

**THE EFFECT OF APPLYING *PAIRS-CHECK* TECHNIQUE ASSISTED
BY PICTURE SERIES AS A TEACHING MEDIA ON THE
STUDENTS' READING ACHIEVEMENT**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
2018**



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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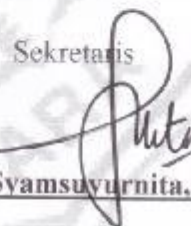
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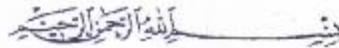
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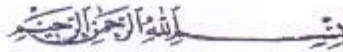
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14 Maret 2018	ABSTRACT (Revised)	
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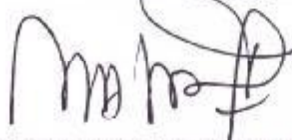
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ABSTRACT

May Leny. 1402050075. The Effect of Applying *PAIRS-CHECK* Technique Assisted by *Picture Series* as a Teaching Media on the Students' Reading Achievement. Skripsi. English Department of the Faculty of Teacher Training and Education of University Muhammadiyah Sumatera Utara, Medan, 2018.

This research deals with The Effect of Applying *PAIRS-CHECK* Technique Assisted by *Picture Series* as a Teaching Media on the Students' Reading Achievement, especially on narrative text. The objective of the research was to find the effect of applying *PAIRS-CHECK* Technique assisted by *Picture Series* as a teaching media on the students' reading achievement in narrative text. This research was conducted at MTS PROYEK KANDEPAG, Jl. K.L Yos Sudarso KM.13,5 Martubung, Medan Labuhan, Sumatera Utara of 2017/2018 academic year. The population of this research was the VIII grade students which consisted of 2 classes, VIII-1 and VIII-2 with total number of students 60. By using Total Sampling Technique it was VIII-1 (30) and VIII-2 (30), with 60 students. VIII-1 class was Experimental class taught by *PAIRS-CHECK* Technique and class VIII-2 class was Control class taught by Lectering Method. Multiple choice test with 20 items were administrated to the students. The researcher gave a pre-test, treatment and post-test to both groups. Having collected the data by using T-test formula, the result showed that t-test was 12.21 and t-table was 2.002. The fact showed that t-test was greather than t-table ($12.21 > 2.002$)s. (The null hypothesis or H_0 was rejected and the alternative hypothesis H_a was accepted). The result of this research concluded that there was a significant effect of applying *PAIRS-CHECK* Tecnique on the students' reading achievement.

Key Words : PAIRS-CHECK Technique, Reading, Narrative Text.

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In the name of Allah the most Gracious and the Merciful. Praise to be Allah, First above all, the researcher would like to thank Allah SWT, the Most almighty who has given the healthy and chance for her in finishing this study. Secondly, bless and peace be upon the prophet Muhammad SAW as the figure of good civilization, intellectual, braveness, and loving knowledge.

This study entitled: “The Effect of Applying *PAIRS-CHECK* Technique Assisted by *PICTURE SERIES* on the Students’ Reading Achievement” with the purpose for submitting in partial fulfillment of the requirements for the degree of Sarjana in English Education Program. It was not easy for the researcher in finishing this study. There were many difficulties and problems faced by her, physically and mentally. Without help of the following people, it might be possible for her to finish it. Therefore, the researcher would like to express her first thank to her dearest parents, Siswandi and Ibunda Siti Hanum for their great affection pray, advice, courage moral and material supports during her academic

year in completing her study at FKIP UMSU. May Allah always bless them.

Then, the researcher also would like to express her gratitude and appreciation to :

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2. Dr. Elfrianto Nasution, S.Pd, M.Pd the Dean of FKIP UMSU who had given the recommendation and permission to carry out the research.
3. Mandra Saragih, S.Pd, M.Hum the Head of English Department and Pirman Ginting, S.Pd, M.Hum the Secretary of English Department of FKIP UMSU, who had allowed and guided the researcher to carry out the research.
4. Drs. Ali Amran, M.Hum her Supervisor, who gave invaluable thought, advice, comments, guidance, support, and suggestion for the writer to complete this study.
5. All the lectures FKIP UMSU, especially those of English Education Program for knowledge, guidance, advices and suggestion during the year of her study.
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7. Supina, Novika Ulfa, Deasy Andika as her beloveds sister and Helmi swandana, Afandi as her beloveds brother that giving motivation, support, spirit and prayer.

8. Etika Sari, Siti Komariah, Ruli Mahyuni and Deby Yustika Sari her best friends they always stay beside her from the first until the end of writing this study, happy and sad, we are always together.
9. Syahrul Anwar, her boyfriend who had given support, spirit, help, cared and prayer in finishing this study.
10. Rovi Aldina Rambe, Audhina Rahby, Sariah and other friends in real teaching program (PPL) for their support, suggestion, spirit and for anything.
11. Thanks to her Classmate of B Morning, who have cared and supported in finishing thid study. Our friendship is never forgotten forever, may Allah S.W.T., always bless them all.

Medan, 21 March 2018

The Researcher

May Leny

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Medan, Februari 2018

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading as one the language skill has an important role for facilitation students to learn a foreign language, in which through reading the students are expected to be able to find the information from the text, identify the main idea, identify the explicit or implicit from the text and understanding the purpose of the text. In reading, the students not only read the text but the students must comprehend the content and understand the meaning of the text.

According to Catherine (2002: 11) defines, "Reading comprehensions the process of simultaneously extracting and constructing meaning through interaction and involvement with written language." Reading comprehension is dealing with a process to comprehend the text critically. In reading activity, we are not only reading text, but also trying to understand what we are reading by think critically to understanding, analyzing, explaining, and evaluating any problems from the text that given by the teacher.

