

CHAPTER I

IIINTRODUCTION

A. Research Background

English becomes the most important language in the world as an international language and used by the people to communicate or get information around the world. As an international language especially in globalization era, the user of English has increased in our country. It motivates every people to learn English with the aim so that they can face the globalization era and communicate with another people from many countries in the world like for business, economy, technology, science, etc. Language is the ability of humans to deduce and use sophisticated communication systems. One of the languages this course will look at is English. As a first of second language, English is practically spoken as a worldwide language in almost every nation. Additionally, English has long been accepted as a formal language on a global scale. Students are also aware that mastering English is essential for learning more advanced material and that failing to do so will cause them to lag behind and make it difficult for them to get jobs. They must learn the skills of listening, speaking, reading, and writing.

Reading is very crucial because through reading person can get the key point of the information sent or read from the printed page and people who read a lot will have knowledge and latest information to facilitate in having good speaking, writing and listening. Reading is a key factor affecting intellectual and comprehensive widening. Comprehending the text will provide various result of the reader because the reader has the different ability, knowledge, age, and gender. Besides that, there is another thing that also gives effect to the reader in comprehending the text that is strategy because it is the guidelines for the readers in getting the ideas of the text.

Reading comprehension is a language comprehension that deals with decoding English word and enriching vocabulary. Actually, reading comprehension is important after listening because reading comprehension can increase the knowledge, such as finding the main idea of the text. Reading must be increased to increase the lack of vocabulary, the difficulty in finding the meaning, and felling bored in reading and understanding the text.

Table 1 Data Pre Survey of Students' Reading Comprehension t the Eight Grade Junior High School at Muhammadiyah 1 Sekampung Udik

| No | Range | Category | Frequency | Percentage |
|-------|----------|-----------|-----------|------------|
| 1 | 81 – 100 | Excellent | - | - |
| 2 | 61 – 80 | Good | - | - |
| 3 | 41 – 60 | Enough | 30 | 36% |
| 4 | 21 – 40 | Fair | 44 | 52% |
| 5 | 0 – 20 | Poor | 10 | 12% |
| Total | | | 84 | 100% |

Source: English teacher of Eight Grade Junior High School at Muhammadiyah 1 Sekampung Udik

Based on the table above, it can be explained that no students are categorized excellent and good. There are 30 students (36%) categorized as enough, 44 students (52%) categorized as fair, and 10 students (12%) categorized as poor. The conclusion of the table above is the average of students in fair category.

When the researcher did pre-survey at the Eight Grade Junior High School at Muhammadiyah 1 Sekampung Udik, it was out that the students had low abilities in understanding English texts, and they often feel bored in following reading comprehension. The students had low motivation in reading activity because they had low capability in comprehending English Text, so that the result is not good. Considering to the condition above, the researcher is challenged to conduct this research, that is Partner Reading Strategy through a reading text which help the students to improve their reading comprehension.

B. Problems Identification

Based on the background above, there are several student problems related to comprehension English text at Eight Grade Junior High School Muhammadiyah 1 Sekampung Udik. Thus the researcher formulated problem as follows:

1. The students had low understanding in English reading text
2. The students had low motivation in reading English texts

C. Research Questions

1. Did reading partner strategy influence on students' reading comprehension at eight grade students of Junior High School Muhammadiyah 1 Sekampung Udik?
2. Did reading partner strategy have a significant effect on students' reading comprehension at eight grade students of Junior High School Muhammadiyah 1 Sekampung Udik?

D. Research Objective

1. To find out the students reading comprehension by using partner reading strategy at eight grade students of Junior High School Muhammadiyah 1 Sekampung Udik.
2. To find out the significant effect of using partner reading strategy toward students reading comprehension at eight grade students of Junior High School Muhammadiyah 1 Sekampung Udik.

E. Research Significance**1. For the students**

The research was motivated to students in English learning by partner reading strategy skill in reading comprehension.

2. For English teachers or lecturers

As expected, this study would motivate English teachers or lecturers to increase students' reading comprehension. The teachers or lecturers will make the students' more concentrated in the learning process by implementing the Partner Reading Strategy. Furthermore, the Partner Reading Strategy assists teachers or lecturers in reducing saturation or habits in the learning process.

3. For Future Researchers

For the development of English language consider pursuing advanced certifications, attending workshops, and staying update on language teaching methodologies. Collaborate with colleagues, engage in peer observations, and explore opportunities for continuous learning to enhance your teaching skills.