

AN UNDERGRADUATE THESIS

**INCREASING THE STUDENTS' READING COMPREHENSION IN RECOUNT
TEXT BY USING PAIRED READING TECHNIQUE AT ELEVENTH GRADE
OF MA WALISONGO SUKAJADI BUMI RATU NUBAN LAMPUNG TENGAH**

By:

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English Education Department

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**STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO LAMPUNG**

1439 H / 2017 M

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TEXT BY USING PAIRED READING TECHNIQUE AT ELEVENTH GRADE
OF MA WALISONGO SUKAJADI BUMI RATU NUBAN LAMPUNG TENGAH**

Presented as a Partial Fulfillment of the Requirement

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

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NUBAN LAMPUNG TENGAH**

ABSTRACT

BY

WISMOYO SANDI NUGROHO

The primary goal of this research is to know whether the use of Paired Reading Technique can increase the students' reading comprehension in Recount Text. The method used in this research is known as Classroom Action Research (CAR). The data were collected by documentation, observation, field note, interview, and test. The researcher chose class XI c as the subject in this research.

Based on the data that there is significant increasing on the students' reading comprehension. It is proofed on the students' average score in pre-test and post-test 1 was from 56,25 to 67,91 or improved 11,66 while in post-test 1 and post-test 2 was from 67,91 to 77,08 or improved 9,17. It means that the use of Paired Reading Technique can increase the students' reading comprehension in Recount Text at eleventh class of MA Walisongo Sukajadi Bumi Ratu Nuban, Lampung Tengah.

It can be seen that, the conclusion of this research is Paired Reading Technique can increase the students' reading comprehension at eleventh class of MA Walisongo Sukajadi Bumi Ratu Nuban, Lampung Tengah especially students' interest in reading learning.

**MENINGKATKAN PEMAHAMAN MEMBACA SISWA DALAM
RECOUNT TEXT DENGAN MENGGUNAKAN TEHNIK MEMBACA
BERPASANGAN PADA SISWA KELAS X1 MA WALISONGO
SUKAJADI BUMI RATU NUBAN
LAMPUNG TENGAH**

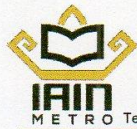
ABSTRAK

**OLEH
WISMOYO SANDI NUGROHO**

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan tehnik Paired Reading (membaca berpasangan) dapat meningkatkan pemahaman membaca siswa pada text recount . Penelitian ini merupakan penelitian tindakan kelas. Data yang digunakan adalah metode dokumentasi, observasi, catatan lapangan, wawancara, serta tes. Penelitian ini menggunakan kelas XI c sebagai subjek dari penelitian ini.

Akhirnya data menunjukkan bahwa ada peningkatan yang signifikan terhadap pemahaman membaca siswa pada text recount. Hal itu dibuktikan dengan nilai rata-rata siswa pada pre-test dan post-test 1 yaitu 56,25 menjadi 67,91 atau meningkat 11,66 sedangkan pada post-test 1 dan post-test 2 yaitu dari 67,91 menjadi 77,08 atau meningkat 9,17. Itu berarti penggunaan tehnik Paired Reading (membaca berpasangan) dapat meningkatkan kemampuan membaca siswa pada kelas XI c MA Walisongo Sukajadi Bumi Ratu Nuban Lampung Tengah..

Ini berarti bahwa, Kesimpulan penelitian ini adalah tehnik Paired Reading (membaca berpasangan) dapat meningkatkan pemahaman membaca siswa kelas XI c MA Walisongo Sukajadi Bumi Ratu Nuban, Lampung Tengah khususnya ketertarikan siswa dalam pembelajaran reading.



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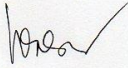
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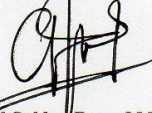
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Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
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Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

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RATU NUBAN LAMPUNG TENGAH

Sudah kami dapat setuju dan dapat diajukan untuk dimunasaqsyah, demikian harapan kami
Atas perhatiannya kami ucapkan terimakasih.

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

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The Undergraduate Thesis Entitled: Increasing The Students' Reading Comprehension in Recount Text by Using Paired Reading Technique at Eleventh Grade of MA Walisongo Sukajadi Bumi Ratu Nuban Lampung Tengah, Written by Wismoyo Sandi Nugroho, Student Number. 13108777 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on November 13th, 2017 at 08.00-10.00 a.m.

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States that this Undergraduate Thesis is original except certain part of it quoted from the bibliography mentioned.

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MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾

(“Read In The Name of God Who Created Us”)

The limits of my Read means the limits of my world

(Ludwig Wittgenstein)

“praying together on time”

(Kyai H. Imam Syuhadak)

DEDICATION

This Undergraduate Thesis is dedicated for:

1. My beloved parents(Mr. Sumarsono and Mrs. Yatinem) (Gus Syaikhul
 - ulum , Mbah Nyai Umi salamah and abah Yai Imam Syuhadak) who keep on praying and supporting me. I love you so much.
2. My beloved advisors and lecturers who give guidance and contructive idea.
3. My beloved the Head of English Education Department, Mr. Ahmad Subhan Roza, M.Pd
4. My beloved brother and sisters Susanto Sandya Aryoko, Siti Uswatun Khasanah, Nuriah Pungkasari, and who always support me both moral and financial.

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7. Teachers, Staff, and Student of Ma Walisongo Sukajadi Bumi Ratu Nuban Lampung Tengah.
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Metro, 13 November 2017

Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Research

In globalization era, government realizes that English is very important and human resource should be able to communicate in English. English is very important for Indonesian in order to face the development of the world. It has also been a compulsory subject to Indonesian learners. Especially, reading lessons.

Reading is one of the important ways in learning English. Reading is concerned mainly in understanding fully for the readers in creating the meaning intended by the writer. Through reading, the readers create the environment that shapes their minds and their selves. Nevertheless, there are still some people who never have much initial interest or lasting interest in book and reading. So, they cannot access to reading activities and reading programs.

Reading is not enough for the readers to understand a set of words in a sentence only. The readers also must be able to understand the reading text in order to get the message and information what they have read. A good reading will increase the students' comprehension in gathering ideas to communicate.

Based on the paragraph above, it necessary for the English teacher to foster reading on their students. It may be done by selecting proper materials for the students.

Therefore, there are kinds of english text who can chosen by the teacher for encourage reading activity to students. One of the text is recount text. Recount text is form of text that aims at retelling events for the purpose of informing or entertaining. In recount text, the sentences are usually organized according to time order or chronological order, one thing happens and then, another thing happens and the events are told in the same order. Because of that, to comprehend the recount text is not easy for them. So, it has needed a good technique to comprehend itself. One of the technique to comprehend the recount text is paired reading technique.

The Paired Reading Technique encourages peer teaching and learning. Students are devided into pairs and read along together or take turns reading aloud to each other. Pairs can have the same reading comprehension or can include a more fluent reader with a less fluent reader. Each student reads and provides feed back about their own and their partner's reading behaviors. This technique fress up the teacher to observe paired reading sessions and work with different students whith other students continue reading together. Reading with someone 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, reluctant readers can work toward reading in front of a large group. Therefore, paired reading technique is more effective and more

are expected to assist in increasing students' reading comprehension of recount text.

Pre survey had done on January 11, 2017 of the eleventh grade of MA Walisongo Sukajadi Bumi Ratu Nuban Lampung Tengah. It can be seen that is, the students problems in reading recount text those are: (1) The Students do not have much motivation to read the English recount text, (2) The students have lack understanding about technique of reading comprehension (3) The students have difficulties to comprehend and identify the meaning of words and information of the recount text, (4) The students have difficulties to identify the rhetorical step and communicative purpose of the text. In the other cases in reading recount text of eleventh grade of MA Walisongo namely, the students score is low. It can be seen the table below :

Table 1
The Students' recount text reading comprehension score

No.	Score	Category	Frequency	Percentage
1	≥ 75	Pass	10	42%
2	≤ 75	Fail	14	58%
Total			24	100%

Based on the table above, it can be seen that pre-survey result of the eleventh grade of MA Walisongo Sukajadi Kec. Bumi Ratu Nuban Lampung Tengah in academic year 2016/2017 above, illustrates that, there

are only 10 from 24 students pass (42 %) and 14 students fail (58 %). and, in MA Walisongo decided 75 score as the English minimum passing grade (EMPG). It can be said that the student score of reading recount text is low.

Referring the problems above, the researcher is interested to give one alternative to solve the student problems in English reading recount text is to use a paired reading technique. This technique will be increase the student comprehend a recount text of the eleventh grade of MA Walisongo.

In this research, the researcher wants to do the classroom action research and it is hoped that to overcome of teaching and learning English will be better and students' reading comprehension of the reading recount text will be improved.

B. Problem Identification

Based on the background of the research, the researcher finds some students' problems in reading. Those are as follows:

1. The Students do not have much motivation to read the English recount text.
2. The students have lack understanding about technique of reading comprehension.
3. The Students have difficulties to comprehend and identify the meaning of words and information of the recount text.
4. The Students have difficulties to identify the rhetorical step and communicate purpose of the recount text.

C. Problem Limitation

From the explanation above, the researcher limits the scope of the research on “ Increasing The Reading Comprehension By Using Paired Reading Technique Of The Eleventh Grade Of MA Walisongo Sukajadi Bumi Ratu Nuban Lampung Tengah”.

From the explanation above, the researcher will conduct the research with title “Increasing The students’ Reading Comprehension In Recount Text By Using Paired Reading Technique At Eleventh Grade of Ma Walisongo Sukajadi Bumi Ratu Nuban Lampung Tengah.

D. Problem Formulation

The Problem Formulation in this research is:

Can paired reading technique increase the students’ reading comprehension in recount text at the eleventh grade of MA Walisongo Sukajadi Bumi Ratu Nuban Lampung Tengah?

E. Objective of The Research

The objective of this research is to find out whether using paired reading technique can increase the students’ reading comprehension in recount text of the eleventh grade of MA Wali Songo Sukajadi Bumi Ratu Nuban Lampung Tengah?

F. Benefits of The Research

In every research has aim and purposed. Hopefully, this research will be have some advantages in teaching and learning process.

Beside that, this research will give contribution to the teachers, students and writer his self.

The results of the research are expected to give benefits for:

1. For the students

The result will be to give motivated for the students in learning reading easily especially in recount text

2. For the teacher

As information to English teacher if paired reading technique can be effectiveness to increase the reading comprehension in recount text.

3. For the researcher

This research is expected as a contribution for the other researcher to conductions further studies.

CHAPTER II

THEORITICAL FRAMEWORK

A. The Concept of Reading Comprehension

1. The Concept of Reading

a The Definition of Reading

Kenneth Goodman's contend that Reading is a Psycholinguistic Guessing Game, and other subsequent work, second language specialists began to tackle the unique issues and questions facing second language reading pedagogy.¹

In addition, Aebersold and Field say that reading has been described as what happens when people look at a text and assign meaning to the written symbols in that text. Reading then becomes “painful, boring, no fun, and too difficult”, as some beginning second language readres have sometimes commented.²

According to Anthony, H. Pearson, P., and Raphael, reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.³

¹ H. Douglass Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Francisco State University: Longman 2001), Second Edition, p.298.

² Thomas S. C. Farrel, *A Strategic Approach to Teaching Reading*, (Singapore: National Institute of Education, 2002), p.133.

³ *Ibid*, p.137.

Moreover, reading has cognitive consequences that extend beyond the immediate task of understanding particular texts. Studies have shown that avid readers-regardless of general ability-tend to know more than those who read little. Further, those who know more are likely to learn more, and to do so faster, in other words, knowledge begets more knowledge.⁴

On the other hand, reading is the most critical skill for future success in school as well as throughout life. Reading is purposeful and active process. A reader reads to understand, to member what is understood and put the understanding to use. A reader can read a text to learn, to find out information, or to be entertained.⁵

Reading is something usually taken for granted. In contemporary societies, the use of the literacy for a vast range of social and personal purposes is so widespread that is rarely questioned. Within the education system, reading becomes an explicit focus of attention, with substantial resources devoted to teaching and learning of literacy. Even here, however, the definition of reading is usually not discussed, although one can be inferred from the kinds of teaching and learning activities adopted.⁶

⁴ Lois Bridges, Ph.D., *The Joy and Power of Reading: A Summary of Research and Expert Opinion*, (Scholastic Inc, 2015), p.83.

