

**THE PARENTS' ROLE IN PAIRED READING (PR) METHOD
FOR FIFTH-GRADERS READING ABILITY AT MI
TARBIYATUL BANIN WINONG**

A FINAL PROJECT

**Submitted as partial fulfillment of the requirement for the Bachelor Degree
(*Sarjana Pendidikan*) in English Education**



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PAGE OF APPROVAL

A Final Project entitled

**THE PARENTS' ROLE IN PAIRED READING (PR) METHOD
FOR FIFTH-GRADERS READING ABILITY AT MI
TARBIYATUL BANIN WINONG**

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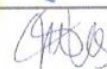
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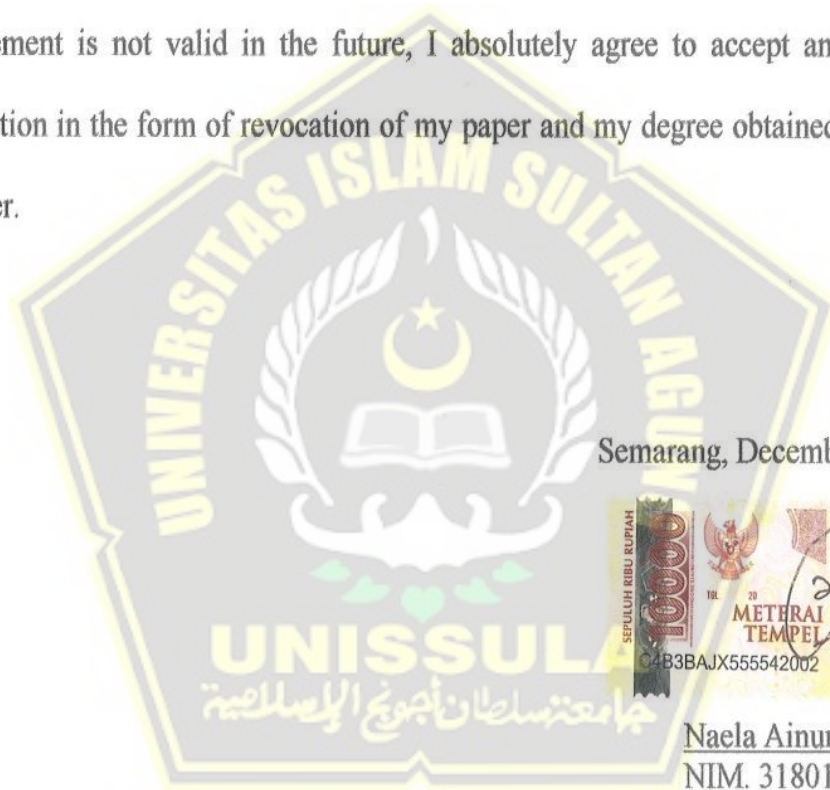

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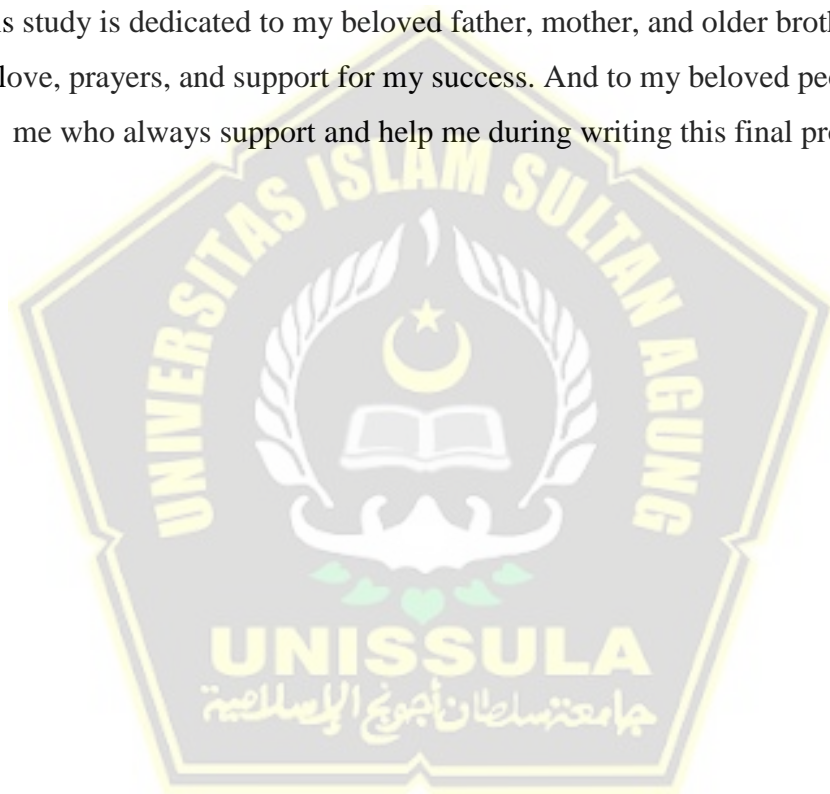
MOTTO

