

CHAPTER I

INTRODUCTION

A. Background of the Study

English comprises of four skills, i.e. listening, speaking, reading, and writing. Reading stands for the third skill and will always be discussed in here. It is a skill, that works as a way of communication in a written text between a writer and a reader. By using this skill, the readers try to understand the idea or the information of a text that the writers want to be learn from elementary school up to university, Mastering reading skill also becomes a must for all of the students who are studying English as a foreign language.

Reading is a set of skills that involves making sense and deriving meaning from the printed word.¹ one of the language skill is very important in language teaching and learning process but it is not easy to do. Reading may be considered as the key to get information from books, magazines, newspaper and brochure. The development of science demands people to read a lot. Many

¹ Caroline T. Linse & David Nunan, *Practical English Language Teaching Young Learners* (New York: McGraw-Hill, 2005), 69 .

science books written in English and reading skill will aid students to fulfill their need.

By Reading, students will be able to identify and understand any kinds of text in English. Wahyudin (2011:53) also writes.” Since reading becomes one of the basic ways of obtaining information, it is therefore considered as an important activity in in any language classes.”

Reading comprehension is fundamental for EFL senior high school students. It is really essential to enhance the students’ knowledge and information; therefore, these learners need to be prepared with good reading skills.²

As it is state in school basic curriculum (K13) of junior high school for the eighth grade, one kind of text types that the students should achieve is Narrative text. A Narrative is a kind of text having social function to amuse, entertain, and to deal with actual or vicarious experience in different ways.

Base on the observation and interview with English teacher in Junior High School Daarul Muttaqien Tangerang, the students are lack in comprehending reading of English texts. the

² Kamalia *Improving Reading Comprehension Using The Surfey, Question, Predict, Read, Respond, Summarize (SQP2RS) Strategy* (October 2016).

teacher did not use the strategy in teaching learning especially, in learning Narrative text. The student do not understand clearly about Narrative text, how to identify the Narrative text . Beside the teacher did not use strategy in teaching learning makes the students felt bored and less understanding of the material submitted by the teacher.

Therefore, to solve the problem the teacher needs to be more creative in teaching, the researcher tried to find out an appropriate strategy to develop student's reading comprehension better that was through near peer role modeling method (NPRM) which considered as one way of reading comprehension strategies toward Narrative text.

Based on Murphy, near can mean different things: age, ethnicity, gender, interest, near in proximity, and near in frequency. Peer means a child who is roughly equivalent in development to the observer. Role means ‘’a role or social role is a set of connected behavior, rights, obligations, beliefs, and norms as conceptualized by actors in a social situation³. Model means in individual whose behavior, verbalizations, and expressions are

³ Tim murphy, *Motivating with near peer role models Nazan university (on JALT97): trends & transition 1998 page 201*

attended to by the observer and serve as cues for subsequent modeling. Modeling means behavioral, cognitive, and effective changes deriving from observing one or more models.

Based on the background above, the researcher takes a title of the paper using Near Peer Role Modeling Method (NPRM) in Narrative text

B. Identifications of the Problem

There's a lot of teaching of Reading, Base on the background of the problem above the researcher identified several problems in teaching and learning of reading comprehension such as :

1. The teacher did not use the strategy in teaching learning
2. Students reading comprehension was low
3. Students were lack of motivation in reading English text
4. Teacher feel difficult to find an interesting method.
5. Teacher feel difficult to find an appropriate method in teaching reading.
6. Students have difficulties extracting meaning from text, thus resulting in low reading achievement.
7. Students usually disengage from the task of interpreting text.

8. Students do not have more motivation and self confident to improve their reading comprehension.

C. Statements of Problem

1. How is student's reading comprehension of Second grade of SMP Daarul Muttaqien Tangerang?
2. How is the application of Near Peer Role Modeling in teaching English reading Narrative text of SMP Daarul Muttaqien Tangerang?
3. How is the significant influence of Near Peer Role Modeling toward student reading Narrative text at SMP Daarul Muttaqien Tangerang?