⁵ Cathy Healy, *Reading: What The Experts Say, The Lowdown on The National Reading Panel* (Peatc, 2002), p.1-3.

⁶ Marian Sainsbury, Colin Harrison, and Andrew Watts, *Asesing Reading from Theories to Classroom*, (Cambridge Assesment, 2006), p. 1.

Reading is a fundamental educational construct and it is unsurprising that its definition is difficult. It is a flexible skill rather than a body of knowledge. In outline, it can be seen to involve, at least, knowledge of language, knowledge of the written code, the ways in which children learn to read and the difficulties they may encounter.⁷

Moreover, reading is a process very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears, and joys-all of it.⁸

Based on the explanations above, the writer concludes that reading is a process to read texts or something to get information, knowledge and others.

b. The Terms of Reading

There are terms of reading, such as:

a) Extensive Reading

Extensive reading refers to reading which students do often (but not exclusive) away from the classroom. They may read novels, web pages, newspapers, magazines or any other reference material.

⁷ *Ibid*, p. 16.

⁸ Heinemann, *Reading Process: Brief Edition of Reading Process and Practice*, (Oxford:Miami University), Third Edition, p.xiii.

b) Intensive Reading

Intensive reading, on the other hand, refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms. Teachers may ask students to look at extracts from magazines, poems, internet websites, novels, newspapers, plays and a wide range of other text genre.⁹

c. The Models of Reading

There are models of reading as follows:

a) Bottom-Up Model

Bottom-up model which suggests that successful listening is a matter of decoding the individual sounds we hear to derive the meaning of words and thence utterances. Until comparatively recently, the bottom-up approach dominated both first and second language research and theory. According to Cambourne, it was the basis of the vast majority of reading schemes.¹⁰

In addition, bottom-up approaches are serial models, where the reader begins with the printed word, recognises graphic stimuli, decodes them to sound, recognises words and

⁹ Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 2007), New Edition, p.99-100.

¹⁰ David Nunan, *Language Teaching Methodology: A Textbook for Teacher*, (Prattice Hall International English Language Teaching, 1991), p.63.

decodes meanings. Each component involves subprocesses which take place independently of each other, and build upon prior subprocesses.¹¹

b) Top-Down Model

Top-down approaches emphasise the importance of these schemata, and the reader's contribution, over the incoming text. Goodman, for example, calls reading a 'psycholinguistic guessing game', in which readers guess or predict the text's meaning on the basis of minimal of minimal textual information, and maximum use of existing, activated, knowledge.¹²

Top-down which suggest that we use discoursal and real-world knowledge to construct and interpret aural messages.¹³

Top-down model argues that readers bring prior knowledge and experiences to the text and that they continue to read as long as the text confirms their expectations. This top-down process can be explained as follows: the reader first looks at a passage or a text.¹⁴

In addition, top-down also play a critical role in language comprehension. This becomes intuitively evident considering

¹¹ J. Charles Alderson, *Assesing Reading*, (Cambridge University Press, 2000), p.16.

¹² *Ibid*, p.17.

¹³ David Nunan, *Language Teaching Methodology: A Textbook for Teacher*, (Pratice Hall International English Language Teaching, 1991), p.63.

¹⁴ Thomas S. C. Farrell, *A Strategic Approach to Teaching Reading*, (Singapore: National Institute of Education, 2002), p.134.

the processing of ambiguous words: Readers have different understanding of the word *bank* in a discourse about a *river side* as compared to a *financial institute*.¹⁵

d. The Construct of Reading

There are construct of reading, such as:

a) Decoding

Decoding recognises that the ability to translate written words into their spoken form underlies all other reading processes, which are therefore represented within it.

b) Comprehending

Here, lexical and grammatical knowledge is combined with recognising the written form of the word, so that meaning is attached to the word, sentence or passage. In teaching terms, too, it is difficult to point to many relevant practices, although the teaching of word and sentence recognition to beginner readers and the old-fashioned “comprehension exercise” can be seen as examples.

c) Responding

This is the process by which the reader engages purposefully with the text to make meaning and it underpins most recent theories of comprehension in cognitive

¹⁵ Michael Dambacher, *Bottom-up and Top-down Processes in Reading: Influences of Frequency and Predictability on Event-related Potentials and Eye Movements* (Universität Postdam, 2010), p.10.

psychology as well as literary theories. The discourse comprehension theory of Kintsch (1988), the reader response theories of Iser (1978) and Rosenblatt (1978) and the constructively responsive reading of Pressley and Afflerbach (1995) all envisage an active reader, bringing individual world knowledge to build a personal understanding of the text.

d) Analyzing

In analyze, the reader steps back from the meaning of the text, and considers it in relation to the authorial techniques adopted and the literary traditions within which it was produced. In this activity, by contrast with responding, the literary theories are explicit and a conscious part of the reader's understanding.¹⁶

2. The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading.¹⁷

¹⁶ Marian Sainsbury, Colin Harrison, and Andrew Watts, *Assesing Reading from Theories to Classroom*, (Cambridge Assesment, 2006), p. 16-17.

¹⁷Lois Bridges, Ph.D., *The Joy and Power of Reading: A Summary of Research and Expert Opinion*, (Scholastic Inc, 2015), p.121.

In addition, reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).¹⁸

Reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text.¹⁹

Moreover, reading comprehension is partitioned in two groups of processes-offline (inferred) and online (observed) reading processes. The online reading processes are partitioned into three groups: input, process, output. The offline reading process (the generally inaccessible processes of cognition).²⁰

According to Widgor and Garner define ability as systematic observation of performance on a task. In an earlier draft the authors were even more focused: ability is how well a person performs a defined task. Ability is also sometimes defined in terms of performance on a particular task or class of tasks.²¹

¹⁸ Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guilford Press, 2007), p.8.

¹⁹ Cathy Healy, *Reading: What The Experts Say, The Lowdown on The National Reading Panel* (Peatc, 2002), p.3.

²⁰ Marian Sainsbury, Colin Harrison, and Andrew Watts, *Asesing Reading from Theories to Classroom*, (Cambridge Assesment, 2006), p. 144.

²¹ David F. Lohman, *Issues in The Definition and Measurement of Abilities*, (USA: The University of Iowa, 1997), p.8.

Based on the explanations above, the writer concludes that reading comprehension is the process of the students how to comprehension the main ideas of the text and perform its to the text.

b. The Categories of Reading Comprehension

Reading comprehension has four categories, such as:

a) Literal Comprehension

Literal comprehension as the skill of getting the primary, direct literal meaning of a word, idea, or sentence in context. A teacher gives practice in literal comprehension when she asks, “With what was Johnny playing?” and the pupil answers, “With his red fire engine,” these are the exact words given in the book. Giving this answer requires no thinking.

Through the elementary grades and high school, practice in the literal comprehension dominates practice on the meaning-getting skills because the following techniques are so widely used: (1) fact questions based directly on the text, (2) true-false statements, (3) completion sentences, (4) multiple-choice exercises.

b) Interpretation

Interpretation is the label for a very usable category of thinking skills, which should be emphasized in reading. This term could be used in a sense broad enough to cover all of

thinking skills. But teachers of reading need something more definitive, they need categories which are sharply differentiated from one another. For example, in a third grade class the children were reading a ship story. Among other things there was a sentence saying, "The captain swung himself up on to the roof of the cabin." The teacher asked "Where did the captain swing himself?" This was a literal comprehension question. Instead she might have used a question which would have given the children a chance to think. She might have said, "Can you give a reason why he went up on the roof?" or, "The sentence says he swung himself up on the roof. Can you tell just how he got up there?"

Interpretation involves a cluster of several different kinds of thinking skills, such as: (1) making generalisations, (2) reasoning cause and effect, (3) anticipating endings, (4) making comparisons, (5) sensing motives, (6) discovering relationships.

c). Critical Reading

Critical reading is the third level in the hierarchy of reading for meaning skills. Critical reading includes literal comprehension and interpretation as previously defined, but it goes further than either of these in that the reader evaluates,

passes personal judgment on the quality, the value, the accuracy and the truthfulness of what is read.

In later grades planned experiences in critical reading may be provided, for example, developing with the class criteria in regard to the author's background, position, experience with the subject, prejudices, etc; holding panel discussions, supported by reference to readings; evaluating news items, editorials, cartoons, and advertisements in terms of propaganda techniques.

d). Creative Reading

Creative reading is frequently used in as broad a sense as "inferences," "critical reading" and other current popular terms which many have fallen into the habit of employing as one label to cover all thought processes in reading. Creative reading in its higher form starts with a question or an inquiry which arises in the mind of the reader, personally, and is usually carried forward with high motivation, often a sense of urgency.

c. **Strategies for Reading Comprehension**

For most second language learners who are already literate in a previous language, reading comprehension is primarily a matter

of developing appropriate. There are strategies for reading comprehension, as follows:

a) Identify The Purpose in Reading

Efficient reading consists of clearly identifying the purpose in reading comprehension.

b) Use Graphemic Rules and Patterns to Aid in Bottom-up Decoding (especially for beginning level learners)

At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written English. In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling conversation. They may need hints and explanations about certain English orthographic rules and peculiarities.

c) Use Efficient Silent Reading Techniques for Relatively Rapid Comprehension (for intermediate to advanced levels)

Reading speed is usually not much of an issue for all but the most advanced learners. Academic reading, for example, is something most learners manage to accomplish by allocating whatever time they personally need in order to complete the material.

d) Skim The Text for Main Ideas

Perhaps the two most valuable reading strategies for learners (as well native speakers) are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text (such as an essay, article or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

e) Scan The Text for Specific Information

The second in the most valuable category is scanning, or quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number supporting details.

f) Use Semantic Mapping or Clustering

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

g) Guess When You Aren't Certain

This is an extremely broad category. Learners can use guessing to their advantage to:

- (1) Guess the meaning of a word.
- (2) Guess a grammatical relationship (e.g., a pronoun reference).
- (3) Guess a discourse relationship.
- (4) Infer implied meaning (“between the lines”).
- (5) Guess about a cultural.
- (6) Guess content messages.

h) Analyze Vocabulary

One way for learners to make guessing pay off when they don’t immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here:

- (1) Look for prefixes (*co-*, *inter-*, *un-*, etc) that may give clues.
- (2) Look for suffixes (*-tion*, *-tive*, *-ally*, etc) that may indicate what part of speech it is.
- (3) Look for roots that are similiar (e.g., *intervening* may be a word a student doesn’t know, but recognizing that the root *ven* comes from Latin “to come” would yield the meaning “to come in between”).
- (4) Look for grammatical contexts that may signal information.
- (5) Look at the semantic context (topic) for clues.

i) Distinguish between Literal and Implied Meanings

Implied meaning usually has to be derived from processing *pragmatic* information, as in the following examples:

(1) Biil walked into the frigid classroom and intermediately noticed Bob, sitting by the open window.

“Brrr!” he exclaimed, simultaneously eyeing Bob and the open windows, “It’s sure cold in here, Bob.”

Bob glanced up from his book and growled, “Oh, all right, I’ll close the window.”

(2) The policeman held up his hand and stopped the car.

(3) Mary heard the ice cream man coming down the street. She remembered her birthday money and rushed into the house.

j) Capitalize on Discourse Markers to Process Relationship

Many discourse markers in English signal relationships among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners’ reading efficiency.²²

d. The Factors Influencing Reading Comprehension

There are factors that influence the students reading comprehension and they related one and another. The factors are :

²² H. Douglass Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Francisco State University: Longman 2001), Second Edition, p.306-340.

a. Prior knowledge

Prior knowledge or usually called background knowledge is important to create new knowledge, without prior knowledge write material would be meaningless. Prior knowledge is expressed with words .²³ The more knowledge must be active to be useful, the more likely it is that the material will be understood. Prior knowledge helps the students to comprehend what are written and making inferences or predictions about the text. It means that prior knowledge is very important in reading to get meaning in passage.

b. Schema Theory

Schema theory attempts to explain how knowledge is represented in the main and how those representations facilitate the use of knowledge.²⁴ To make it simply, schema Theory states that all knowledge is organized into units. Within these units of knowledge, or schema is stored information. Then it is a generalized description of a conceptual systems for understanding knowledge is represented and how it is used.

c. Motivation

Motivation plays an important role in comprehending text. The students will be motivated to read when they fell they need something from the text.