In teaching reading skill the teacher have to be able to help students to read and comprehend the text. The teacher need to lead the students to

know the purpose of the text, how the sentences are connected each other to comprehend the content of the text. Thus, in school based curriculum (KTSP) (DEPDIKNAS 2006: 278) it is stated the goal of teaching reading skill for eighth grade is to enable the students to construct meaning from the text, it is the same as reading comprehension goal. Without understanding the text, students get difficult to answer the question from the teacher.

Based on the researcher experience when PPL II on July up to October 2017 at MTs Proyek Kandepag Medan, the researcher found many students had difficulties to understand well. The first, they were confused how to read correctly, such as correct in grammar and good spelling in sentence. It happened because the students does not understand about grammar. As we know that reading is not easy as people think. Reading skill is one productive skills that should be mastered in using a language.

Second, the students were also lack of vocabulary. For example, when the students read a text. They may have problem in language. For students, they only get a few times to learn or practice english in the front of class. So the students were lack in vocabulary. It happened because for them, English is not their language. They have no imagination in reading. So they felt difficult to study the other language. They consider that English is as the foreign language. They think that English is not important to learn. They could use their own language to communicate in their daily activities. The students does not know that English was very important for

them in the next day. The teacher should give the motivation for the students to learn English.

The last problem in this case was old teaching strategy. In the learning-teaching process, the teacher was still using old teaching strategy. It made the students were not interested to reads. Based on the education national rules, the government should be given socialization and knowledge about education. Because the education system in Indonesia is still bad than the other country. As a teacher, we have to design a new technique to make the students are interest in learning English. So, the students does not feel bored. The teacher should be used an appropriate technique in teaching reading skill.

Based on the background above, the researcher found some problems where, the students were confused how to read correctly, the students were also lack of vocabulary, the teacher was still using old teaching strategy. The researcher chooses “The Effect of Applying Pairs Check Technique Assisted By Picture Series As a Teaching Media On The Students’ Reading Achievement“. The researcher hoped pairs-check technique can increase the students’ ability, especially in reading. The researcher hoped the students feel interested to study English. The students can be able to read correctly. They can use English as tool of communication. The teacher can use this technique to support learning-teaching process become interesting and effective. The teacher can develop their knowledge to make the interesting technique in learning-teaching process.

B. The Identification of the Problems

Based on the background of study above, there were some problems that would be identified in this research:

1. The students' lack of vocabulary.
2. They get bored in reading English narrative text.
3. They can not understand the main idea of the text.

C. The Scope and Limitation

The research would focused on the Effect of Applying Pairs-Check Technique assisted by Picture Series as a Teaching Media on the Students' Reading Achievement at Eight Grades of MTs Proyek Kandepag Medan in academic 2017/2018.

D. The Formulation of the Problems

Based on the scope and limitation above the problems of the study would formulated as the following:

1. Is there any significant effect of applying Pairs-Check technique on the students' reading achievement ?
2. Which one is higher the students' achievement taught by using Pairs-Check technique than the students' achievement taught by using Lecturing method in teaching reading?
3. What are the students' difficulties in reading by using Pairs-Check Technique ?

E. The Objectives of the Study

1. To find out investigate of applying Pairs-Check technique on the students' reading achievement in narrative text.
2. To find out the effect of using Pairs-Check technique than Lecturing method in teaching reading.
3. To find the students' difficulties in reading by using Pairs-Check Technique.

F. The Significant of the Study**A. Theoretically**

According to Arends (2012: 383) Pair-Checks are a way to help domineering students learn sharing skills is to have them work in pairs and employ the pairs-check structure. Pairs-Check technique is one of the technique in cooperative learning. The researcher is expected to be useful to the teacher as the references in teaching.

B. Practically

The findings of the study are expected to be significant for:

1. For the students, can make students increase their score and their understanding in reading everything.
2. For the teacher, the result of the study will hopefully help the teacher in deciding the best steps in increasing the student reading ability.
3. For the researcher, this finding is expected as the basic information to increase their knowledge in english.

4. For the headmaster, as principle to guide the teacher to be quality and enjoyable teacher.
5. The reader at umsu who are interested in conducting a much deeper research on reading and Pair-Checks technique.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories needed to explain some concept applies concerning to the research. The theories must be classified to avoid confusion. The following theories used in this study.

1. Reading

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning (Nunan, 2003:68). In reading process, the reader is not only understand the text on the reader's knowledge to build meaning but also transfer ideas and information expressed by writer. Therefore, the reader background knowledge should be integrated with the text to create meaning. So, everyone get the information and knowledge not only from what they write and what they listen. But also, from reading a text. In reading, the writer can transfer information to the readers. It means that there was an interactive process between the reader and text. From a text, the reader can build meaning by their background knowledge.

Reading is the process of obtaining or constructing meaning from a word or cluster of words (Seyler 2004:41). This statement gives three ideas about reading. First, meaning was found in cluster of words, not necessarily in complete sentences. Second, reading involves getting meaning from the words,

understanding the ideas, information or feeling the word convey when put in particular pattern. The third, meaning was thinking about the verbs obtaining or constructing. The task of the reader is to obtain the meaning that the writer want convey. Reading does not only demand students having high knowledge and abilities, but also having cognitive capacities. So, from word to word in the text, the reader can get meaning and information what the writer means. It will make the readers easy to get comprehend the information.

Then, Brown (2004) gives opinion that reading is likewise a skill that teacher simply expect learner to acquire. It indicates that reading is a process that expects the reader to get information or knowledge by reading the texts. Actually, when students read the text, they will get new information or knowledge. Moreover, information or knowledge will be gotten in many aspects, such as technology, newspaper, and education. So, reading can be perceived as the receptive skill of communication by relating the readers' experience and the written information to produce comprehension. It means reading was one of communication to transfer information between the writer to the readers.

