

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Developing the students' competence to comprehend English textbooks in achieving a certain functional literacy stage is one of the objectives of English teaching. English teaching needs four language skill, namely listening, speaking, reading, and writing. Reading is one of the four language skills, which should be applied in comprehending the textbook. In comprehending the textbook involves multiple skills. The multiple skills not only pronounce the sound of the letter but also all the higher mental processes, such as memory, thought, imagination, organization, implementation, and troubleshooting. They are gathered in comprehending text related one another. By joining multiple skills are hoped to be able to comprehend text correctly.

Reading is an activity with purposes. A person may read in order to gain information, for enjoyment, or to enhance knowledge of the language being read. Reading also becomes more important in our lives because in every aspect of life reading activity is always involved. Catering trader does not need going to the market to know the price of the needed material because they can get information from the newspaper.

In terms of reading comprehension, students are hoped to comprehend text and to be interested to do task that teacher ask for them. It is not easy to make the students are interested to the text moreover they do not know how to read well. More

teachers just focus on teaching reading not understanding, as the consequence, the students seem hard to comprehend the reading text.

The reality happened that many students failed in reading because they are not taught reading well. More teachers focus on teaching “reading” not “understanding” As the result, the students tend to have poor reading skill and habits. The matter arises because of some factors: (1) Students do not have good motivation to read because the text is not interesting, the teaching technique is boring or the text is too hard, (2) they believe that when comprehending the text, they must comprehend every word in the text, so they keep on looking up the words in a dictionary to find out the meaning of the words, (3) they have very limited techniques and strategies in reading, (4) they read aloud which slows them down and which may inhibit comprehension.

In addition reading comprehension test is one of the dominant test in English national examination. Persentation reading comprehension test about 50 % of all the test (Manurung, 2002). The other tests are short functional texts and writing competence. Remembering students’ ability in vocabulary is less, it becomes a difficult hard for students to answer the tests in the national examination. This case can be seen English students’ achievement in national examination from 2011/2012 and 2012/2013 academic year in MTs Negeri Lubuk Pakam. Obtaining national examination mark can be seen in the table below .

Table 1.
English Students’ Achievement of MTsN Lubuk Pakam 2011/2012 to 2011/2013 Academic Year

Academic Year	Highest Mark	Lowest Mark
2011/2012	8,0	4,00
2012/2013	8,2	4,00

Based on researcher's observation as a teacher in MTsN Lubuk Pakam, reading comprehension was less to get attention so the instruction was done teacher oriented, not students oriented. The effort to obtain the comprehension toward the text, the teachers should use certain strategy. The strategy is chosen by fitting to students, text and context text. Particular strategy may be well suited for one student, it may not work for another. Therefore, needing to assess the strengths of their students, fitted by the text.

Adler (2004) stated that comprehension strategies are conscious plans sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students to become purposeful, active readers who are in control of their own reading comprehension. Accordingly, the students will be easier to comprehend the text if the teacher helps them with strategy in learning.

In terms of this problems, there are desire to compare two kinds of reading instructions namely Peer Assisted Learning Strategy (PALS) and Question Answer Relationship strategy (QARs). The PALS are designed to also help children develop word-level reading skills (Fuch and Fuch,2007: 175) . The students help each other to read and comprehend the text. Furthermore the Question-Answer Relationship (QAR) strategy presents a three-way relationship among questions, text content, and reader knowledge. Simply put, the QAR strategy shows that students who understand how questions are written are better prepared to answer questions. These activities help students "demystify" the question-building process as a step toward better reading comprehension.

The researcher is interested in these kinds of reading instructions under the consideration that the PALS provides strategies in which the students comprehend the text by doing their own activities. They help each other in reading, searching main idea, and making summary but they do themselves in answering question provided in text. In contrary, the QAR provides strategies in which the students must comprehend kinds of question conveyed and then they make categories based on the questions. This strategy invites the students to think more before answering the question.

Beside the instructions, the students' ability in reading comprehension is influenced by other factor that is motivation. "In psychology, motivation is an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction". Huitt (2011) Accordingly, the motivation is a force that move person to behaviour toward a goal.

Motivation can be described in many types and the main broad categories are intrinsic and extrinsic motivation. Intrinsic motivation within an individual, e.g., self efficacy while extrinsic motivation outside an individual, e.g., grades. Children who are intrinsically motivated tend to show greater persistence and put more effort into task through their own volition. On the other hand, students who are extrinsically motivated may perform tasks with resentment and disinterest, through coercion of an external goal or reward.