²³ Gerald G. Duffy, *Explaining Reading.*, p. 14

²⁴ K. Klinger, et At, *Teaching Reading.*,p2.

d. Text Coherence and Structure

The complicatedness of the text will influence understanding the text. The reader and text is written should be attention in reading comprehension. A good text, there is relationship between one paragraph and another that has logical connection and coherent, so the reader can comprehend text easily. The structure of the sentence and choices of words can affect the understanding of the text by the readers.

Based on the factors influencing reading comprehension above the researcher concluded that there are some factors in influencing reading comprehension such as prior knowledge, Schema Theory, Motivation, and Text Coherence, and prior knowledge itself usually called background knowledge is important to create new knowledge, without prior knowledge write material would be meaningless erence and Structure, and in the schema theory states that all knowledge is organized into units. Within these units of knowledge, or schema is stored information. Then it is a generalized description of a conceptual systems for understanding knowledge is represented and how it is used and motivation itself is important role something who give the students become motivated to read when they fell they need something from the text, and Text Coherence and Structure are

some of structure of the sentence and choices of words can affect the understanding of the text by the readers.

e. Level of Reading Comprehension

Townsend define that, there are three different reading levels for each person They are:

- a. Independent reading level, student can read books easily with very few words which are too difficult for him / her to read she/he can read books on his/her own.
- b. Instructional level, student can read most of words, but will be challenged by some words on each page, and
- c. Frustration level, student has to stop often and try do decode words. If she / he tries to read a book at this level, she / he will become frustrated.²⁵

So, based on the level of reading above the researcher concluded that there are three component level in reading comprehension they are independent reading level, instructional level and frustration level, and define of independent reading itself is student can read books easily with very few words which are too difficult for him / her to read she/he can read books on his/her own and in Instructional level, student can read most of words, but will be challenged by some words on each page and,

²⁵ Townsend, A (2007). “ *How to Ensure Reading Achievement*”, International (Journal Of Humanities and Social Science (IAIN Bengkulu Indonesia) dan penerbit Riswanto, Risnawati, Detli) Lismayanti, Vol 4, No. 7(1): May 2014,p.226

in the frustration level itself student has to stop often and try to decode words. If she / he tries to read a book at this level, she / he will become frustrated.

f. The Measurement of Reading Comprehension

There are nine groups of skills that were sorted out and labeled. For the purpose of this study, they are regarded as the nine basic skills for comprehension in reading. Included within them is the multitude of specific skills considered important by the authorities consulted. These nine basic skills are as follows:

1. Knowledge of word meanings.
2. Ability to select the appropriate meaning for a word or phrase in the light of its particular contextual setting.
3. Ability to follow the organization of a passage and to identify attendances and references in it.
4. Ability to select the main thought of a passage
5. Ability to answer questions that are specifically answered in a passage.
6. Ability to answer questions that are answered but not in the words in which the question is asked.
7. Ability to draw inferences from a passage about its contents
8. Ability to recognize the literary devices used in a passage and to determine its tone and mood

9. Ability to determine a writer's purpose, intent, and point of view, i.e., to draw inferences about a writer.²⁶

B. The Concept of Recount Text

1. Definition of Recount Text

Recount text is a text which list and describe past experiences by retelling events in the order in which they happened (chronological order).²⁷ Therefore, a recount text has a social function, the purpose of a social function is to retell an event with a purpose to inform or entertain the readers. Recount tells a series of events and evaluate their significance in some way. It is also to give audience a descriptions of what occurred and when it occurred. The story recount has expression of attitude and feeling, usually made by narrator about the events.²⁸

Recount is text function as for telling incident in the past.²⁹ Moreover recount also define a text which list and describe past experience by retelling events in order in which they happened (chronological order).³⁰

²⁶ Shank, S. *Student responses in the Measurement of reading comprehension*. Cincinnati: C. A. Gregory, 1929.,p.1

²⁷ Clary sada "improving students recount text writing by using picture series" tanjungpura.2011.p. 3

²⁸ Sihan and sinoda "The effectiveness of using recount text" *IQSR journal of humanities and social science* ,(Pematang siantar Indonesia :[Universities Sumatra utara HKBP nommension] dan penerbit Natanael saragih, Roswita silalahi,hilman pardede), Vol 19. Issue 1, Ver.XII (feb 2014), pp 56-54

²⁹ Knap "The effectiveness of using recount text" *IQSR journal of humanities and social science* ,(Pematang siantar Indonesia :[Universitas Sumatra utara HKBP nommension] dan penerbit Natanael saragih, Roswita silalahi,hilman pardede), Vol 19. Issue 1, Ver.XII (feb 2014), pp 56-54

³⁰ Clary Sada "improving students recount text writing by using picture series".p. 3

Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when happened.³¹

Based on the definition recount text above the researcher concluded that recount is a piece of text that retells pas event usually in the order in which they happened, and the purpose of a recount text is to give audience a description of what happened and when it happened.

2. Kinds of Recount Text

There are three kinds of recount text, those are :

a. Personal recount

a personal recount text usually retells an experience in which the writer was personally involved. It list and describes past event experiences by retelling event. It present the events chronological (in order in which they happened). The purpose of personal recount text is to inform or to entertain the reader.

b. Procedural recount

a procedural recount records events such as a science experiment or a cooking experience. The purpose of procedural recount text is to inform listeners or readers.

³¹ M. Arifin rosyadi, *learning material junior high school grade vii : recount text*, (teaching material development) 507-508, p. 1

c. Biographical recount

The purpose of biographical recount is to inform the reader by retelling past events and achievements in a person's life. A biographical recount uses specific names of the people involve in the biography.³²

Based on kinds of recount text above the researcher conclude that kinds of recount text divided into three kind those are personal recount, procedural recount, biographichal recount, and a personal recount text itself usually retells an experience in which the writer was personally involved and a procedural recount records events such as a science experiment or a cooking experience, and The purpose of biographical recount itself is to inform the reader by retelling past events and achievements in a person's life.

3. Grammatical Features of Recount Text

There are some grammatical features of recount text, those are :

- 1) Use of nouns and pronouns to identify people, animals, things involved
- 2) Use of actions verbs to refer to events
- 3) Use of past tense to located events in relation to speaker's or
writer's time
- 4) Use of conjunctions and time connectives to sequence of events

³² Lia Maretnowati. *The Effectiveness of pre reading activities Questioning and vewing pictures in student's comprehension*. Jakarta: Departement of English education, 2014. p.13

5) Use of adverb and adverbial phrase to indicate place and time

6) Use of adjective to describe nouns.³³

4. Schematics Structures of Recount Text

Event thought there are several kinds of recount text, basically they have the same characteristics in the schematic structures. A recount text consist of three parts, those are:

a. Orientation

Orientation is background information answering who, why, when, where. Recount text begins by telling the reader who was involved, what happened, where this events, took place and when it happened.³⁴ In orientation it is mentioned some events which is also stated the participants, place, or time information in that story.

b. Events

Event is the main important activities or events that occurred in that story of text. The function is to give more explanation of the orientation.³⁵ This parts introduces series of events trip which is happened the story in the past. Tell what happened, present event in temporal sequence. It is usually recounted in chronological order.

³³ Boardman "The effectiveness of using recount text"*IQSR journal of humanities and social science* ,(Pematang siantar Indonesia :[Universitas Sumatra utara HKBP nommension] dan penerbit Natanael saragih, Roswita silalahi,hilman pardede), Vol 19. Issue 1, Ver.XII (feb 2014), p. 56-54

³⁴ Clary Sada "*improving students recount text writing by using picture series.*", p. 3

³⁵ Puji astuti. "*Improving students ability in writing recount text through picture sequences*"department of English education.2011.p.14

Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.

c. Re-orientation

Re-orientation is a conclusion of the story. Some recounts have a concluding paragraph; however, this is not always necessary. It is the part how the story goes back to the beginning point and sometimes the author also gives the comments or his opinions about the event happened. Re-orientation is optional and closure of events. It is the last part of the text. It consists of the summarizing of events and also the ending of the story.³⁶

Based on schematics structures of recount text above the researcher conclude that there are three of schematics structures of recount text such as orientation, event and re-orientation. orientation itself is begins by telling the reader who was involved, what happened, where this events, took place and when it happened and, event itself is the main important activities or events that occurred in that story of text and, reorientation itself is a conclusion of the story

³⁶ *Ibid.* P.14

5. The Example of Recount Text

My day at the beach

Last Week, my friend and I were bored after three weeks of holidays, so we rode our bikes to smith beach. It was only five kilometers from where we live.

When we Arrived at the beach we were surprised to see there was hardly anyone there.

After having a quick dip in the ocean, which was really cold, we realized one reason there were not many people there. It was quite windy

After we brought some hot chips at the store nearby, we rode our bikes down the beach for a while, on the hard damp part of the sand. We had the wind behind us and before we knew it, we were many miles down the beach.

Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest.

We were both totally exhausted. But we learned some good lessons that day.³⁷

³⁷ Djuharie, Otong Setiawan .*Tehnik dan panduan menulis melalui explorasi Model dan latihan: Essay Writing*, Yrana Widya. 2009. p. 171-172

C. The Concept of Paired Reading Technique

1. Definition of Paired Reading Technique

Paired reading is where both 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.³⁸

And, in other definition, Paired reading is pedagogical technique which is performed in company with strong and weak readers, which requires the student to read the relevant passage with the help of a partner, and which focuses on the development of development fluent reading.³⁹ found out that paired reading interaction helps beginner readers to become people who are self sufficient and need teachers helpless.⁴⁰

Furthermore, Paired reading is process for learning to read where by the child develops and practices his reading skills with the positive entusiastic support of literate person, teacher, parent, volunteer, or peer by

³⁸ Casidy, Aiden. *Reading Pairs: Teacher's Manual And Resource Park*. Junior Certificate School Programme (JCSP), p.2

³⁹ Alper Murat Ozdemir, "The effects of Repeated and Paired reading technique on learning disability : An Action Reserch " *international journal of languages education and teching*, (Germany : Mannheim University), ISSN : 2198- 4999, UDES 2015 p. 166

⁴⁰ Rhodes and shaklin, "The effects of Repeated and Paired reading technique on learning disability : An Action Reserch " *international journal of languages education and teching*, (Germany : dan Penerbit Mannheim University, 1993), ISSN : 2198- 4999, UDES 2015 p. 166

employing an easy to follow strategy to be used at home or at school on a little and often basic⁴¹. And also Paired reading is a research based fluency strategy used with readers based fluency strategy used with readers who lack fluency, in this strategy read aloud to each other when using partners more fluent readers can be paired with less fluent readers, or children who read at the same level can be paired to re read a story they have already read, and paired reading can be used with any book, taking turns reading by sentence, paragraph, page or chapter.⁴²

Moreover, paired reading can be used with many types of reading materials including student produced stories and poetry, this strategy frees up the teacher to observe paired reading sessions and work with different students while other students continue reading together and can also be used to build oral skill, so that reluctant readers can work toward reading in front of a large group.⁴³

Based on the definition of paired reading above the researcher concluded that paired reading technique encourages peer teaching and learning. Students are divided into pairs and 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. Each student reads

⁴¹ Chan Kong Cbuk-Ling, Stella(Mrs).*Paired Reading: A Comparison Of The Effectiveness Of Student Teachers And Peers In The Tutoring Of Poor Chinese Readers In A Primary School In Hong Kong.*(Univesity Of Hongkong Library, 1987),p.9

⁴² Michael Pressley, *Comprehension Strategies A Researched Based Resource*, (NWS Departement of education and training, programming and strategies handbook, 2010),p. 35

⁴³ Dr Seuss, *Reading Strategies The Booklet : Reading Strategies Varied Technique*. ((International Publishing Group, 1995), p.96

and provides feedback about their own and their partner's reading behaviors. And paired reading also can be used with many types of reading materials including student produced stories, and poetry and this strategy frees up the teacher to observe paired reading sessions and work with different students while other students continue reading together.