Additionally, when the readers read the text, it was not just read, but the readers should get comprehend what the text talking about. McNamara (2007) emphasizes the comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text. So reading comprehension requires deeper understanding to comprehend the text. In reading the text the readers should understand what the meaning of the writer convey in the text. It means comprehension was needed the reader when a text.

Based on some definition of reading described above, it was concluded that reading is one important language skills to be mastered. It is skill that bridges readers to meaning of texts. Through reading a text, the people can enlarge their knowledge. Everybody needs to read in order to improve their knowledge and to gather any information. It was important to reading comprehension because reading comprehension is not just reading with a loud voice but reading is established understand the meaning of word, sentences, and paragraph sense relationship among ideas as it was.

1.1 Reading Skills

In order to be active reader, the learner should develop various reading skill. Which she/he can employ for the purpose of gaining a full comprehension of what is read. Reading involves a variety of skills :

1. Skimming

Skimming is high-speed reading that can save time and help the readers get through lots of material quickly. It is different from other kinds of high-speed reading, such as previewing, and scanning. By skimming, the readers can get general sense of passage or book, not specific details. The goal in skimming is not to read the text thoroughly, but it is used to find out the kind information that the readers seek, and if it does determine what to read more closely.

Thus, in skimming the text, a reader needs to practice in order he or she can learn the key words and phrases which can cover all the material

he or she is reading. To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about.

2. Scanning

Scanning is very high-speed reading that the reader do when they are looking for specific piece of information. When the readers scan, the readers have questions in mind. In scanning, we do not read every word but only key words that will answer our question.

Scanning is quickly reading to find the specific information. Brown (2000:308) stated that, scanning is quickly searching for some particular piece or pieces of information in a text. By scanning, a reader means to glance rapidly through a text either to search specific piece of information (e.g. name, date) or to get an initial impression of whether the text is suitable for a given purpose. When scanning the reader lets his or her eyes wander over the text until he or she is looking for, whether it is a place, a kind of food, a kind of verb, or specific information. To enable the students to scan effectively, he or she need, also, he or she should have the strong belief where he or she will find such information needed from the text.

3. Previewing

Previewing is something that we already do in our daily life. For example, when we receive a letter, we usually look first at the return address or the stamp to find out where it came from and who sent it. Then,

we will make some guesses about what it will be about. By previewing for just a few second, we can pick up a great deal of information about the text we are going to read.

By previewing for just a few second, we can pick up a great deal of information about the text we are going to read. We can preview any kind of text, including pleasure reading books, magazine articles, tests, and textbook assignments.

4. Closing Reading

Close reading requires careful attention to all the words and sentences in a selection to understand its full meaning (Laher and Osborn,2001:45). After we have skimmed a source and decided to read all or part it closely, we read carefully to comprehend ideas and record information. While these to purpose can undoubtedly overlap, awarness of them a separate activities will help to focus.

5. Guessing from Context

Guessing from context is the best strategy to do when we come to a word that we do not know when we are reading. Using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.

6. Paraphrasing

Richard and Scmidt (2002:384) state that paraphrase is an expression of the meaning of a word or phrase using other words or phrases, often in an attempt to make the meaning easier to understand. Paraphrasing

stopping at the end of a section to check comprehension by restating the information and ideas in the text.

1.2 Types of Reading

Brown (2004) states that the types of reading. In the case of reading, variety of performance is derived from more the multiplicity of types of the text than from the variety of evert types of performance (Brown, 2004:186). Never the less, several types of reading performance are typically identified as follows:

a. Perceptive

Perceptive reading task involved attending to the components of larger stretches of discourse: letters, word, punctuation and other graphemic, symbols. Bottom-up processing is applied.

b. Selective

In order to know one's reading cognitive of lexical, grammatical, or discourse features of language within a very short story, selective reading is applied.

c. Interactive

Included among interactive reading types are stretches of language of several paragraph to one page or more in which the reader mist, in psycholinguistics sense, interact with the text. That is reading is a process of negotiating meaning, the reader brings the text a set of schemata for undstanding it and take in the product of interaction.

d. Extensive

Extensive reading applies to text of more than a page, up to and including professional articles, essays, technical reports, short stories and books.

1.3 The Process of Reading

Reading comprehension as a complex intellectual process involving a number abilities Rubin in westwood (2001 : 10). Reading comprehension is a cognitive, motivational, and affective activity. It means that they are keen and interest in using text as a way of obtaining information, learning new ideas, solving problems and a source of enjoyment

a. Micro processes

In this process the reader must decide which chunks of the text or which details are important to remember. When reading only one sentence, it is relatively easy to recall details, but remembering becomes more difficult after reading a long passage. For example: michelle put the yellow roses in vase. In this case the reader will easy to remember that detail. But the reader may or may not remember later to roses were yellow in long passage because may be the reader think that yellow rose is just unimportant detail.

b. Integrative process

In integrative processing include being able to identify and understand pronoun referents and being able to infer causation or

sequence. For example: michael quickly looked the doors and shut the windows. He was afraid. The good readers know automatically that he in the second sentence refers to michael in the first sentence. And good readers infer that michelle looked the door and shut the windows because he was afraid. It means that the readers is also actively making connections across sentence and understand the relationships among clauses.

c. Macroprocesses

The reader does this by summarizing the key ideas read. He or she may either or deliberately select the most important information to remember and delete relatively less important details. In this process, the skillful reader also uses a structure of organizational pattern to help him or her organize their ideas.

d. Elaborative processess

When we read, we tap into our knowledge and make inferences beyond points describe explicitly in the text. We make conclusions that may or may not correspond with those intended by the author. For instance, in the two sentences provided about michael, we do not know why he was afraid ,but we can predict that perhaps he was worried that someone had followed him at home, or maybe a storm was brewing and he was concerned about strong winds. It is because the reader has the same experience eith the author.

e. Metacognitive processes

Metacognitive is thinking about thinking .in this process the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive process include rehaersing(repeating information to enhance recall), reviewing, underlining important words or section of a passage, note taking, and checking understanding.