In this study the researcher will analyze one of reading motivation that is self efficacy . According to Pajares (1996), self efficacy is a persons' confidence to perform a specific task successfully and is linked closely to initial task engagement, persistence, and achievement. Bandura (1997) refers to self-efficacy as one's convictions to successfully execute a course of action required to obtain a desired outcome. He also

provided the foundation for human motivation, well-being and personal accomplishment. This implies that unless people believe that their actions can produce the outcome they desire, they have little incentive to act or to persevere in the face of difficulties.

Based on students' capabilities are hoped they can do task teacher given eagerly, so it is needed to know influence of self efficacy for the students in learning English. Research shows that self-efficacy predicts students' academic motivation and learning (Pajares, 1996). Therefore a questionnaire based on these constructs measuring self efficacy was used in the current study. It also measures of academic behaviour, social and emotional students were used so that the importance of self efficacy could be examined when included with cognitive skills commonly associated with reading.

Therefore, in this study the resercher is interested to discovering the effect of Peer Assisted Learning Strategy (PALS) and Question Answer Relationship (QAR) strategy in improving the students' reading comprehension for those who have high and low self efficacy of Madrasah Tsanawiyah Negeri (MTsN) Lubuk Pakam where the researcher teaches English.

1.2 The Identification of the Study

Based on the background of the study, it can be identified, the research problem, they are :

1. What factors that influence the students' achievement in reading comprehension ?
2. Does Peer Assisted Learning Strategy (PALS) significantly affect on students' achievement in reading comprehension?

3. Does Question Answer Relationship (QAR) significantly affect on the students' achievement in reading comprehension ?
4. Does the self efficacy significantly affect the students' achievement in reading comprehension ?
5. How is the students' achievement taught by using PALS ?
6. How is the students' achievement taught by using QAR ?
7. Is the students' achievement in reading taught by PALS is higher than the students taught by using QAR ?
8. Is the students' achievement in reading with high self efficacy higher than the students with low self efficacy ?
9. How is the students' achievement with high self efficacy taught by PALS ?
10. How is the students' achievement with high self efficacy taught by QAR ?
11. Do the teaching strategy and self efficacy significantly affect on the students' achieving in reading comprehension ?

1.3 The Problems of the Study

The research problems of this study are formulated as follows :

1. Is the students' reading comprehension achievement taught by using PAL strategy significantly higher than taught by using QAR strategy ?
2. Is the students' achievement in reading comprehension with high self efficacy higher than low self efficacy ?
3. Is there any significant interaction between PALS and QAR strategies with self efficacy on students' reading comprehension achievement?

1.4 The Scope of the Study

There are many strategies that are used in teaching reading, especially reading comprehension. In this study focused only on the use of the two strategies, they are PALS and QAR strategies.

Self efficacy influences reading comprehension in doing certain task such as find main idea, detail information, inferences and paraphrasing. That's why self efficacy chosen as the moderator variable. The students in junior high school, where the researcher teaches English have different self efficacy. They have high and low self efficacy because they have different background. The different background such as in their basic education in elementary school, interest, economy, family, environment, ect may affect the students' reading comprehension.

1.5 The Objectives of the Study

It is necessary to state clearly what the objectives of the study in relation to the problems posed. The objectives of the study are :

- 1) to find out if the students' achievement in reading comprehension taught by using PAL strategy is higher than that taught by using QAR strategy.
- 2) to find out if the reading comprehension achievement of high self efficacy students is higher than reading comprehension achievement of low self efficacy students.
- 3) to find out if there is interaction between teaching strategies and self efficacy on students' achievement in reading comprehension

1.6 The Significance of the Study

There are two kinds of finding of the research, they are theoretical and practical.

Theoretically :

- 1) for the English teachers as the input to improve their students' ability in reading comprehension,
- 2) for students or readers to improve their ability in reading comprehension,
- 3) can be used as the references for those who want to conduct a research who want to apply teaching strategies.

Practically :

- 1) for the English teacher as one of strategies when teaching reading,
- 2) it can help students who have problem in reading and more enjoyable in learning English,
- 3) As comparing for those who want to conduct further in depth research in reading comprehension.