2. The Procedure of Paired Reading Technique

Procedure of paired reading involves two distinct modes :

a. Simultaneous Reading

After selecting a book of his own choice, The child read aloud together with the tutor at a piece determined by himself, in the event of hesitation the tutor supplies the correct word, whenever there is a error the child is allowed to make a second attempt and if necessary a correct word is supplied by the tutor, the child has to repeat the word before continuing reading together, the child is praised for repeating words correctly.

b. Independent reading

When the child feels he is able to read on his own he signals to his partner to stop reading, usually by way of a knock on the table praise is given him a positive rein forcemeat for wanting to read independently, when the child makes a mistake or is unable to read a word, the tutor provides the correct word within 4-5 seconds. The word given is then

repeated by the child, for which he is praised, Both the tutor and the tutor resume reading together, until the child signals again, when the child corrects errors without help particularly words have previously caused difficulty, he is praised negative response on the part of the tutor is to be avoided altogether to leave no room for anxiety and failure.⁴⁴

So, based on the procedure of paired reading above, the researcher concluded that, after selecting a book who they liked a student to be guide by a teacher to read, and there was an error every word spoken against the student will be given a second chance and every word uttered by the true, the teacher will give a compliment before continuing to the next words, and the second procedure is independent reading which means that, When the child feels he is able to read on his own he signals to his partner to stop reading, usually by way of a knock on the table praise is given him a positive rein forcemeat for wanting to read independently, when the child makes a mistake or is unable to read a word, the tutor provides the correct word within 4-5 seconds.

3. Beneficial of Paired Reading Technique

There are some benefits of paired reading as follow:

- a. Encourages children to reflect on their learning and evaluation their performance.
- b. Fuels children's enthusiasm for reading both within and out with school.

⁴⁴*Ibid.*, p.9

- c. Raises the confidence of both tutors and tutees
- d. Transfers skills to other areas of school life.⁴⁵

4. Steps of Paired Reading Technique

- a. students selects a book. It must also be suitable to his/her reading level.
- b. Discuss the book: What is the title of the book? What does the cover picture tell you? Why did you pick this book?
- c. What do you think will happen in the story?
- d. Invite the student to read along with you.
- e. You both read together. Pace your reading to the speed of the child.
- f. If your child fails at a word, or struggles at a word for longer than 4 seconds, pronounce the word clearly for him/her. Then continue reading as before.
- g. Ask questions occasionally e.g. at the end of a page: What do you think will happen next?
- h. Make observations about the story: "That's terrible! He must feel very sad".
- i. Praise the child frequently for his/her effort.
- j. A period of 5-7 minutes is recommended for reading together. Always stop at a natural break in the story, if the book is too long to read at one sitting.⁴⁶

⁴⁵ Dr. Karen McGavock. *Paired Reading sharing good practice* : literacy Associate Fife Peer learning project. (School of education University of Dundee),.p 1-2

5. The Process of Paired Reading

a. Supported reading

The pairs begin to read together, with the tutor helping the tutee by modulating the speed of their reading to be just behind the tutee. After a short while, the tutor stops reading with the tutee continuing to read alone until a mistake was made. At that point, the pair would begin reading together again for another short while.

b. Error correction

When a tutee makes an error in pronunciation, the tutor waits for 4 or 5 seconds, providing the tutee with the opportunity to self-correct. Should this self-correction not occur, the tutor then says aloud the correct pronunciation of the word, which the tutee repeats. The tutor then gives praise and the pair starts reading together again.

c. Questioning

Questioning is considered to be one of the programme's key aspects as it meant both tutors and tutees needed to think about and understand the book they were reading. The questioning involves both tutors and tutees asking each other questions about the book before, during and after the reading. Question mats with suggested questions are provided to help with this, although pupils were also encouraged to think of their own questions, particularly as the intervention progressed. The questions generally covered:

⁴⁶ Topping, Keith (1987) *Paired Reading: A Powerful Technique for Parent Use*. The Reading Teacher.(Primary curriculum sport programme of London).,p.2

Before the reading

- The reasons for choosing the book
- What will happen in the book
- Whether they think they will like the book and

During the reading

- Who the favourite characters are
- What the book is about
- What is likely to happen next, and After the reading
- Whether they enjoyed the story and why
- Whether they would recommend it to others
- Whether the story ended as expected

The question mats provide questions of varying difficulty so that higher ability pupils can ask more difficult questions while the lower ability pupils ask questions that are easier for them to understand.

There were three levels of question mats provided : Basic, Standard, Advanced (1 and 2) Teachers were instructed to use their own judgement to decide which mat to provide each pair with at the start of the paired reading project. They would then, whilst observing the pairs, make a decision about when to move them onto a more (or indeed less) advanced question mat as the programme progressed.

d. Praise

Tutors are encouraged to praise the tutees, for example when the tutee reads a difficult word or sentence, when the tutee pronounces a corrected

word and when the tutee has read a section on their own. Tutors are provided with a praise card with words such as ‘good reading’ and ‘brilliant expression’ written on them and are encouraged to use these, along with their own praise words.

e. Log books

Both tutors and tutees are provided with log books in which to write after each session. The log allows pupils to note how far they had read into the book with space for both tutees and tutors to write how the tutee’s reading has improved from the previous session.

f. Control class

The control group classes followed ‘learning as usual’ during the trial and did not receive any Paired Reading materials or training.⁴⁷

5. Organizing Paired Reading Technique

There are some factors to organize paired reading those are:

- a. It is important to have, in school, sufficient amounts of appropriately differentiated reading material which are above the independent readability level of the tutees but which do not exceed that of the tutors.

⁴⁷ Cheryl Ilyod, Trim edovald, zsolt kiss (Natchec social research), *Paired Reading evaluation report and executive summary*, (London, EEF (Education Endowment Foundation, 2015), p. 13- 14.

- b. Teachers have an important role to play in making sure that the pairs choose a book at they appropriate
- c. The organization of pairs is very important in the success of paired reading. Some schools have changed the pairings (but importantly have not changed tutor and tutee roles)
- d. Some schools have designated areas for paired reading within their classroom. These are generally places with soft seating and scatter cushions arranged to create a relaxing atmosphere.
- e. Some schools have developed special peer learning folders which help to rein force the importance of paired activities in the learning process
- f. One school uses a time tracker clock to enable children to time their paired reading sessions effectively.
- g. In a couple of schools, pairs are invited to tell the class what they have been reading and to talk about their favorite characters.
- h. Other schools have re-organized their reading resources by genre, sticking differently colored tape on the spines of books to help pupils select appropriate books for their interests and abilities.
- i. In one schools badges have been produced to promote paired reading making cross curricular links to art and enterprise lessons.⁴⁸

⁴⁸ *Ibid.*p.2

6. Developing The Teacher's Role Supporting Paired Reading Technique

There are some of developing paired reading as follows :

- a. Teacher enthusiasm is essential in developing paired reading.
- b. The teacher's role in paired reading is also an active one. Some children need quite a lot of support, especially when choosing books. The teacher needs to monitor the number of books changed for some children. For some low ability pairings, however, there can be a high turnover of books because they are very often short in length.
- c. Teacher comments in paired reading diaries also help to support pupils in paired reading.⁴⁹

D. Action Hypothesis

Based on the frame of theories and assumption the researcher formulates the hypothesis as follow:

By using paired reading technique, the students will be able to increase their reading comprehension in recount text of the eleventh grade of MA Walisongo Sukajadi Bumi Ratu Nuban Lampung Tengah.

⁴⁹ *Ibid.*p.4

CHAPTER III

RESEARCH METHODOLOGY

A. Variables and Definition Operational Variables

In this reseach, the variable of the research were divided in two variables, such as :

1. Independent Variable

Independent variable is the major variable which you hope to investigate. It is the variable which is selected, manipulated, and measured by the researcher. Besides, it is the variable that influenced to the other variable. In this research, the independent variable is paired reading technique.

By knowing independent variable, the measurements of implementing paired reading technique in reading comprehension of recount text are :

- a. Being able to find main idea and detail information from answering.
- b. The students can read the text with paired corretly
- c. The students can apply paired reading technique to increase the reading comprehension of recount text.

Moreover, based on the explanation above, the writer use indicator as follow :

- a. The teacher or model reader previews a passage for the students, and they all make predictions about what the passage will be about.

- b. The teacher reads the passage aloud-first by herself, then with the students joining in read together with their group.
- c. The teacher fades her voice and allows the students to take the lead reading the passage aloud.
- d. During this exercise, students should read together with paired as possible as a group.
- e. The teacher should select pairs of students to read the passage again.

In this research, the researcher would be used paired reading technique to observe the students' reading comprehension in recount text at aleventh grade of MA Walisongo Sukajadi Bumi Ratu Nuban Lampung Tengah. In addition, the writer would be collect the data by using Multiple choice test. This test is also know as far as possible in students' comprehending.

2. Dependent Variable

Dependent variable is the variable which is observed and measured to determine the effect of the independent variable. In this research, the dependent variable is reading comprehension.

The indicators of this variable are:

1. Be able to understand the main idea, topic passage and answering the question of the text well.
2. Be able predict the purpose of passage, main topic and some of the truth developing or supporting idea.
3. Be able to know the deatil information of the text.

B. Setting of The research

This research would be done at MA Wali Songo Sukajadi Bumi Ratu Nuban Lampung Tengah. It is located on Jl. Wates Sukajadi Kec. Bumi Ratu Nuban Lampung Tengah. The school was established on 1 August 1983.

C. Subject of the research

The subject of the research was “students of the eleventh grade of MA Wali Songo Sukajadi Bumi Ratu Nuban Lampung Tengah”. The total students are 24. The researcher choosed this class because the most of the students are considered have low comprehension in reading recount text. The English Teacher is Mr Komari, S.S. he is as a collaborator.

D. Action Plan

1. The Definition of Classroom Action Reaserach

Action reserach is about taking action based on reaserch and researching the action taken. Action research has been used in a variety of setting, including schools, hospitals, health clinics, community agencies, government units, and other environtment. It can be used to enhance everyday work practices, to resolve specific proplems, and to develop specials projets and programs. Action research is based on the premise that local conditions vary widely and that the solutions to many problems cannot be found in generalized truths that take no account of local contitions.

In education, action research can be applied to such areas as curriculum development, teaching strategies, and school reform. Action research in schools is also called practitioner research, teacher inquiry, or teacher research, although process can certainly be used by other school personnel besides teacher, including coaches, counselors, principals, superintendents, librarians, technology specialists, and other education professionals. The goals of action research in education is to create an inquiry stance toward teaching where questioning one's own practice becomes part of the work and of the teaching culture.⁵⁰

In additions, Action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice. Those involved in action research generally want to solve some kind of day-to-day immediate, such as how to decrease absenteeism or aincidents of vandalism among the students body, motivate aphtetic students, figure out ways to use technology to improve the teaching mathematics, or increase funding.

Classroom teacher, counselors, supervisors, and administrators can help provide some answer to these (and other) important quetions by engaging in action research. Such studies, taken individually, are seriously limited in *generalizabillity*. If, however, several teachers in different schools within the same districts, for aexample, were to investigate the same question in their classrooms (thereby replicating the

⁵⁰ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, and Asgar Razaiveh, *Introduction research in education*, (Canada, 2006), p. 512-513.

research of their peers), they could create a base of ideas that could generalize to policy or practice.

Moreover, action research often does not require complete mastery of the major types of research. The steps involved in action research are actually pretty straightforward. The important thing to remember is that such studies are rooted in the interests and needs of practitioners.⁵¹

On the other hand, action research is quite often, the method of enquiry employed by undergraduate and postgraduate students in higher education who are studying for accredited courses. In recent years, students studying for a taught doctorate (EdD) degrees with their focus on practical aspects of education are also adopting action research as a method of study.

Action research as enquiry, undertaken with rigour and understanding so as constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development.⁵²

Based on the explanation above, the writer concludes that action research is one way of the research to help the researcher in the teaching learning process.