1.4 Purposes of Reading

The teacher has to realize that reading is purposeful and meaningful for the students. According to Grabe and Stoller (2002) classify as follows:

a. Reading to search for simple information and reading to skim.

Reading to search for simple communication is a common reading ability thought some researchers see it has relatively independent cognitive process. In reading to search, we typically scan the text for a specific piece of information or specific word. Similarly, reading to skim was a common part of many reading tasks and useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important might be in the text.

b. Reading to learn from texts.

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities to:

(a) Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.

(b) Link the text to the readers' knowledge base.

In addition, it makes stronger inferring demands than general comprehension to connect text information with background knowledge.

(c). Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information to accommodate information from multiple sources. In this respect, both reading to write and reading to critique texts may be tasks variants of reading to integrate information. Both require abilities to compose, select and critique information from the text.

(d). Reading for general comprehension

Reading for general information is the most basic purpose of reading underlying and supporting most other purpose for reading.

General reading comprehension is actually more complex than commonly assumed. Reading for general comprehension, when

accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skill of forming a general meaning representation of main ideas and efficient of man, process under very limited time constraints.

Based on the purposes of the reading above, reading enhance comprehension to obtain knowledge, or receive the experience, insight, or imagination of others. The purpose of reading is to get required and accuracy information in the text by thinking individually, discussing it in pair then trying to share the accuracy information which readers get to others. Readers apply this process as efficient as possible.

2. Reading Comprehension

The aim of reading activity is for getting good comprehension, if the reader cannot comprehend the text so that they cannot get the information and the knowledge. Reading comprehension is an interactive process. According to Snow (2002) reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In other word, when reading activity the students have to find the meaning of the text, because if the students do not understand the text, it means that they have no interaction with the author. Therefore, they have to comprehend what they have read because; comprehension was really needed in reading activity.

Level of comprehension refers to the degree in which a reader can be categorized as good as poor reader, proficiency reader. It means that how far the students understand information gotten from the text and which levels that has been achieved. According to Brown (2004) there are four levels of comprehension, there are literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension.

a. Literal Comprehension

Literal comprehension includes the process to take in ideas or understanding the ideas and information explicitly in the passage. The basic of literal comprehension is recognizing stated main ideas, details, cause, effect and sequence. Mastering of the basic literal comprehension can be done through understanding the vocabulary, sentence meaning and paragraph meaning. The literal level is the easiest level of reading comprehension because a reader is not required to go beyond what is actually said. In this level, the reader knows the words' meaning or to recall detail directly in own words.

b. Interpretative Comprehension

Interpretative comprehension refers to the ability to go beyond what is stated directly, to understand what the researcher means by looking for the inside meaning. Readers identify and derive ideas

and meaning from a text they are explicitly stated. It can be said that interpretative comprehension the ability to get inference or implied meaning from the text, understand of ideas and information not explicitly stated in passage.

c. Critical Comprehension

The critical comprehension is the ability to make analysis, evaluation and personally reacting about the ideas of information the author's offers in a passage. The critical comprehension must be active reader, questioning, searching for fact, and suspending judgement until students considered all of the materials.

d. Creative Comprehension

Creative comprehension refers to the ability of the reader to use his/her imagination when reading the passage. Skill for creative reading comprehension includes the understanding cause-effect relationship on a story solving problem and producing the creation. So, from these explanation above was concluded that all four levels of comprehension were important and need to be foster for the readers. These levels of comprehension are important, but in this research the researcher only focus on the one levels, namely was interpretative comprehension.

3. Narrative Text

Narrative is the most famous type of any text. Various purposes are communicated in a narrative type. Narrative text has social function to amuse, entertain and to deal with actual or vicarious experience in different ways. It means narrative text can comfort someone, when they read the narrative text (Grace, 2007:154).

a. Orientation

This is part in which the narrator tells the audience about who is in the story. When the story is taking place and where the action is happening. It can also be called as introductory part of a story. Therefore, the reader can figure out what will happen next and who are involved in it.

b. Complication

This is the part of story where the narrative tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger. From this part, the story begins. This is the part where the characters totally play their role. This part also tells about events with the conflict or problem in the story.

c. Resolution

This is the part that can be found in the end of the story. This is the part of the narrative where the complication is sorted out or the problem is solved. In some narratives, the narrator includes the part which is called coda, if

there is a moral or message to be learned from the story. That is only the optimal part of a story.

4. Picture Series as Media

In general, according to Latuheru (in Sa'diyah, 2008) the use of instructional media can give rise to certain advantages in the teaching-learning process: (1) attracting and increasing students' attention; (2) helping to cope with the differences of the students' experience due to differences in their social and economic backgrounds; (3) providing learning experience that may be difficult to get in any other way; (4) helping arrange the experience the students acquire systematically to promote their cognitive development; (5) helping develop students' ability to do self-learning based on their experience and facts they learn; (6) decreasing verbalism (using verbal language whether oral or written) in the learning process.

Yunus (1981:49) states that a picture series is a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events. Then, according to Raimes (1983:27), everybody likes to look at pictures, their use in classroom provides a stimulating focus for student's attention. Pictures bring the outside world into the classroom in a vividly concrete way. So pictures are a valuable resource as they provide a shared experience in the classroom, a

need for common language forms to use in the classroom, a variety of tasks and a focus of interest for students.