D. Objectives of the Research

Based on the statements of the problem above, the following lists are the objectives. The objectives of the study need to formulated in order to know the result of the study. The objektivies of the research are:

1. The Find out student's reading comprehension of Second grade of SMP Daarul Muttaqien Tangerang.

2. To find out the application of Near Peer Role Modeling in teaching English reading Narrative text of SMP Daarul Muttaqien Tangerang.
3. To find out the significant influence of Near Peer Role Modeling toward student reading Narrative text at SMP Daarul Muttaqien Tangerang.

E. Significance of the Research

The significance of the study is pointed out into two elements. Those are the theoretical significances and the practical significance.

1. Researcher
 - a. It can be used as a reference method for the future.
 - b. it can add insight for writer.
2. Teacher
 - a. It is used as an input for teacher in the teaching reading comprehension.
 - b. This method can be used in teaching and learning reading comprehension.

F. Previous of the Study

1. Nurlaila Indah The title of her paper is : Speaking skill has been one of the most wanted skills in English learning today. Therefore, speaking was the focus of the research. The writer administered a research by applying a method named Near-Peer Role Modeling (NPRM) in the first grade of SMPN 3 South Tangerang. The purpose of the study was to get the empirical data which can describe whether Near-Peer Role Modeling was effective or not in enhancing students' speaking competence in English. This study used a quantitative method with a quasi experimental study design. This study was held on October until December 2013. The sampling technique used in the research was simple random sampling. Therefore the writer took two classes for being the subject of the research; one for experimental class and another for the controlled class. The data were analyzed by using t-test formula. The data found indicated that there was a significance difference between students in experimental class and controlled class. The result of t-test formula in 5% degree of significance shown that tobserved (t_0) $>$ ttable (t_t) = 7.05 $>$ 1.99. So, the null hypothesis (H_0) is

rejected and alternative hypothesis (H_a) is accepted. It means that, there was a significant difference between students using NPRM and those who did not. The students who were taught by NPRM can attain better speaking score than the students who were only taught by memorizing text while speaking. In other words, the NPRM is effective to be applied in SMPN 3 South Tangerang.

2. Halimatun Sakdiah the title of her jurnal is : Peer teaching method Peer teaching can be defined either by the relationship between teacher and student or by the method of teaching that occurs. The relationship between peer teacher and student is generally far more individualized, ranges over a broader arena of learning, and involves significantly more role modeling than a standard faculty-student relationship. Peer teaching is part of the law school curriculum, student teachers may perform a variety of teaching roles: pure teacher, mediator, work partner, coach, or role model. Peer teachers also play roles that are less directly tied to cognitive learning. Often peer teachers are used to provide administrative support for an academic program for example, student graders following a faculty devised grading

key; moot court board members setting up mock appellate argument schedules and judges; law review editors supervising allocation of cite checking assignments. Where peer teachers are structured into a program primarily for economic reasons, this often may be the sole role assigned to the peer teacher. However, one suspects that student administrative support often leads to informal mediation or teaching, for example, as peer teachers are asked to interpret grades or publication decisions.

To conclude, the result of researchers show that there was a positive effect on students capability in speaking through Near Peer Role Modeling Method but the writer want to try this method on students reading ability especially on Narrative text. The different of research which the writer did lies on the object and the skill of the research. The writer choose to do the research in Junior High School of Daarul Muttaqien Tangerang and here the writer only focused on reading ability especially to comprehend narrative text and see the effect after the writer applied this method.

G. Organization of Writing

This paper divided into three chapters. Each chapter explains different matters in line with the topic that discussed:

Chapter one explains about introduction. This chapter the writer describes background of study, identification of problem, statement of the problem, objectives of the research, significance of study, previous studies, and organization of writing.

Chapter two explains about theoretical framework. It contains the parts of theory about definition of reading, purpose of reading, kinds of reading, skills of reading, the understanding of narrative text, language features of narrative text, the element of narrative text, generic structures of narrative text, the understanding of Near Peer Role Modeling Method (NPRM), The benefit of Neer Peer Role Modeling Method.

Chapter three explains research methodology. It covers research design, place and time of the research, population and sample, instrumentation, technique of data collecting, technique of data analysis, statistical hypothesis..

Chapter IV is Research Findings has some contents; to use case study as method to collect the data based on observation, pre-test and post-test

Chapter V is conclusion which contains of conclusions based on the result of the research and suggestions for further research.