⁵¹ Jack R. Frankel. *How to Design and Evaluate Research in Education*. (Mcgraw-Hill Companies: New York, 1932), p. 589.

⁵² Valsa Koshy, *Action Research For Improving Practice: A Practical Guide*, (London: Paul Chapman Publishing, 2005), p.xiii-2.

2. The Characteristics of Action Research

Martler lists a set of characteristics to help us determine what is and what is not action research. There are three main characteristics of action research:

1. The research is situated in a local context and focus on a local issue.
2. The research is conducted by and for the practitioner.
3. The research results in an action or a change implemented by the practitioner in the context.⁵³

3. The Advantages of Classroom Action Research

In action research, there are five advantages of doing action research such as:

- a. First, it can be done by almost any professional, in any type of school, at any grade level, to investigate just about any kind of problem. It can be carried out by an individual teacher in his or her classroom.
- b. Second, action research can improve educational practice. It helps teachers, counselors, and administrators become more competent professionals. Not only can it help them to become more competent and effective in what they do, but it also helps them be better able to understand and apply the research findings of others. By doing action research *themselves*, teachers and other education professionals not only can improve their ability to read, interpret, and critique more formal research when appropriate.

⁵³ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, and Asgar Razaiveh, *Introduction research in education*, (Canada, 2006), p. 512-513.

- c. Third, when teachers or other professionals design and carry out their own action research, they can develop more effective ways to practice their craft. This can lead them to read formal research reports about similar practices with greater understanding as to how the results of such studies might apply to their own situations.
- d. Fourth, action research can help the teachers identify problem and issue systematically. Learning how to do action research requires that individuals define a problem, precisely (often operationally), identify and try out alternative ways to deal with the problem, evaluate these ways, and then share what they have learned with their peers.
- e. Fifth, action research can build up a small community of research oriented individuals within the schools itself. This can help reduce the feeling of isolation that many teachers, counselors, and administrators experience as they go about their daily tasks within the school.⁵⁴

In the other book, the following are some of many benefits of encouraging action research in educational settings:

- a. Professionalizing the work of educators and promoting professional development
- b. Empowering teachers and giving educators a voice in the field

⁵⁴ Jack R. Frankel. *How to Design and Evaluate Research in Education*. (Mcgraw-Hill Companies: New York, 1932), p. 596.

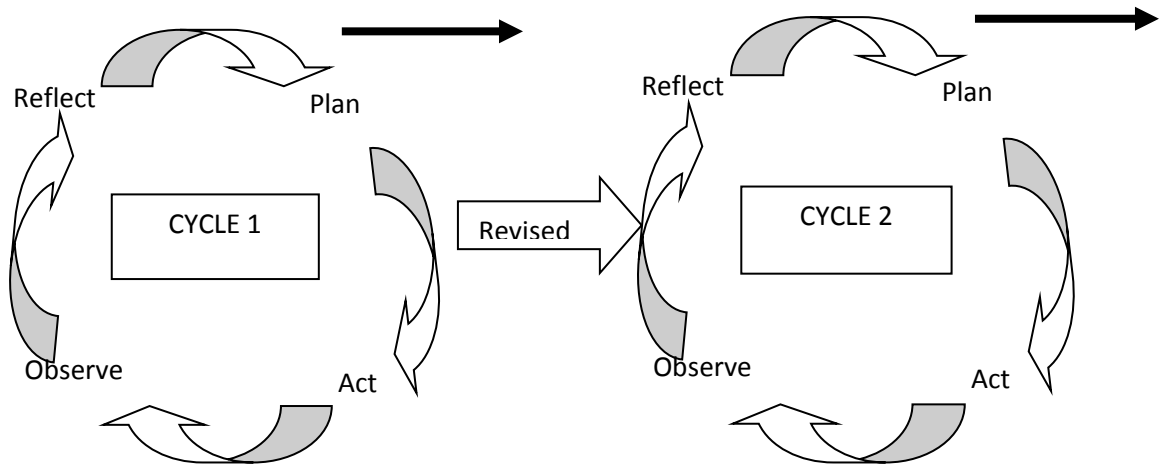
- c. Developing knowledge directly related to practice and focusing on improving practice.
- d. Promoting reflection and use of information for better decision making.
- e. Fostering an openness to new ideas and encouraging creativity.
- f. Encouraging collaboration and the development of learning communities.
- g. Encouraging rethinking about how teachers' and students' work is evaluated.
- h. Providing rich sources of data that can be used for school improvement.
- i. Revitalizing professional lives, making work interesting and rewarding.
- j. Allowing articulation of choices made and methods used.
- k. Increasing understanding and respect among teachers, students, parents, and administrators.⁵⁵

4. Action Plan

In the classroom action research, the researcher would be conducted to the researcher in two cycles. As articulated earlier, the purpose of action research is to learn through action leading to personal or professional development.

⁵⁵ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, and Asgar Razaiveh, *Introduction research in education*, (Canada, 2006), p. 515-516.

(Activities in CAR, adapted from McTaggart design and modified by the writer)⁵⁶



Based on design above, it was explained that this research would be done through two cycle that have four steps in every cycles.

Classroom Action research (CAR) Cycles are:

1. Cycle I

A) Planning

Planning was the first step in this activity. Planning was important because it help the writer to make easier the research. Here was step that the writer could made in planning:

- a) The researcher prepared material, making lesson plan and designing the steps in doing the action.
- b) The researcher prepared sheets for classroom observation.

⁵⁶Kemmis S & McTaggart,R, “the action research planner”, New york: Springer,2014, p.32-33

- c) The researcher prepared a test (to know whether the students' reading comprehension.
- d) The researcher prepared the instrument of evaluation.
- e) The researcher prepared format to observe.

B) Acting

In the action research, the second step was acting. It was implementing of the planning. The general steps would be done by the writer as follows:

(1) Pre teaching activities

- a) Greet, pray and check attendance list.
- b) Introduced today's lesson and explained the goal of the learning.

(2) Teaching process

- a) The teacher explained a paired reading technique.
- b) The teacher explained a recount text.
- c) The teacher divided the students in pairs group that consist of two students.
- d) Every group analyzed and discussed the material and questions that gave by the teacher.
- e) Teacher and students discussed the answer of question to know whether the answer of each group is true or false.
- f) Teacher gave individual quizzes.

g) The result of the quizzes used to count the individual and team point.

h) Teacher gave reward to the best team.

(3) Post teaching activities

a) The teacher asked students about the difficulties of the lesson.

b) The teacher and students make conclusion together

c) Closing

C) Observing

The writer observed the process of teaching learning by using observation format, and outlines of observations in this step such as: students' reading comprehension, the teacher's participation in learning process, and the teacher's guard the students' reading comprehension. The important things in teaching learning process are noted by observer.

D) Reflecting

Reflecting was the last step in this process. Here, the writer analyzed the observation result during teaching process, like weakness and strength from the action in this step, the researcher used data from evaluation to make improvement for second cycle. The researcher decided that the next cycle focus on the weakness in preview cycle and could be better from this cycle.

2) Cycle II

A) Planning

- a) The researcher identified the problem and found the problem from the first cycle
- b) The researcher prepared a lesson plan
- c) The researcher prepared the material, technique and strategy of teaching
- d) The researcher prepared the source of learning
- e) The researcher prepared format to observe
- f) The researcher prepared the instrument of evaluation.

B) Acting

This stage designed based on the result of planning of cycle II.

C) Observing

In this step, the researcher observed the process of teaching learning by using format of observation to collect the data in action plan II.

D) Reflecting

In This step, The researcher analyzed the results of the action. From reflecting, the researcher would be knew the weakness and strength of the action. In this step, the writer would be compared the score distribution of pre test and post test.

CAR would be applied in this study. It is regarded important for the researcher to develop reading comprehension of XI grade students at MA Walisongo by applying a suitable technique. By applying this technique, it was expected to solve student's problems in teaching learning process of reading recount text.

The classroom action research design applies in this study is a collaborative classroom action research. In conducting the research, the researcher collaborated with the real English teacher of MA Walisongo Sukajadi as an observer and collaborator. The writer plays a role as an English teacher who teaches recount text using paired reading technique to the student's, while the real English teacher's role is as an observer who observes the action of the study while teaching learning activities happens in the classroom. Also acts as a collaborator when helps the writer in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the researcher is not only as an observer but she also take actions by making lesson plan and giving assesment. Then, she also collected and analyzed data.

Action research deals with social practice and it involves the direct interaction of teachers and group of students. It is portrayed as a cyclical spiral process involving step of planning, acting, observing, and reflecting.

It is normal for a project to go through two or more cycles in an interactive process; the improvement of research can be seen from a series of cycles, each incorporating lesson from previous cycles.

It means that classroom action research is a form of inquiry that enables practitioners everywhere to investigate and evaluate their work in the class. From the explanation above, it can be inferred that classroom action research is a research in teaching and learning in the class which the aim is to solve problem or to repair something.

E. Data Collection Technique

To collect the data, the researcher uses the data collection method as follows:

1. Tests

Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group.

The material in pre-test and post-test are different, but in post test cycle 1 and post-test cycle 2 have same material. The test consists of pre-test and post-test. The type of the test is comprehension text,

a) Pre-test

The pre-test is given in the first meeting before doing treatments in order to know ability of the students before doing the action research.

b) Pos-test

The post-test is given in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test. This step was done after treatment to know the increasing of the Paired reading technique to increase students' Reading Comprehension in Recount Text.

2. Observation

Observation is another versatile approach to data collection.⁵⁷ In classroom action research, observation has several types. They are: researcher conceals role, role of researcher is known, observation role secondary to participant role, researcher observers without participating. In this research, the writer selects researcher conceals role. By this type, researcher has a firsthand experience with participant. The researcher observes the teaching learning process and makes conclusion of whatever that happen in teaching learning process using paired reading technique.

⁵⁷ Geoffrey Marczyk, David DeMatteo, and David Festinger." *Essentials of Research Design and Methodology*. Canada.2005.P.119

3. Documentation

When the process of creating the research is conducted, the researcher may collect documents. This data source is relatively scientific data and easy to gain. There are several types of collecting data of documentation, in this study, the researcher uses private documents such as journals, diaries and letters. The advantage of this type that it can be accessed at time convenient to the researcher an unobtrusive source of information.

4. The Field Note

To collect the data more accurately, the researcher used field note to make easy when analyze the data. In much profession, it is a manner of good practice to make field note while actually engaged in professional. The researcher used this method to know students' activities during teaching process. It is done after finishing learning process.

F. Data Analysis Technique

1. Formula

In this research, the researcher conducted the data analysis by taking average from the result of score of pre-test and post-test. To know the students achievement after the actions are conducted and given test at the early and the last cycle.

The formula for counting the average score is as follow :

$$\bar{X} = \frac{\sum X}{N}$$

Note :

\bar{X} : Average (mean) of the student score.

$\sum X$: Total of the student score.

N : Total of the student.⁵⁸

Furthermore, to know the result the researcher compared between pre-test and post-test. Then, the result is mathced by indicator of success at the school at least 75. If from the cycle I, there are some students are not successful so we conduct cycle II. The minimum of classroom action research is two cycles. So, if in cycle II all of the students are successful, it is not continue to other cycle.

2. Indicator of the Success

The indicator of success of this research is 75% of the sudents got at least 70, it means that by using Paired Reading technique in English learning process success to increase the students reading comprehension. It also means that the research will be finished.

⁵⁸ Ary Donald, et.al, *Introduction To Research In Education*, (USA : wardsworth Cengage Learning, 2010), p.108

3. Validity of the Research

“Validity is the extent to which the precision and accuracy of an instrument in performing the function of measuring”. An instrument can be said valid if the instrument can show the data that is researched accurately. There are four validities was used in doing this research. Such as: (1) democratize validity; it is where the researcher is given a chance to collaborate and review suggestion from related parties. Democratize validity is openness from teacher as implementer of classroom action research; (2) Content validity, it is asking how to relation between instrument with the purpose and the description of the materials that will be learned; (3) construct validity, refers to whether the instrument actually reflect the true theoretical meaning of a concept; (4) dialogic validity, where the researcher and collaborator discuss about the action that they do. It can be help by using lattice work of the instrument that will be consulted by expert judgment.