Wright (1989:4) states that pictures can be used by teachers and students whatever the emphasis of the syllabus they are following. Wright also stated that one of the most useful developments in language teaching methodology in recent years has been in the organization of students in the class room. The gain lies in the degree of interaction between students and the consequent sense of purpose in using language. Picture can play a key role in motivating students, contextualizing the language they are using, giving them a reference and in helping to discipline the activity. Then, according to Wright (1989:22), speaking and writing are both productive skill and pictures can often be used in similar ways to promote them. Picture also can motivate student want to pay attention and want to take part. Picture can be used to motivate the learner and to remind him or her what to say. A more demanding activity is when the student tries to remember a number of lines of text and is prompted by a series of pictures.

5. Pairs-Check Technique

Pairs-Check technique is one of the technique in cooperative learning. According to Arends (2012: 383) pairs check is a way to help domineering students learn sharing skills is to have them work in pairs and employ the pairs check structure. The version of pairs check

described here includes the eight steps recommended by Kagan (1998):

1. Pair work: Teams divide into pairs. One student in the pair works on a worksheet or problem while the other student helps and coaches.
2. Coach checks: The student who was the coach checks the partner's work. If coach and worker disagree on an answer or idea, they may ask the advice of other pairs.
3. Coach praises: If partners agree, coach provides praise.
- 4-6. Partners switch roles: Repeat steps 1 through 3.
7. Pairs check: All team pairs come back together and compare answers.
8. Teams celebrate: If all agree on answers, team members do team handshake or cheer.

5.1 The Process of Pairs-Check Technique

Kagan and Kagan (2009) detailed a grouping strategy named Pairs-Check where students alternatively work in pairs and teams. Each shoulder pair is given a set of problems, exercises or questions. Partner A works on the first problem or question while partner B coaches and praises partner A's work when complete. The partners switch roles and partner B now works on the next question while partner A coaches. The pair then check their answers to both problems with the other pair in their group. The

second pair in the group is sometimes called face partners or eyeball buddies. The goal is for all four students to reach a consensus about each solution. If the pairs disagree on a solution, discourse and coaching should take place until an agreement has been reached by the group. The pairs then repeat the process for every two problems or question.

5.2 The Advantages of Pairs-Check

1. Practice students to be patient, who give time to your partner to think and do not give the direct answer to your partner.
2. Giving and accepting motivation from your partner appropriate and effectively.
3. Accepting the critic and suggestion from your partner.
4. Giving the chance to coach your partner.
5. The students can asking and offering help to your partner.
6. The students can learn how to keep the noise level in the classroom.

5.3 The Disadvantages of Pairs-Check

1. This technique need more time.
2. The students need skills to coach your partner. Everybody has different of ability, so the process of coaching is not running well.

B. Conceptual Framework

The students ability were very important to purpose the aim of education the term ability in this grammar was the power of students to understand the material that was given by the teacher in the classroom. The ability of the students learn about the materials especially in learning to read narrative text by pairs-check technique, of course there must be change in behaviour and knowledge from do not know become know it. Many factors influenced the students' ability learning, the main factor was the students themselves and the other factors were internal factor (students) and external factor (out of the students factor) such as school, teacher, family, environment factor and etc. All those factors influenced to their ability.

Teacher who teach the students use some technique in teaching-learning process, because technique was the most important factors in language teaching. The teachers' technique can help the students in comprehending the lesson easily. The technique can influence someone who wants to do something. The teacher should use the appropriate technique in language teaching, because it can make the students interest to follow the lesson, so they can study more serious and their ability will be better. On the other hand, if the teacher did not use the appropriate technique, especially in teaching how to read narrative text, the students will be bored and uninteresting to follow the lesson. As the result, they will not be able to increase their ability.

C. Hypothesis

The hypothesis of the research were followed :

Ha: There is an effect of applying Pairs-Check on the students' reading achievement in narrative text.

Ho: There is no an effect of pplying Pairs-Check on the students' reading achievement in narrative text.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research would conducted at MTs Proyek Kandepag Medan. This research would focused in the Eight Grade students of 2017/2018 academic year. The reason for choosing this school because the researcher found that the students had some problems in reading comprehension and the student's ability of reading in this school still low and poor. So, applying Pairs-Check Technique in teaching reading is suitable in this research.

B. Population and Sample

1. Population

The population of this research was the students of 2017/2018 academic year of MTs Proyek Kandepag Medan. Which consist of two classes. They were VIII-1 and VIII-2. So total of the students is 60. The population can be seen in table 3.1

Table 3.1
The sample of MTs Proyek Kandepag Medan

No	Class	Population
1	VIII- 1	30

2	VIII-2	30
	TOTAL	60

2. Sample

The sample in this research was VIII-1 which consist of 30 students as the experimental group and VIII-2 which consist of 30 students as the control group which was chosen by using Total Sampling Technique. The sample can be seen in table 3.2

Table 3.2
The sample of MTs Proyek Kandepag Medan

No.	Class	Population
1	VIII-1	30
2	VIII-2	30
Total		60

C. Reseach Design

The experimental quantitative research was applied in this research. The experimental quantitative was study with two different groups, experimental group that consists of 36 students and control group with of 39 students. The experimental group was taught by using *Pairs-*

Check Technique. The control group was taught by using Lecturing Method. The design can be seen in table 3.3

Table 3.3
Research design

Research Design Groups	Pre-test	Treatment	Post-test	Class
Experimental	ü	Pair-Check Technique	ü	VIII - 1
Control	ü	Lecturing Method	ü	VIII - 2

1. Pre-test

Before starting the experiment, a pre-test need to know how far the students know about the subject that was teaching. Both of groups, experimental and control group would give pre-test before treatment. The teacher asked the students to read a narrative text based on the topic given. The function of the pre-test was to know the first ability of the students in experimental and control group.

