

**USING PAIRED READING METHOD TO IMPROVE THE TENTH  
GRADERS' READING COMPREHENSION AT SMA MUHAMMADIYAH  
01 PALEMBANG**

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## MOTTO

God's plan is better for you

Allah Ta'ala says,

**"But perhaps you hate a thing and it is good for you;** and perhaps you love a thing and it is bad for you. And Allah Knows, while you know not."

QS. Al-Baqarah: 216

This thesis decided to:

1. ALLAH SWT for give me everything.
2. My parents who always trust and support me.
3. My advisor Dr. Darmawan Budiyo, M.Pd. and Heru Setiawan, M.Pd. always help fix and forgive all mistakes every time I meet with thesis guidance.
4. My sisters who always reminder and support me
5. My almamater
6. Thanks for everyone who have provided support, encouragement and prayers for me to complete my thesis

## PERNYATAAN

Saya menyatakan dengan sebenarnya bahwa seluruh data, informasi dan interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penilaian, pengelolaan serta pemikiran saya dari pegarahan pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan unsur-unsur jiplakan, Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan. Serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 tahun 2003, Pasal 25 ayat 2 dan pasal 70.

Palembang, Oktober 2024

Mahasiswa,



Ismail Zaid Arzam  
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However, the writer realized that this thesis is still far from being perfect, therefore any comments, criticisms, and suggestion are warmly received. Finally, this thesis is expected to be useful for all of us.

Palembang, September 2024

Ismail Zaid Arzam

## ABSTRACT

The objective of this study was to find out whether or not there was any significant differences of the tenth graders' reading comprehension between the students who were taught by using paired reading method and those who are not at sma muhammadiyah 01 Palembang. this study's sample consisted of 71 students chosen using a purposive selection approach. they were placed into two groups: experimental and control groups. this study used a quasi-experimental design. the data collection tool were reading comprehension a using paired reading method , which was administered twice to the sample (pretest and posttest). there were 30 valid multiple-choice questions. the test resulted in a two-tailed significant difference ( $p=0,309$ ) above the significance level (0.05). hence, the hypothesis was accepted, signifying a noteworthy distinction in reading comprehension between students was any significant differences of the tenth graders' reading comprehension between the students who were taught by using paired reading method and those who are not at sma muhammadiyah 01 Palembang, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) confirmed. there was a substantial to there was any significant differences of the tenth graders' reading comprehension between the students who were taught by using paired reading method and those who are not at SMA muhammadiyah 01 Palembang.

**Keywords : Reading Comprehension , Recount Text, Paired Reading Method**

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# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses about: (1) background of the study, (2) limitations of the study, (3) formulation of the study, (4) objectives of the study, and (5) significances of the study.

### **1.1 Background of the Study**

English is an international language. English not only known as the language of the English people, but also as the language spoken by people in many countries. English began in what is now the British-Isles. At the beginning of the fifth century, Britain was invaded by three tribes from Northern Europe: The Angles, Saxons and Jutes. These three tribes settled down on the island and merged into one people. The three dialects they spoke naturally grew into a single language, the English language. English is clarified as a Germanic language. It is one of the languages related to German, Dutch, Norwegian and Swedish. Its history goes back to the year 450, when the old English is marked. The history of the English language is generally divided into three periods: Old English (450-1150), Middle English (1150-1500) and Modern English (1500-present) (Qin, 1983). The English language began with very small population. However, after years of development, now it is probably one of the most widely spoken languages in the world.

With the development of the English language, it has many varieties in different parts of the world. Different varieties differ in accent, vocabulary, grammar, discourse, sociolinguistics, and have its respective characteristics in

pronunciation, tone, intonation, spelling and so on. Therefore, it is important for English language learners to observe the differences in language use.

Reading, a required skill in academic and social life, is a basic language skill. According to (Akyol, 2003) “the process of establishing meaning in a suitable environment using appropriate information based on effective communication between the author and the reader in accordance with the appropriate aim and method,” may be the most descriptive. As this definition indicates, reading and comprehension may seem to be different things, but are actually two parts of a whole that needs continuous improvement in education. The ultimate purpose of reading comprehension is to extract and construct meaning from all kinds of text (Snow, 2002). Reading involves the interaction between the skills and cognitive processes of the reader and the linguistic characteristics of a text. The reader needs to integrate text information with prior knowledge to form a mental representation of the meaning of the text (Van Dijk, Kintsch, & Van Dijk, 1983).