CHAPTER IV

THE RESULT OF THE RESEARCH AND INTERPRETATION

A. Description of The Research Location

The general description that assessed as the complementary data. It is subjectively concerned in condition of school namely the history of the school, geographical of school, building condition of school, and structure of organization.

1. The History of Ma Walisongo Sukajadi Bumi Ratu Nuban Lampung Tengah

MA Wali Songo Sukajadi is private school and located on Sukajadi village, Kec. Bumi Ratu Nuban Lampung Tengah. MA Wali Songo is established in 1993 and then legalized by chairman of DEPAG, Mr H. Umar Cholil. It is according to established certificate SK No.WH/6/PP.005/07/1993.

Learning process is conducted in the MI Wali Songo (elementary school) building during one year. MA Wali Songo has change statue and the be avoided since 13 august 2001. Then, MA Walisongo has accreditation of B, according SK of DEPAG RI No.D/KW/MTs/LT/185/2006. MA Wali Songo is one of the walisongo institute, the other are MI Wali Songo and MTs Wali Songo and Madrasah Dinnyah Wali Songo.

Since it was established the leader headmaster of the school had been changed as follow :

- a. Drs. Saipul Parjono (1993)
- b. Zainuri (1994-2001)
- c. Joko Susanto, S.Pd (2002-2009)
- d. Komari, S.S (2009-2011)
- e. Munandar, S.Pd.I (2011-2015)
- f. Khoiril Anam, S.Pd (2016-2017)
- g. Komari, S.S (2017 until now)

2. Building Condition And School Facilities

Ma Walisongo Sukajadi Bumi Ratu Nuban Lampung Tengah has a satisfy facilities to support both the learning process and extracurricular program it provides some extracurriculars such as :

- 1) Sport programs like futsal, football, and volleyball
- 2) Drum Band Group
- 3) OSIS, UKS, and Scouting Movement

Specifically, the facilities in Ma Walisongo as follows :

- a. 10 classroom
- b. 2 library
- c. 1 principals' room
- d. 1 teacher room
- e. 1 administration room
- f. 1 bathroom of teacher

- g. 1 bathroom of Student
- h. 1 ceremony Yard
- i. 1 mosque

3. The total of Teachers, Staff Teachers and the students in Ma Walisongo Sukajadi Bumi Ratu Nuban Lampung Tengah

Ma Walisongo Sukajadi Bumi Ratu Nuban Lampung Tengah has 28 teachers, staff teachers, and 306 students. The total of the students divided some classes that can be identified as follow :

Table 2
The number of Ma Walisongo Sukajadi Bumi Ratu Nuban Lampung Tengah

No	Class	Sex		Total
		Male	Female	
1.	X (Ten)	40	80	120
2.	XI (Eleventh)	35	65	100
3.	XII (Twelve)	30	67	97
Total				317

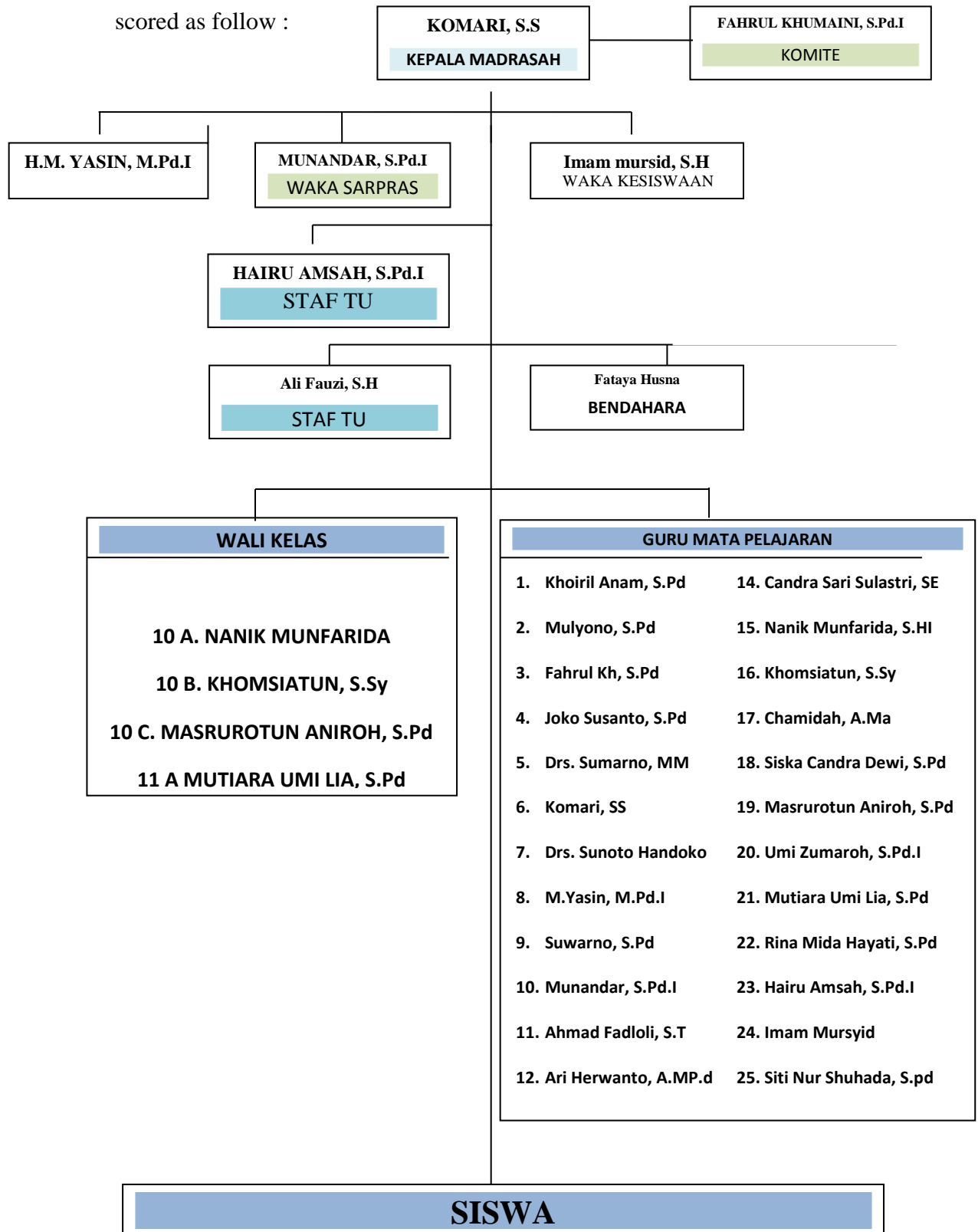
Source : *Documentation of Ma Walisongo Sukajadi Bumi Ratu Nuban Lam-teng 2017*

4. The Organization Structure of MA Wali Songo Sukajadi

The organizational structure of MA Wali Songo Sukajadi Lampung tengah 2017/2018 contains a list of schemes consisting of the chairman of the foundation, head of the madrasah, the madararah committee, the board of teachers and students, the whole organization will be responsible to the foundation. For more details about the organizational

structure MA Wali Songo Sukajadi Central Lampung District can be

scored as follow :

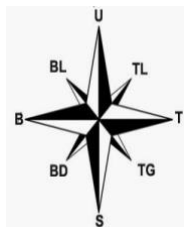


5. The vision and mission of Ma Walisongo Bumi Ratu Nuban Lampung Tengah

- a. The vision of Ma Walisongo Sukajadi Bumi Ratu Nuban
“The formation of students who excel, have a noble character, smart, achievement, and responsible.”
- b. The mission Ma Walisongo Sukajadi Bumi Ratu Nuban
 - 1) Increasing the appreciation and practice of Islamic teaching
“*Amar Ma'ruf Nahi Munkar*”.
 - 2) Implementing effective and efficient learning and guidance.
 - 3) Improving the academic and non academic skills.
 - 4) Improving the discipline and high work ethic and excellent service.
 - 5) Establishing harmonious cooperation between the school community and the related environment.

6. The condition of Ma Walisongo sukajadi Bumi ratu Nuban Lampung Tengah

- a. Schools' name : MA Walisongo Sukajadi Bumi Ratu Nuban Lampung Tengah
- b. Schools' address : Jl. Pondok Pesantren Walisongo Sukajadi Bumi Ratu Nuban
- c. The status: Accredited B
- d. Schools' map :



PERPUS	Kelas VII C	Kelas VII D	Kelas VIII C
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Kantor Guru
Kelas VIII D
Kelas IX C
Kelas IXC

Jln. Ke Pon-Pes Wali Songo

Kelas VIII B	Kelas VIIIA	Ruang Guru MA			
Kelas IX B	Kelas VII B				
Kelas IX A	Kelas VII A	Kelas VII C	Madrasah Aliyah	Madrasah Aliyah	Madrasah Aliyah

B. Description Of Finding

This research used classroom action research. It was conducted in two cycles. The action of cycle 1 were conducted about three meetings and cycle II were conducted about two meetings in each meeting in these cycles took 2x40 minutes. As it was mentioned before each cycle comprised of planning, acting, observing, and reflecting. In relation to the problem in the class and the analysis, the researcher made lesson plan. The material of classroom action research was utilizing Paired Reading Technique to increase the students' reading comprehension.

1. Action and Learning at Pre-Test

a. Pre-Test Activity

The learning was conducted on Friday, August 04, 2017 at 10.15 until 11.35. All the students had already prepared when start the teaching time. The researcher greeted the students and the students answered the greeting together. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of reading comprehension before doing the action of classroom action research.

The pre-test was administered to the students to be finished individually. The kind of the test was multiple choice consisted of 10 items, in around 10 minutes the researcher gave a little explanation about the material and that would be discussed in the next meeting.

b. The Students Pre-Test Result

Table 3
The Students Score at Pre-Test

No.	Students' Score	Frequency	Percentage
1.	40	5	20,83 %
2.	50	8	33,33 %
3.	60	6	25 %
4.	70	3	12,49 %
5.	80	2	8,33 %
	Total	24	100%

Based on the data above, it can be seen that the score of the students' reading comprehension were various. Therefore, there were 5 students get score 40, 8 students get score 50, 6 students get score 60, 3 students get score 70, 2 studnts get score 80.

Based on the result above, it can be inferred that 19 students (79,16 %) were not succesful and 5 other students (20,82%) were succesful. The successful students were those who got the minimum standart at Ma Walisongo Sukajadi Bumi ratu nuban at least 70. The succesful students were fewer than those unsuccessful students.

From the pre-test result the researcher got the average of 56,25. So, the result was unsatisfactory. Therefore, the researcher used the Paired Reading Technique to increase the students' reading comprehension in Recount Text.

2. Cycle 1

a. Planning

In the planning stage, the researcher and the collaborator prepared several things to teaching and learning process such as : prepared the lesson plan and the material, made the instrument tthat would be examined as the pre-test and post test in cycle 1, prepared an material, made an observation sheet of the students activity, identified the problem, found the causes of the problem at the first and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

b. Acting

1) The First Meeting

The first meeting was conducted on Monday , Agust 21, 2017 at 10.15 until 11.35 and followed by 24 students. The meeting started by praying, greeting, and checking attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came. Although most of the students gave their full nice attention to the

researcher, they expressed their feeling with their various of expression. Such as, anxiety, happiness, and enthusiasm.

For the beginning, the researcher started to introduce the technique that will be used in learning process, then the researcher said “Well class, in the last meeting, I gave you a test about text untitled My Friend’s Birthday party. Now, I want to ask you. What is the type of the text? Only one students answered “Recount text” . the researcher said “Good, we will discussion together.”

The researcher explained that the used text in the teaching learning was organized in the Recount form. The text organization included orientation, event and reorientation. The purpose definitely made the students could identify the text that they want to describe easily.

Then, the researcher asked the students “Class, what do you know about Orientation?”. A students answered “Orientation is something you want to introduce in a story”. The researcher responded “Good! How about the others?”. The other student said “Introducing place and time”. “Yeah, very good! Any others?” said the researcher. There were no comment from the others. The researcher continued “You are my amazing class!Orientation is a process introducing a place and time before a story in a text occurs, while event tells each part of a

story, and reorientation itself is conclusion in a story .” The researcher continued his explanation about recount text mean till the students understood.