2. Treatment

The treatment was given to the experimental group. The experimental group taught by pair-check technique describe as follows:

Table 3.4
Procedure Of Research In Experimental Group

Teacher Activities	Students Activities
<p>Introduction</p> <ol style="list-style-type: none"> 1. Teacher will given greetings and invite the leader of the class to begin the pray. 2. Teacher ask the students about the lesson last week. 3. The teacher explain about the narrative text. <p>Main Activities</p> <ol style="list-style-type: none"> 1. The teacher asked students to make teams into pairs. 2. The teacher asked student who is coach checks the partner's work. 3. The teacher oversee gave the time to students for finish the task. 4. The teacher asked the students repeat steps 1 through 3, then compare the answers. 5. The teacher asked students if all 	<ol style="list-style-type: none"> 1. Students give the response to the teacher and they start to pray. 2. Students gave the response the teacher questions about the lesson last week. 3. Students listen to the teacher explanation about text. <ol style="list-style-type: none"> 1. The students made team. Then one student in the pair works on a worksheet while the other student helps and coaches. 2. The student who was the coach checks the partner's work. If coach and worker disagree on an answer or idea, they may asked the advice of other pairs. 3. If partners agreed, coach provided

<p>agree on answers, team members do team handshake or cheer.</p> <p>Closing</p> <p>1. The teacher asked the students make the summarize about narrative text.</p>	<p>praise. Repeat steps 1 through 3.</p> <p>4. All team pairs came back together and compare answers.</p> <p>5. The team members did team handshake or cheer.</p> <p>1. Students gave the summarize of material that they had learned.</p>
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Table 3.5

Procedure Of Research In Control Group

Teacher Activities	Students Activities
<p>Introduction</p> <p>1. Teacher will given greetings and invite the leader of the class to begin the pray.</p> <p>2. Teacher ask the students about the lesson last week.</p> <p>3. The teacher explain about the narrative text.</p>	<p>1. Students give the response to the teacher and they start to pray.</p> <p>2. Students gave the response the teacher questions about the lesson last week.</p> <p>3. Students listen to the teacher explanation about text.</p>

<p>Main Activities</p> <ol style="list-style-type: none"> 1. Teacher asked the students to find out the difficult words in the reading text and looked for the meaning in the dictionary. 2. Teacher was collected the exercise. 3. Teacher was calculated the score. 	<ol style="list-style-type: none"> 1. Students found difficult words in narrative text and looked for the meaning in the dictionary. 2. Students did the exercise. 3. Students read the text and did the exercise.
<p>Closing</p> <ol style="list-style-type: none"> 1. The teacher asked the students make the summarize about narrative text. 	<ol style="list-style-type: none"> 1. Students gave the summarize of material that they had learned.

3. Post-test

After conducting the treatment, a post test would given to the students. The post test function to know whether the treatment give the effect or not the students' reading comprehension. It would administrated to experimental group and control group. The administrating of the post-test meant to find the differences score of both experimental and control groups.

D. The Instrument of The Research

The instrument of this research was 20 multiple choice test. In the test, the students read narrative text about thing and answer the questions based on the text.

The material was taken from internet and English. Both experimental and control groups were given the same test for the pre-test and different of post-test. The test consists of 20 items. Each correct answer was given five and the incorrect answer zero. So, the total score would calculate by using formula :

$$\text{Score} = \frac{\text{Total of True Answer}}{\text{Total of Question}} \times 100 \%$$

E. The Technique of Collecting the Data

In collecting the data, some steps are applied as follows :

1. Giving pre-test to experiment and control group
2. Giving treatment to the experimental group by using pairs-check technique
3. Giving post-test to experiment and control group
4. Listing the score of pre-test and post-test into table for the experimental and control group.

F. The Technique of Data Analysis

After collecting the data from the test, the data were analyzed by using the followed procedures:

1. Scored the students' answer for correct and wrong answers.
2. Listing the score into two tables; first for the experimental group scores as X variable, the second for the control group scores as Y variable.
3. Calculating the total score of pre-test and post-test in experimental group and control group. Calculating would be conducted by using t-test as show below, according to Sugiyono (2015):

- a. Calculating Mean Score :

$$\bar{x} = \frac{\sum x}{n} \quad \text{as experimetal class (Sugiyono,2015)}$$

$$\bar{y} = \frac{\sum y}{n} \quad \text{as control class (Sugiyono,2015)}$$

- b. Standard Deviation by Formula

$$SD_1 = \sqrt{\frac{n(\sum x_1^2) - (\sum x_1)^2}{n_1(n_1-1)}} \quad \text{as experimetal class (Sugiyono,2015)}$$

$$SD_2 = \sqrt{\frac{n(\sum y_1^2) - (\sum y_1)^2}{n_1(n_1-1)}} \quad \text{as control class (Sugiyono,2015)}$$

- c. Calculating correlation Product Moment between X and Y

$$R = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}} \quad \text{(Sugiyono,2015)}$$

d. Hypothesis test (t-test)

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}\right) - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}} \quad (\text{Sugiyono, 2015})$$

e. Finding degree of freedom (df) or t-table as formula :

$$Df = 2N - 2$$

Where :

t = t-test

\bar{X}_1 = Mean of variable 1 (experimental group)

\bar{X}_2 = Mean of variable 2 (control group)

SD_1 = Standard deviation of sample 1 (experimental group)

SD_2 = Standard deviation of sample 2 (control group)

S_1^2 = Standard deviation squared (variants) of sample 1 (experimental group)

S_2^2 = Standard deviation squared (variants) of sample 2 (control group)

N = Total of sample

N_1 = Number of cases for variable 1 (experimental group)

N_2 = Number of cases for variable 2 (control group)

R = Correlation of product moment between X and Y

Df = degree of freedom (df) or t-table

G. Statistical Hypothesis

In this research, statistical hypothesis used to decide, whether the hypothesis would be accepted or rejected.

