

CHAPTER I

INTRODUCTION

This chapter presents background of study, identification of study, formulation of study, objective of study and significance of study.

A. Background of Study

English learners should know at least four languages. Reading is a vital skill in teaching and learning. Reading can be done in several ways. They were extensive readers (reading longer texts for pleasure by emphasizing overall meaning), intensive readers (reading shorter texts for pleasure by emphasizing overall meaning), and skimmers (reading quickly to find the key points in the text) and scanners (reading quickly to find certain information) (reading short texts for information the details).

The majority of the routines and forms of reading that were described before are done with a specific objective in mind. Reading is the primary objective in this situation in order to figure out what it means. Reading is a difficult task since it needs not only the capacity to detect symbols that are written down, but also the ability to think about and comprehend the meaning of the symbols. As a result, reading is a complex process. Reading is essential to both teaching and learning, making it essential overall. The researcher's observations at the linked school support this. Their learning capacity contributes for half of their overall ranking; other traits account for the other half.

Reading is a skill that may be used to help students succeed in their studies as well as in life in general. Students who are unable to read well will be unable to

fully take advantage of the chances presented to them in both the classroom and the real world. Students will use their reading skills to gain new knowledge, appreciate literature, and fulfill daily activities, such as reading books, newspapers, magazines, novels, maps, and instruction manuals.

According to the researcher's findings, students who participated in practical training received poor scores on average, earning below the benchmark score of 65, especially in reading. Longer texts may be harder to understand. Understanding the work's basis is difficult. Some waited for their buddies to respond, while others cheated with other friends. They did it because they had little interest in reading, particularly for extended periods of time. The vast majority of students hold the opinion that the book contains words or phrases that are difficult to understand. When there is an English lesson, students almost never bring dictionaries to the classroom with them. Their desire and vocabulary are extremely lacking at this point. The indispensable educator reminds students on a consistent basis to read on a regular basis. On the other hand, they showed no sign of concern about it at all. Due to the presence of this situation, the instructor must give the students her undivided attention in order for reading class to be more productive. According to the observations that the researcher made at the school, the reading instructor utilized traditional teaching methods when instructing the students. The kids' lack of interest and participation in reading class was directly attributable to the fact that they were bored.

Another difficulty that stopped students from growing their speaking abilities was their fear of making a grammatical or pronunciation error, as well as their lack of vocabulary when expressing their wants and views. Both of these issues

contributed to their inability to build their speaking skills. Students are unable to read because they are overly concerned with how they sound when they say words. That is not anything that they could use in any way. In addition, the students chose to keep quiet rather than make an effort to read in English that was correct and proper, and this decision led to the students' loss of faith.

In point of fact, the process of teaching and learning can make use of a variety of methodologies, particularly when it comes to the instruction of courses in English. One of the methods that may be utilized is referred to as "Paired Story Telling." One of the methods that can be utilized when instructing kids to read stories with their peers rather than by themselves is the "paired story-telling technique." The students are required to work together or have a conversation with their companion in order to collect information about the story during the paired story-telling activity. After that, they are required to recount the tale aloud in front of the class with their assigned partner.

The technique of paired story telling aids students in comprehending the story, and it is an effective communicative process.¹ Speaking class allows students to learn more quickly when they work with a partner. Students demonstrate bravery by speaking in front of the class. They enjoy their behavior because of the paired-story-telling inspiration. Furthermore, the class atmosphere is more involved since all of the students are present. Paired-story-telling provides an engaging environment for students, and engaging environments will inspire students to learn.

¹ Andriani Sutansi, dkk. (2015). " *The effect of paired story telling technique on the speaking ability of the second year students of SMP 8 Pekanbaru*" (An article of Universitas Riau). p.4

In addition, the Paired Story Telling approach allows students to use their imagination and improve their thinking skills. Students are also encouraged to collaborate. The teacher values students' thoughts to motivate them to learn. This strategy is meant to encourage kids in reading English texts.

Based on the above explanation, the researcher wishes to perform an experimental study titled “The Effect of Applying Paired Story Telling Technique on Students’ Reading Comprehension of Eighth Grade at MTs Azzuhri Tanjung Morawa”.

B. Identification of The Study

The problem that can be followed as a result of the study's context is:

1. Students are often too fatigued to read a book, especially English novels.
2. Students are unable to read because they are self-conscious about their prominent features.
3. Since the instructor normally uses the lecture form, the students are usually bored during the learning process.

C. The limitation of The Study

The focus of this study is restricted to reading comprehension. The techniques is Paired Story Telling. The writer limits the study of this research in students of eighth grade at MTs Azzuhri Tanjung Morawa.

D. The Formulation of The Study

Based on the above research issue, the researcher formulated the problem into a research question: “Is there any significant effect of using paired story telling on students reading comprehension?”

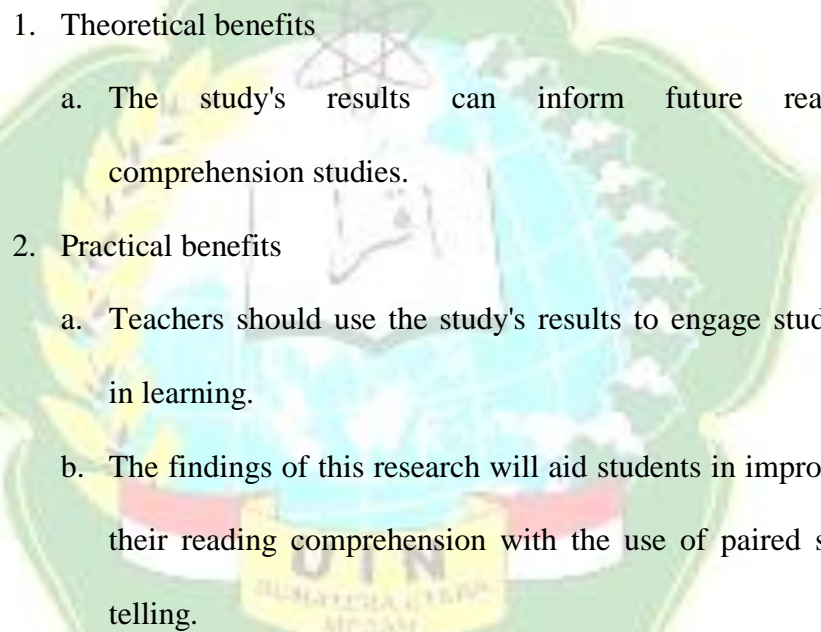
E. The Objectives of The Study

Based on the above formulation, the study's target is as follows:

“To find out the significant effect of using paired story telling on students’ reading comprehension.”

F. The Significant of the Study

This study has theoretical and practical benefits. The research's theoretical and practical benefits are envisaged:

1. Theoretical benefits
 - a. The study's results can inform future reading comprehension studies.
 2. Practical benefits
 - a. Teachers should use the study's results to engage students in learning.
 - b. The findings of this research will aid students in improving their reading comprehension with the use of paired story telling.
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- A large, semi-transparent watermark of the UIN Ar-Raniry logo is centered on the page. The logo is a shield-shaped emblem with a green border. Inside the shield, there is a central figure of a person in white robes, possibly a scholar or saint, with a star above their head. The shield is flanked by yellow and green decorative elements. At the bottom of the shield, there is a yellow banner with the text 'UIN' and 'AR-RANIRY' in black letters. Below the banner, there is a red banner with the text 'JILMAH FIDIA UTAMA' and 'MCCAN' in white letters.