Next, the researcher divided the students into 12 groups. Each group consisted of 2 in pairs and the teacher combines active students in class and will be paired with students who are still passive in the classroom. At the time, the researcher distributed a recount text entitled “Holiday in jogjakarta”. And the students After the students finished reading the text, the researcher asked the students to find difficult word. The students asked what “members” means. The researcher answered “someone who registrated in some group or community read the text together with their respective groups until finish and the researcher asked the students”. So, what means of the story? The students answered “This story tells about the holiday experience that was happened at jogjakarta” Ok good! Jogjakarta is one of the tourist destinations in indonesia. And then, the researcher instructed each member to read the text flently together in pairs. After the student finish reading text , the researcher asked the students to found different words. The students asked what “members” meant. The researcher replied” someone who is registering in several groups or communitites. “so the members said. “yes I understand. “the researcher continued”this is greats”.

As long as the teaching learning process, the students expressed their feeling. There were some groups who had a good enthusiasm to finish the given task. They expressed various expressions such as happy when they could solve the problem or confused when the other group had finished the given task early.

When the discussion time was up, the researcher gave a sign to the students. Every group was ready to explore their discussion result together. Then the researcher started to lead the class. "Ok class, do you understand about the text?" asked the researcher to the students. Some students answered "Yes, we do". The other said "Just a little Mr.!". "Ok, so what do you know about the story experience holiday in jogjakarta? what are they?" asked the researcher. The students answered "the story tells about the experience writer who have holiday in jogjakarta that started from orientation story, events of the story and reorientation of the story". "Very good!" the researcher answered.

"Then, in the story experience? Where Paragraph is called orientation, event, and reorientation". The students answered "In the first paragraph is called orientation, the second paragraph is called event, and the third paragraph is called reorientation ". Some other of paired groups also give their different opinions.

For every right answer, the students would be gotten big appluse from their friends and praise from the teacher to appreciate their success. The researcher continue reading of the text along with the student pairs and corrects errors in each reading and continue to ask questions to the students to explore more reading comprehension until the researcher conveyed his last question to the students.

In this stage, the students were actively following the teaching learning process. Because they worked it on the group so, they would discuss with their partners each found the difficulties and they can ask question with their partners. If, not understand about text. But, there were still trouble faced to the students. Such as, because of their lack of desire in reading English text for some students, they losed the discussion time.

The teaching learning in this stage was good enough. There were facts that some students did not dragg along the teaching learning process, especially in reading. The students felt confused when the offered reading text was being a discussed lesson in this meeting and they also found some new words, such as holiday, temple, travel, trips and many others. Although some students understood those words, they found it very difficult to understand the meaning of the text.

2) The Second Meeting

The second meeting was conducted on Monday, August 28, 2017 at 10.15 until 11.35 and followed by 24 students. The meeting started by praying, greeting, checking attendance list, and asking the students' condition. The researcher gave breaking ice and review the last material.

In this stage, the researcher continued the material in the last meeting and gives a text again to each pair of reads that yesterday have been made to read together and ask for new words they have not known and, until error of read is reduced. And, after the material is finished the researcher ask students to read together and then, summarize the main of the story in front of class. "Well class, are you ready to present your task in front of the class?" all of the students answered "yes, we're ready". And the first group represent of the class and they start reading together and, the researcher keep correcting their reading error until the reading becomes clear. And, student's mistakes begin to decrease and, continued to explain weather the essence of recount text by student pairs. "The main of the story was tell about experience done by someone in the past". The researcher answered "Very good", ok class give applause for your friend. There is the other group gave the gist, " the form of text is past tense. because, it tells the events in the past". The researcher

answered “Ok very good”. The other groups responded the presenter by asking question.

At the end of the meeting, the researcher gave the post-test. The kinds of the test were multiple choice which consisted of 10 items. The result of the students’ test in post-test was better than test in pre-test before.

Table 4
The Students’ Score In Post-Test 1

No.	Students’ Score	Frequency	Percentage
1.	40	2	8,33 %
2.	50	3	12,49 %
3.	60	1	4,16 %
4.	70	10	41,66%
5.	80	8	33,33%
	Total	24	100%

The table above is the result of post-test 1, it can be seen that the score of the students’ reading comprehension were various. Therefore, there were 2 students get score 40, 3 students get score 50, 1 students get score 60, 10 students get score 70, 8 students get score 80.

Based on the result above, it can be inferred that 18 students (74,99%) were successful and 6 other students (24,98%) were not successful. From the post-test 1 result the researcher got the average of 67,91.

c. Observing

The observing is done by researcher and collaborator during learning process. There were some observation that had been such as: observation on the students activities, teachers' notes, and observation on the result of the evaluation. The researcher presented 2 meetings in cycle 1. In every meeting, the researcher tried to explore the students' reading comprehension individually or in group.

In the end of the cycle 1, it showed the result that the students activities increase from the first meeting until next meeting. It can be seen in this table below :

Table 5
The Result of The Students' Learning Activities In Cycle 1

No	Students' Activities	Cycle 1		Increasing
		Meeting 1	Meeting 2	
1.	Giving attention to the teachers' explanation	60 %	67 %	7 %
2.	Giving respond to the teachers' explanation-question	50 %	60 %	10 %
3.	Asking-answering the question to-from the teacher-other students	63 %	67 % %	4 %
4.	Making note from the material	57 %	60 %	3 %
5.	Doing the assignment	60 %	63 %	3 %
	Total	290 %	317 %	27 %
	Average	58 %	63,4 %	5,4 %

Based on the table, it can be concluded that there was an increasing of students' learning activities during study time through Paired Reading Technique in increasing the students' reading

comprehension in recount text. This cycle also showed that the average of the score in the pre-test of the students were 56,25. Meanwhile, the average of the score in post-test 1 of the students was 69,58. It showed there was any significant effect between pre-test and post-test in this cycle.

d. Reflecting

Generally, there was increasing in the students' reading comprehension by using Paired Reading Technique in this cycle. It indicated the score and the students' activities were increased and good enough. Although it was good enough there were some problems in learning process that must be corrected in the next cycle.

Based on the field note, teachers' study management and observation sheet, there were some notes as the problem on learning reading comprehension, as follows :

- 1) Some students had the difficulties in finding the gist of the text.
- 2) Some students had the difficulties in comprehending the meaning of the text.
- 3) Some students were lacking in vocabulary.

3. Cycle 2

The action in the cycle 1 was not success enough, the cycle must be continued to cycle 2. Cycle 2 was used to repair the weakness in the cycle 1. The steps of the cycle 2 as follows :

a. Planning

Based on the activities in the cycle 1, the process at cycle 2 was focused on the problem on cycle 1. There were many weakness on cycle 1. Therefore, the researcher and the collaborator planned to give material for students' reading comprehension by recount text with use Paired Reading Technique.

The researcher and the collaborator prepared the lesson plan, observation sheet, and gave the exercise to the students then checked and analyzed answers to know reading comprehension through Paired Reading Technique.

b. Acting

1) The First Meeting

The first meeting was conducted on Monday, September 4, 2017 at 10.15 until 11.35 and followed by 24 students. The meeting started by praying, greeting, and checking attendance list. Then the researcher asked the students their activities orally. For the beginning of the meeting, the researcher showed the picture that relation to the topic for their reading comprehension. Some students have known what the picture is.

In this stage, the researcher reminded the students about recount as our lesson today. Then, the researcher divided the students to be 12 groups and each group consisted of 2 students in pairs, because the students would more interesting when they

could do the task by working together. The researcher gave text about text untitled "Holiday in Banyumas" and the students began reading together in pairs group again until error reading become less. And, tried to preview the text. The researcher asked to the student pairs "what is the form of text?" all of the students answered "it is a recount text". The researcher answered "Very good". "Ok class, what can we find in the recount text?" The researcher chose randomly one by one reading pairs to answer the question. some of student pairs group answered, "in this text tells a past experience of writer's visit to Banyumas" researcher replied "that's good, give applause to your friend". And Then, others of paired group began answered the question asked by the researcher in turns until finished. And, the researcher gave praise "students?" give claps to your friends.

The researcher asked to the students to find out the topic, find out the something that there are in a house by group. After that, the researcher asked to find out the difficulties words and make a note of the topic.

The students reading pairs were very active in following the lesson and the passive student also becomes more confident. It might be cause they could adapt the condition of the class. The researcher would give a reward for the active pairs group as

“The winner in this week”. The students had a good enthusiasm to get the winner in this week.

Next, one of the members of group presented their discussion result in front of class. From this activity, the researcher still find out some problems in reading comprehension faced by the students although the students desire in reading recount text was increased.

In this stage, the students looked getting more spirit and enthusiasm in following learning process. It looked from their activeness in the class. The good condition of the environment of the class were very helpful teaching learning process in the class.

Next, the researcher discussed the problem facing of the students in reading comprehension through Paired Reading Technique. The researcher gave the explanation to the all of the students problem faced reading comprehension through Paired Reading Technique based on their discussion in group in the last meeting.

Definitely, the students felt comfort to increase their reading comprehension through Paired Reading Technique because of in some weeks they usually used works together or in pairs group as their solution to increase their reading comprehension that was guided by the researcher.

2) The Second Meeting

The second meeting was conducted on Monday, September 18, 2017 at 10.15 until 11.35 and followed by 24 students. The meeting started by praying, greeting, checking attendance list, and asking the students' condition. This meeting used to post-test 2 in the end of cycle 2. The researcher gave post-test to the students. This meeting almost all of the students could answer well. It can be seen from the result of the post-test 2. There were 5 of the 24 get score moreless than the minimum standard of requirement.

Table 6
The Students' Score In Post-Test 2

No.	Students' Score	Frequency	Percentage
1.	40	2	8,33 %
2.	50	1	4,16 %
3.	60	2	8,33 %
4.	70	4	16,66 %
5.	80	8	33,33 %
6.	90	7	29,16 %
	Total	24	100%

The table above is the result of post-test 2, it can be seen that the score of the students' reading comprehension were various. Therefore, there were 2 students get score 40, 1 students get score 50, 2 students get score 60, 4 students get score 70, 8 students get score 80, and 7 student get score 90.

Based on the result above, it can be inferred that 19 students (79,16%) were succesful and 5 other students (20,82%) were not succesful. From the post-test 2 result the researcher got the average of 77,08. It was higher than the cycle 1.

c. Observing

The observing is done by the researcher that is presented about two meetings in cycle 2. In this stage, the students more anthusiastic in following instructional and doing the task. It can be seen in this table below :

Table 7
The Result of The Students' Learning Activities In Cycle 2

No	Students' Activities	Cycle 2		Increasing
		Meeting 1	Meeting 2	
1.	Giving attention to the teachers' explanation	80 %	90 %	10 %
2.	Giving respond to the teachers' explanation-question	80 %	83 %	3 %
3.	Asking-answering the question to-from the teacher-other students	77 %	87 %	10 %
4.	Making note from the material	70 %	80 %	10 %
5.	Doing the assignment	80 %	90 %	10 %
	Total	387 %	430 %	43 %
	Average	77,4%	86 %	8,6 %

From the table above, it showed that the average of whole percentage of students' activities was higher than the cycle 1.

In addition, this cycle also showed that the average of the score in the post-test 1 of the students was 67,91. Meanwhile, the average of the score in the post-test 2 of the students was 77,08. It could be concluded that through Paired Reading Technique the students could increase their reading comprehension in Recount Text.

d. Reflecting

From the result of learning process in cycle 2 the researcher analyzed the generally through Paired Reading Technique the students reading comprehension in recount text will increase.

Most of the students enjoyed when they were studying through Paired Reading Technique and also it made the students had good interested in reading English comprehension which is in the beginning before the treatment did, the students felt confused.

Based on the observation of learning process in cycle 2, it can be inferred that the result of cycle 2 was success. The researcher felt satisfied about the result of the research. The researcher concludes that this research is successful and would be not continued in the next cycle.