Ha: The hypothesis is accepted, there was any effect of applying Pairs-Check technique on the students' reading achievement in narrative text.

Ho: The hypothesis is rejected, there was no any effect of applying Pairs-Check technique on the students' reading achievement in narrative tex.

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data were collected after the students conducted the multiple choice test. The sample was divided into two classes, the experimental group and control group. Each group was given pre-test and post-test of the different multiple choice test. The highest score of pre-test of experimental group showed 65 and lowest was 40. While the highest score of post-test was 90 and the lowest was 70 (see appendix 9). The highest score of pre-test in control group was 65 and the lowest was 35. While the highest score of post-test test was 80 and lowest was 50 (see appendix 10).

B. Data Analysis

Based on the tested data, the scores were analyzed in other to know the differences between pre-test and post-test of experimental group.

Table 4.1

Differences between pre-test and post-test in experimental group

No	Student's Initial	Pre-test (X_1)	Post-test (X_2)	$\sum X_1^2$	$\sum X_2^2$
1	AP	45	80	2025	6400
2	ARA	50	85	2500	7225
3	AS	45	75	2025	5625

4	AAL	50	85	2500	7225
5	AST	40	75	1600	5625
6	DA	40	75	1600	5625
7	DA	65	85	4225	7225
8	DW	45	80	2025	6400
9	DS	45	80	2025	6400
10	FAP	40	75	1600	5625
11	IS	55	90	3025	8100
12	KI	40	70	1600	4900
13	KAR	45	75	2025	5625
14	LS	45	75	2025	5625
15	MAM	45	80	2025	6400
16	MS	60	90	3600	8100
17	MR	50	80	2500	6400
18	MR	40	75	1600	5625
19	PH	55	85	3025	7225
20	PSH	55	90	3025	8100
21	RH	50	75	2500	5625
22	S	40	80	1600	6400
23	SK	55	75	3025	5625
24	SM	60	70	3600	4900
25	SR	40	75	1600	5625
26	SD	40	85	1600	7225
27	SG	40	85	1600	7225
28	T	55	90	3025	8100
29	TDC	40	70	1600	4900
30	ZDA	55	85	3025	7225
TOTAL		X₁ = 1430	X₂ = 2395	ΣX₁² = 69750	ΣX₂² = 192325

Based on the table 4.1 above it can be concluded that there were some differences between pre-test and post-test of experimental class. After calculating the data for the experimental group above, the scores for pre-test was 1430 and the total scores for post-test was 2395. It meant that the score for post-test was higher than pre-test. The mean score was calculated as follows :

a. The average (Mean)

$$\begin{aligned}\bar{x} &= \frac{\sum x}{n} && \text{(Sugiyono,2015)} \\ &= \frac{2395}{30} \\ &= \mathbf{79,8}\end{aligned}$$

b. Standart deviation of X variable

$$\begin{aligned}SD_1 &= \sqrt{\frac{n(\sum x_1^2) - (\sum x_1)^2}{n_1(n_1-1)}} && \text{(Sugiyono,2015)} \\ &= \sqrt{\frac{30(192325) - (2395)^2}{30(30-1)}} \\ &= \sqrt{\frac{5769750 - 5736025}{870}} \\ &= \sqrt{\frac{33725}{870}} \\ &= \sqrt{\mathbf{38,8}} \\ &= \mathbf{6,2}\end{aligned}$$

Table 4.2

The Differences between pre-test and post-test in control group

No	Student's Initial	Pre-test (Y ₁)	Post-test (Y ₂)	ΣY_1^2	ΣY_2^2
1	APK	50	70	2500	4900
2	AT	55	70	3050	4900
3	AIW	45	60	2025	3600
4	AP	35	60	1225	3600
5	ABS	40	60	1600	3600
6	APP	35	50	1225	2500
7	AMN	40	65	1600	4225
8	BI	65	80	4225	6400
9	DA	50	65	2500	4225
10	DS	65	80	4225	6400
11	DW	45	55	2025	3025
12	GP	40	75	1600	5625
13	JP	50	65	2500	4225
14	KP	40	65	1600	4225
15	MI	45	65	2025	4225
16	MBS	40	70	1600	4900
17	MFF	40	70	1600	4900
18	MRF	35	55	1225	3025
19	MT	35	60	1225	3600
20	ND	35	70	1225	4900
21	NA	50	60	2500	3600
22	RD	40	55	1600	3025
23	SMS	55	65	3025	4225

24	SAN	40	60	1600	3600
25	SS	45	70	2025	4900
26	SA	45	60	2025	3600
27	SG	35	65	1225	4225
28	TZ	55	70	3025	4900
29	UF	55	70	3025	4900
30	UK	35	60	1225	3600
TOTAL		Y₁ = 1340	Y₂ = 1945	ΣY₁² = 62.075	ΣY₂² = 127.575

