# CHAPTER I

# INTRODUCTION

## A. Background of the Research

Language plays an important role for daily communication. Since English has become an International language, the students should master it in order to survive in the global era.

By mastering English well, ones can increase knowledge, technology and culture and keep good relationship with other people from other countries. Mastering English is very important for people who want to add their knowledge. Likes English teachers, they must demand to explore effective technique, methode or approaches in English teaching activity for all language skills.

There are four skills of English that is reading, writing, listening and writing. The writer will focus on reading. Reading is one of four language skills that developed in learning English student to read book for increasing their knowledge. By reading we know everything occured in the past time, at the present, and we know the update information. So, reading is very important in education.

Reading is what happens when people look at the text and assign meaning to the written symbols in the text.[1] When we understand the reading that is when we see it in the text reading as knowing the meaning and symbols written in the text.

Reading is a process to get some information and knowledge from the writen text[2]. were not only by simple process of getting the information from the text but it also by thinking to understand the context of the text or understand the meaning of a passage.

Accrording to Francoise Grellet readng is a consonant process of guessing,  and what one brings the text is often more important than what one finds in it.[3]This means that from the very beginning the students should be taught to use what they know understand the sample words or any other ideas.

Reading is one of the difficult skill for learners, especially in understanding of the text, because they poor of vocabulary, and they are unware the important of reading

[1] Jo Ann Aebersold and Mary Lee Field,  *From Reader to Reading Teacher*, (Melbourne: Cambridge University Press, 1997), 15.

[2] Brigitta Septiarini Rahmasari,  "Peer Tutoring*:* An Effective Technique to Teach Reading Comprehension", *LSCAC Conference Proceedings The 4th International Conference on Language, Society and Culture in Asian Contexts*. Vol.  1, No. 3,(April 2017), 245.

[3] Francoice Grellet, *Developing Reading Skill,* (New York: Cambridge , 1981).

comprehension. Most of them have an assumption that reading english text is boring activity. it is beacuse, there is a complecxity in its generic structure and language feature. Generally, the students feel uninterseted in this process.

Peer tutoring is one of the learning strategy in which students alternate beetween the role of tutor and tute in pairs or groups. the using of peer tutoring to help one onother learn material or practice an academic task. on the other definition peer tutoring is a flexible, peer-mediate strategy that involves students serving as academic tutors and tutees. Typically, a higer performing student is paired with a lower performing students to review critical academic or behavior concepts.

In American culter, as well as several others, there is a natural trendency to learn from the same age-group. Many people feel more comfortable working with and asking question of others in their same peer group because there is less of a power dynamic, the distintion between teacher and students is less pronounced. As American culture in Indonesian also may be peer tutoring technique must be used in any subject, however, sometimes students feel shy if he or she to question or to explain about his opinion and if in group the students can help the students of less, or exchange the ideas it is make more.

On the other hand is reading the window of the world, by reading we can increase knowledge, students can get many inforormation with various techniques to get comprehension and be able to conclude the contents of the reading. In fact, the reading comprehension of many students it is slow, worying, unsatisfactory and far from the expectation and the peer tutoring is one of technique in students reading comprehension, the students will be easier to gain the understanding of the reading by peer tutoring and more fun with it.

Based on the writer experience during observation of SMPN 3 Ciakande the students reading comprehension at the second grade is  low, unstatisfying. When the lesson has go on, they had no respond and they also, sometimes  kept silent during the lesson. This class were passive because they were not able to find the main idea of each paragraph. they had the difficulties to differented between the main idea and supporting details and they could not to identify the unstated the information from the text.

From above the students problems are they had poor of vocabulary, the students had low motivation in raeding text, they not interest on the passage wich will be read and from the teacher that teacher less monitored the students activities,  the  teaching  was  monotonous,  the  teacher

dominated class with broad oral explanation its make the students difficulties in understanding the passage, and the teacher just read the passage and discussed with the whole class without give the students share their ideas with their friends about the passage freely.

Finally, based on the background above, the writer would like a carry out the research under title **"The Use of Peer Tutoring Technique in Teaching Student's Reading Comprehension"** (An Experimental Research at the second grade at SMPN 3 Cikande in the Academic Year of 2017/2018).

## B. Statements of The Problems

Based on the background above, the writer can identify the problems follows:

1. How is the students reading comprehension on the descriptive text ?
2. How is the peer tutoring technique applied in teaching students reading comprehension on the descriptive text?
3. How is the effectiveness of peer tutoring technique in teaching students reading comprehension on the descriptive text?

## C. The Purpose of the Study

Based on the prolems above, the purpose of the research as state as follows:

1. To know the students reading comprehension on the descriptive text

2. To find out the peer tutoring technique applied in teaching students reading comprehension on the descriptive text.

3. To describe the effectiveness of peer tutoring technique in teaching students reading comprehension on the descriptive text

## D. Assumption and Hypothesis

1. Assumption

   The writer assumes there are significance differences between the result in teaching descriptive text using peer tutoing technique and without using peer tutoring technique..

2. Hypothesis

   In this study the hypothesis on the theory and above thinking can be

   - Experimental hypothesis (Ha): there is significant the influence of using peer tutoing technique at the second grade of SMPN 3 Cikande.

- The null hypothesis (Ho): there is no significant in teaching English at the second grade of SMPN 3 Cikande.

## E. Organization of Writing

In order to make this research is easy to follow, so the research prganized it in five chapter.

The first chapter is introduction, it covers background of the research, the statement of the problem, the purposes of the study, Assumption and hypothesis, and organization of writing.

The second chapter is theoritical framework, it covers: 1. Description about reading comprehension, consits of the definition of reading comprehension, the types of reading comprehensio, teaching reading comprehension, and the process and the purpose of reading comprehension, 2. The descriptive text consits of definition of descriptive text, generic structure, and the language future, 3. Peer tutoring technique consits of The definition of peer tutoring, the impact peer tutoring on students learning, peer tutoring technique, the strategy of peer tutoring and the benefit of peer tutoring.

The third chapter is research methodology, it covers: description about the research of methodology, place and

time, popolation and sample, the research instrument, data collecting and data analysis.

The fourth chapter is resulted and discussion, it covers: description of data, data analysis, hypotesis testing, interpretation of data.

The fifth chapter is conclusion and suggestion, it covers: conclusion and suggestion.