B. Interpretations

1. The Result Of Students Learning

a. Action and learning result in cycle 1

In cycle 1, English learning process was successfully, although the students' average is low. Nevertheless, there is an increasement

score of the students' post-test 1 than pre-test. This is the table of illustration score in cycle 1, as follow :

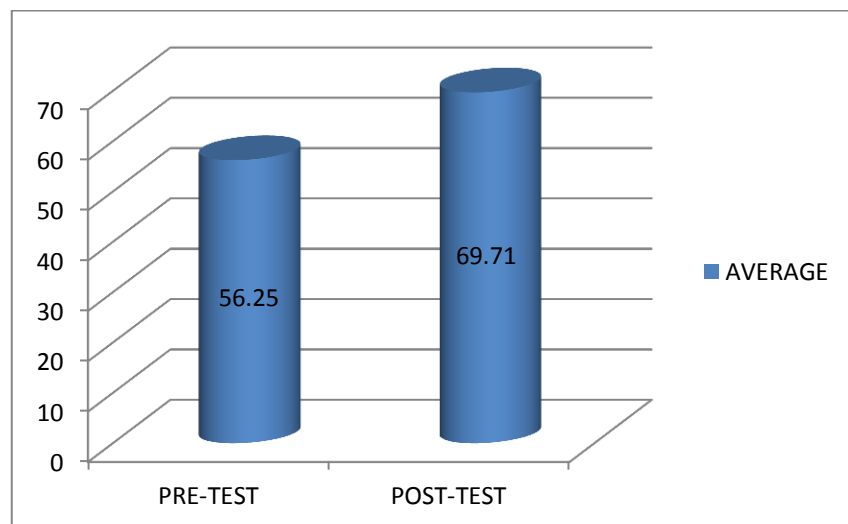
Table 8
Table Of The Result Score Of The Students' Pre-Test and Post-Test1

No	Name	Pre-Test Score	Post-Test 1 Score	Increasing Score	Increasing Percentage	Note
1.	ALF	40	40	0	0	Constant
2.	AP	50	70	20	40%	Increase
3.	AH	60	70	10	17%	Increase
4.	AS	50	70	20	40%	Increase
5.	AAF	40	70	30	75%	Increase
6.	BW	40	50	10	25%	Increase
7.	EDS	60	80	20	33%	Increase
8.	FKC	50	40	-10	-20%	Decrease
9.	HT	70	80	10	14%	Increase
10.	HY	50	80	30	60%	Increase
11.	JA	80	80	0	0	Constant
12.	KFE	60	70	10	17%	Increase
13.	KA	70	80	10	14%	Increase
14.	LS	50	60	10	20%	Increase
15.	MIA	50	70	20	40%	Increase
16.	MS	60	80	20	33%	Increase
17.	NF	80	70	-10	-13%	Increase
18.	NK	40	50	10	25%	Increase
19.	NA	70	70	0	0	Constant
20.	RW	40	80	40	100%	Increase
21.	RE	50	70	20	40%	Increase
22.	RV	70	80	10	14%	Increase
23.	RDS	50	50	0	0	Constant

24.	RAP	60	70	10	17%	Increase
Total Score		1350	1630			Increase
Highest Score		80	80			Constant
Average		56,25	67,91			Increase
Lowest Score		40	40			Constant

Source: Table of the result score of pre-test and post-test 1

The Graph 1
The average of the student



score on pre-test and post-test 1

In this research, pre-test and post-test had done individually. The test is aimed to know the ability of the students before and after having a treatment. From the result of pre-test and post-test, we know that there was an increasing from the result score. It can be seen of the average score both of the test. The average score in pre-test was 56,25. The average score in post-test 1 was 67,91.

b. Action and learning result in cycle 2

In cycle 2, process of teaching and learning stay on climax situation, there are very greatful progresses of students.

Table 9
Table Of The Result Score Of The Students' Post-Test 1
and Post-Test 2

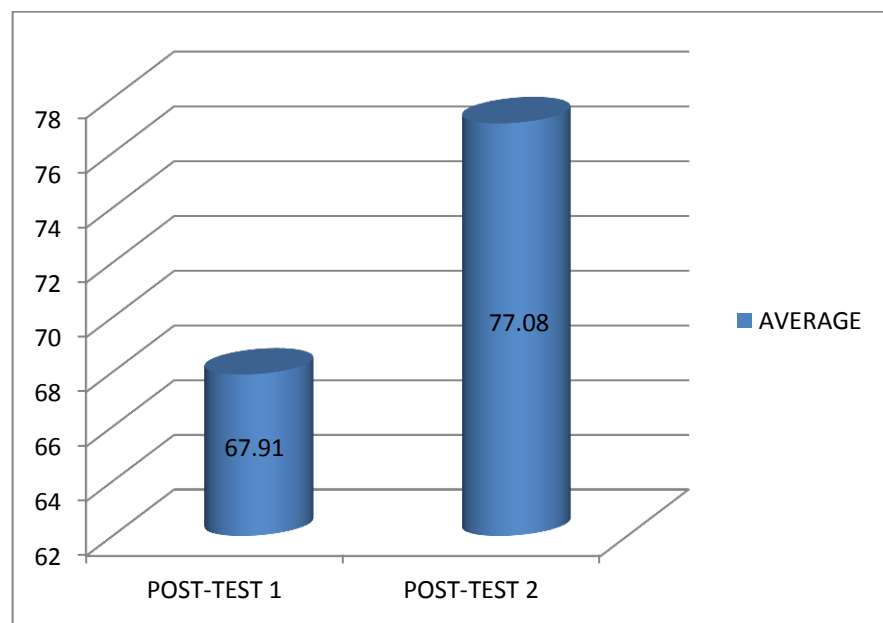
No	Name	Post-Test1 Score	Post-Test2 Score	Increasing Score	Increasing Percentage	Note
1.	ALF	40	40	0	0	Constant
2.	AP	50	60	10	20%	Increase
3.	AH	60	90	30	50%	Increase
4.	AS	50	70	20	40%	Increase
5.	AAF	40	70	30	75%	Increase
6.	BW	40	50	10	25%	Increase
7.	EDS	60	80	20	33%	Increase
8.	FKC	50	40	-10	-20%	Decrease
9.	HT	70	80	10	14%	Increase
10.	HY	50	80	30	60%	Increase
11.	JA	80	90	10	13%	Increase
12.	KFE	60	90	30	50%	Increase
13.	KA	70	80	10	14%	Increase
14.	LS	50	60	10	20%	Increase
15.	MIA	50	80	30	60%	Increase
16.	MS	60	90	30	50%	Increase
17.	NF	80	90	10	13%	Increase
18.	NK	40	80	40	100%	Increase
19.	NA	70	90	20	29%	Increase
20.	RW	40	70	30	75%	Increase

21.	RE	50	70	20	40%	Increase
22.	RV	70	80	10	14%	Increase
23.	RDS	50	80	30	60%	Increase
24.	RAP	60	90	30	50%	Increase
Total Score		1630	1850			Increase
Highest Score		80	90			Increase
Average		67,91	77,08			Increase
Lowest Score		40	40			Increase

Source: Table of the result score of post-test 1 and post-test 2

The Graph 2

The average of the students score on post-test 1 and post-test 2

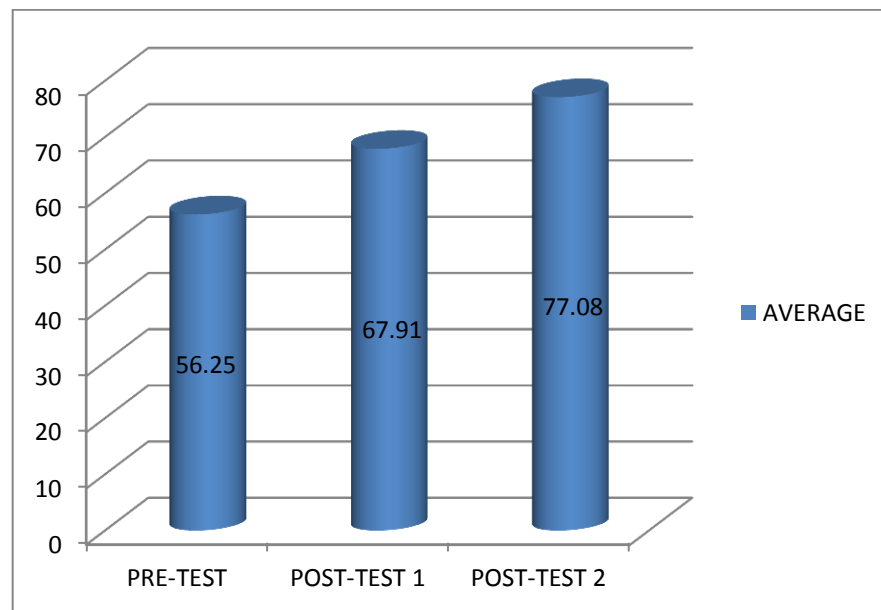


From the result of post-test 1 and post-test 2, we know that there was an increasing from the result score. It can be seen the average score both of the test. The average score in post-test 1 was 67,91. The average score in post-test 2 was 77,08.

c. The Result Of The Research

The Graph 3

The Comparison Of The Average Of Pre-Test, Post-Test 1
And Post-Test 2



Based on the result of pre-test, post-test 1 and post-test 2, it could be concluded that there was an increasing of the students' reading comprehension score. There is progress from 56,25 to 67,91 and to 77,08. It means that Paired Reading Technique have positive effect toward the teaching and learning process, especially in increasing the students' reading comprehension in Recount Text.

2. The Result of The Students' Observation Sheet

This observation sheet result is gotten when the learning process happened by the researcher. The result of the students' learning activity can be seen in this table as follows :

Table 10
The Result of The Students' Participation

No	Students' Activities	Cycle 1	Cycle2	Increasing
1.	Giving attention to the teachers' explanation	63,5 %	85 %	21,5 %
2.	Giving respond to the teachers' explanation-question	55 %	81,5 %	26,5 %
3.	Asking-answering the question to-from the teacher-other students	65 %	82 %	17 %
4.	Making note from the material	58,5 %	75 %	16,5 %
5.	Doing the assignment	61,5 %	85 %	23,5 %
	Average	60,7 %	81,7 %	21 %

Source : Table of the result of observation sheet

Based on the table above, it could be concluded that there was an increasing of the students learning activity during study time came through Paired Reading Technique in increasing the students' reading comprehension of recount text. It can look on the result of observation sheet when cycle 1 that is 60,7 %. In addition, the result of observation sheet when cycle 2 that is 81,7 %. It means that Paired Reading Technique have positive effect toward the teaching and learning process, especially in increasing the students' learning activities in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result and discussions of the research, the researcher concluded this research such as the students activities in cycle 1 could described as follow, giving attention to the teachers' explanation are 63,5%, giving respond to the teachers' explanation-question 55%, asking-answering the question to-from the teacher-other students 65%, making note from the material 58,5%, doing the assignment 61,5%.The students participation in cycle 2 can be describes as follows, giving attention to the teachers' explanation are 85%, giving respond to the teachers' explanation-question 81,5%, asking-answering the question to-from the teacher-other students 82%, making note from the material 75, doing the assignment 85%. As a result, through Paired Reading Technique can increase the students' activities in teaching learning process.

The average of the students score of MA Walisongo Sukajadi Bumi Ratu Nuban Lampung Tengah in pre-test and post-test 1 was from 56,25 to 67,91 or improved 11,66. While in post-test 1 and post-test 2 was from 67,91 to 77,08 or improved 9,17. As a result, through Paired Reading Technique can increase the students' reading comprehension of Recount Text.

B. Suggestion

Through this research, the researcher would like to constructively give suggestion as follows :

1. It is suggested for the teacher to use Paired Reading technique in teaching reading. Especially, in Teaching reading recount text because it can increase the students' reading comprehension.
2. It is suggested for the teacher of English to select the material especially in reading and teach it through Paired Reading Technique on syllabus for Senior High school most important in MA Walisongo.
3. It is suggested for the teacher to be more creative in applying Paired Reading Technique in English learning process and most important in learning Reading Recount Text.

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