Based on the table 4.2 above, it can be concluded that there were some differences between pre-test and post-test scores of control class. After calculating the data for the control group above, the scores for pre-test was 1340 and the total scores for post-test was 1945. It meant that the score for post-test was higher than pre-test. The mean score was calculated as follows :

a. The average (Mean)

$$\begin{aligned}\bar{y} &= \frac{\sum y}{n} && \text{(Sugiyono,2015)} \\ &= \frac{1945}{30} \\ &= \mathbf{64,8}\end{aligned}$$

b. Standart deviation of Y variable

$$SD_2 = \sqrt{\frac{n(\sum y_1^2) - (\sum y_1)^2}{n_1(n_1 - 1)}} \quad \text{(Sugiyono,2015)}$$

$$= \sqrt{\frac{30(127575) - (1945)^2}{30(30-1)}}$$

$$= \sqrt{\frac{3827250 - 3783025}{870}}$$

$$= \sqrt{\frac{44225}{870}}$$

$$= \sqrt{50,8}$$

$$= 7,12$$

Based on the previous data it was concluded in the following table

Table 4.3
Calculating Correlation Product Moment Between X1 and X2

No	Student's Initial	Pre-test (X ₁)	Post-test (X ₂)	∑X ₁ ²	∑X ₂ ²	∑X ₁ X ₂
1	AP	45	80	2025	6400	3600
2	ARA	50	85	2500	7225	4250
3	AS	45	75	2025	5625	3375
4	AAL	50	85	2500	7225	4250
5	AST	40	75	1600	5625	3000
6	DA	40	75	1600	5625	3000
7	DA	65	85	4225	7225	5525
8	DW	45	80	2025	6400	3600
9	DS	45	80	2025	6400	3600
10	FAP	40	75	1600	5625	3000
11	IS	55	90	3025	8100	4950

12	KI	40	70	1600	4900	2800
13	KAR	45	75	2025	5625	3375
14	LS	45	75	2025	5625	3375
15	MAM	45	80	2025	6400	3600
16	MS	60	90	3600	8100	5400
17	MR	50	80	2500	6400	4000
18	MR	40	75	1600	5625	3000
19	PH	55	85	3025	7225	4675
20	PSH	55	90	3025	8100	4950
21	RH	50	75	2500	5625	3750
22	S	40	80	1600	6400	3200
23	SK	55	75	3025	5625	4125
24	SM	60	70	3600	4900	4200
25	SR	40	75	1600	5625	3000
26	SD	40	85	1600	7225	3400
27	SG	40	85	1600	7225	3400
28	T	55	90	3025	8100	4950
29	TDC	40	70	1600	4900	2800
30	ZDA	55	85	3025	7225	4675
TOTAL		X₁ = 1430	X₂ = 2395	ΣX₁² = 69750	ΣX₂² = 192325	ΣX₁X₂ = 114825

$$R = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}} \quad (\text{Sugiyono, 2015})$$

$$= \frac{30(114825) - (1430)(2395)}{\sqrt{\{30(69750) - (1430)^2\}\{30(192325) - (2395)^2\}}}$$

$$= \frac{3444750 - 3424850}{\sqrt{\{2092500 - 2044900\}\{5769750 - 5736025\}}}$$

$$= \frac{19900}{\sqrt{\{47600\}\{33725\}}}$$

$$= \frac{19900}{\sqrt{\{1605310000\}}}$$

$$= \frac{19900}{40,06}$$

$$= 496,8$$

Determining the value of t-test with formula :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}\right) - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}} \quad (\text{Sugiyono,2015})$$

$$= \frac{79,8 - 64,8}{\sqrt{\left(\frac{38,44}{30} + \frac{50,6}{30}\right) - 2(496,8)\left(\frac{6,2}{\sqrt{30}}\right)\left(\frac{7,12}{\sqrt{30}}\right)}}$$

$$= \frac{79,8 - 64,8}{\sqrt{(1,28 + 1,69) - 2(496,8)\left(\frac{6,2}{5,47}\right)\left(\frac{7,12}{5,47}\right)}}$$

$$= \frac{15}{\sqrt{(1,28 + 1,69) - (993,6)(1,13)(1,3)}}$$

$$= \frac{15}{\sqrt{2,97 - 1,4595}}$$

$$= \frac{15}{\sqrt{1,511}}$$

$$= \frac{15}{1,228}$$

$$= 12,21$$

After measuring the data above by using t-test formula. It showed that t-test value was 12.21. After seeking the table of the distribution of t-test as the accounting in certain degree of freedom (df). The calculation showed that :

$$\begin{aligned} \text{Df} &= 2N-2 \\ &= 2(30)-2 \\ &= 60-2 \\ &= 58 \end{aligned}$$

C. Testing Hypothesis

After counting the data previously by using t-test formula that critical value was 12.21 then after seeking the table of distribution written test method as the basic of counting t-critical degree of freedom(df), the calculation showed that df was ($2n-2=60-2=58$) in line of 58 that t-table was 2.002 for 0.05. It could be concluded that $t\text{-test} > t\text{-table}$ or $12.21 > 2.002$. So, H_0 was rejected and H_a was accepted or there was the effect of applying *Pairs-Check* Technique assisted by Picture Series as a teaching media on students' reading achievement.

D. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught by applying *Pairs-Check* Technique got higher score than those who were taught by using Lecturing Method. It was

proved from the result of t-test which was 12.21 and t-table which was 2.002 (t-test > t-table, $12.21 > 2.002$). It meant that the students' achievement in reading by applying Pairs-Check Technique was significant than using Lecturing Method.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it was found that there were some significant effects of using *Pairs-Check* Technique assisted by Picture Series as a teaching media on the students' reading achievement, which was proved from the total scores of pre-test before giving treatment 1430 and the total scores of post-test after giving treatment 2395. It was proved from the result of t-test which was 12.21 and t-table which was 2.002. It was found that was t-test higher than t-table or $12.21 > 2.002$ with $df= 58, \alpha = 0.05$.

B. Suggestion

Referring to the conclusions above, some suggestions were stated as the following:

1. It is expected dealt English teachers can know how far the capability of students reading and and comprehending by using the appropriate technique in teaching-learning proses.
2. The English teachers can apply this Pairs-Check technique in teaching reading in the classroom, especially reading narrative text.
3. It is expected dealt this research study can be as new horizons for those who read this research study.

4. The result of this study, is expected to be as references for other related research.

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