In the education field, the lack of interest in reading leads to the increasing number of students that face certain problem to improve their reading skills (Grabe & Stoller, 2019). The reading proficiency gap among students was growing. This issue needs to be treated seriously because without the right assistance, many students who struggle with reading may not be able to make up for the many obstacles they faced when trying to comprehend what they read. The main cause of the students' propensity to be reluctant readers has been their reading difficulties (Liando & Tatipang, 2022). Teaching is not merely a matter of techniques and teacher role as well as material but also aspects related to an

atmosphere within the teaching and learning take place. This means that there should be process of activities which will make the condition of class more interesting as well as effective especially in reading class.

Based on the preliminary research on October 16<sup>th</sup>, 2023 that the researcher did interview with English teachers who taught in tenth grade at SMA Muhammadiyah 01 Palembang and got the information such as scoring students' reading comprehension achievement remained low. It can be proven from the students' score of their daily exercise, more than 60% of students got below 70 as their final score, students' difficulty to find out the main idea in the text, and students always boring when they were read the text especially recount text. The issues were brought by the learning process's monotonous method. It is a severe issue because the issues affect other aspects of teaching and learning. The students were unable to comprehend a text well enough to get information from it thoroughly. The paired reading method aim to improve students' comprehension, so the researcher will use this method to solve these problems.

According to Topping (1995) in Liando, Katiandagho, & Rorimpandey (2023) in paired reading method, students take turns playing the roles of teacher and students in order to increase reading fluency and comprehension. Students sit side by side while one reads and the other follows along, with assistance from the teacher as needed.

The research about paired reading and reading comprehension has been widely covered by other researchers (Topping, 2017; Wolfendale, 2017; Smith, 2021; Snow, 2021; Hjetland, 2020; Brinchmann, 2020; Rogers, 2023; Gardner, 2023; Liando, Katiandagho, & Rorimpandey, 2023; Wahyudin, Sahraini, & Syam,

2022), result from Liando, Katiandagho, & Rorimpandey show mean score post-test is 7.93 and mean score of pre-test is 6.63, and result from Wahyudin, Sahriani, & Syam show mean score of pre-test 42.00 and mean score of post-test 70.33. but the research on the use of paired reading in improving reading comprehension is still uncommon, especially for EFL students. Thus, this study was expected to fill the gap in reading comprehension. This research investigated the use of paired reading method in reading comprehension and discover how far this method can assist the students improve their fluency and comprehension in reading. Thus, the researcher was interested in conducting the research entitled “Using paired reading method to improve the tenth graders’ reading comprehension at SMA Muhammadiyah 01 Palembang”.

## **1.2 Limitation of the study**

The limitations of this study focus on the effects of using paired reading on the tenth graders’ reading comprehension on recount text at SMA Muhammadiyah 01 Palembang.

## **1.3 Formulation of the problem**

The problem of this study was formulated as follows “Was there any significant differences of the tenth graders’ reading comprehension between the students who were taught by using paired reading method and those who are not at SMA Muhammadiyah 01 Palembang?”

## **1.4 Objective of the study**

The objective of this study was to find out whether or not there was any significant differences of the tenth graders’ reading comprehension between the

students who were taught by using paired reading method and those who are not at SMA Muhammadiyah 01 Palembang.

### **1.5 Significances of the study**

The researcher expects that this study was able to give contributions and benefits to teachers, researcher, students, and future researchers.

1. For the teachers

The result of this study was expected to give information to the teachers of English about effectiveness of paired reading comprehension.

2. For the researcher

By conducting this study, it is expected to add his knowledge on how the method of paired reading improve the tenth graders' reading comprehension and it would be information for his as the experiences in teaching English for future.

3. For the students

The result of this study is expected to give information and encourage the students to study English, applying paired reading.

4. For the Future Research

This study can serve as a foundation for future research in the field of education, particularly in exploring other effective teaching methods that can improve students' reading comprehension.



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