of study

1. For the Reader

This thesis will be an early guidance to the reader want to start in writing a research.

2. For Students

Through this research, the students will get a new experience by Paired Reading Strategy, improving their Reading skill to be better.

3. For Teachers

Through this research, the teachers will be able to develop their skill in teaching Reading to be better, to know the causes of students' weakness in Reading and how to improve their Reading skill.

E. The scope of study

Based the backgroud of the study, therefore the researcher takes the scope of the study is limited to in applying Paired Reading (PR) strategy to improve reading skill in narrative text, the researcher focused in reading comprehension to the second grade of SMK N 5 Langsa.

F. Hypothesis

Hypothesis is the tentative statement that is as an assumption or a guess about something that observed.¹⁰ According to Arikunto, the hypothesis is defined as provisional answer toward the research problem.¹¹ The hypothesis of this research is state below:

¹⁰ Nasution. S, *Metode Research* (Jakarta: PT Bumi Aksara, 2005), P. 39.

¹¹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002), P. 71.

1. Paired Reading (PR) Strategy can improve students' Reading skill in narrative text in Reading English at Second Grade of SMK Negeri 5 Langsa.

G. Terminology

To avoid misunderstanding about the sense of terms, the reseacher defines some words as follows:

1. Reading is result of an interaction between the graphic symbols that repretation language and reather's perspsion about the word.
2. Mayer states that Narrative text is one of the most powerful ways of communicating with others. A good written story lest your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.¹²
3. Paired Reading is a reading activity where a learner and a skilled reader read a text together.¹³

¹² Meyers, Allan, *Gateways to Academic Writing: Effective Sentences Paragraph and Essay*, (New York: Longman, 2005), p .52

¹³ Topping, K. (1987). Paired reading: *A Powerful technique for parent use. The Reading Teacher*, 40, 604-614.