“ Indeed, I will go to my Lord. He will guide me “

If you never try, you'll never know what you are capable of – John Barrow

DEDICATION

This study is dedicated to my beloved father, mother, and older brother for all their love, prayers, and support for my success. And to my beloved people around me who always support and help me during writing this final project.

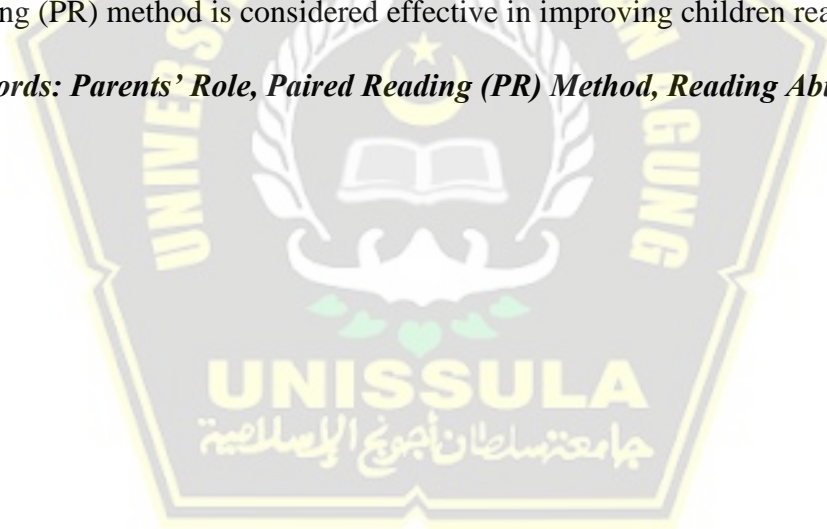


ABSTRACT

Nafisa, Naela Ainun. 31801700023. *The parents' role in Paired Reading (PR) method for fifth-graders reading ability at MI Tarbiyatul Banin Winong.* A final project, English Education Study Program, Faculty of Language and Communication Science, Sultan Agung Islamic University.
Advisor : Nur Ekaningsih, S.Pd.,M.Pd.

This study aims to elaborate in detail the parents' role and explain in detail the steps of parents' role in the Paired Reading (PR) method for fifth-graders reading ability. The researcher implemented qualitative approach which describes the data after making observations. The study participants consisted of five parents. Data were collected by using interviews on WhatsApp with a total of ten questions for each parent. The findings indicated that parents have an important role in helping their children improve reading skills. They acted as teachers, motivators, and facilitators. Parents acted as a teacher to provide examples of correct pronunciation. Then, acting as a motivator to motivate their children that English was fun and useful language to be learned. Last, parents acted as a facilitator to provide a comfortable learning environment. Therefore, parents' role in the Paired Reading (PR) method is considered effective in improving children reading skills.

Keywords: *Parents' Role, Paired Reading (PR) Method, Reading Ability*



INTISARI

Nafisa, Naela Ainun. 31801700023. *The parents' role in Paired Reading (PR) method for fifth-graders reading ability at MI Tarbiyatul Banin Winong*. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Ilmu Komunikasi, Universitas Islam Sultan Agung.
Dosen Pembimbing : Nur Ekaningsih, S.Pd.,M.Pd.

Penelitian ini bertujuan untuk menjelaskan secara detail peran orang tua dan menjelaskan secara detail langkah-langkah perang orang tua dalam metode Paired Reading (PR) untuk kemampuan membaca siswa kelas 5. Peneliti menerapkan pendekatan kualitatif yang mendeskripsikan data setelah melakukan observasi. Partisipan penelitian terdiri dari lima orang tua. Data dikumpulkan dengan menggunakan wawancara di whatsapp dengan total sepuluh pertanyaan untuk masing-masing lima orang tua. Temuan menunjukkan bahwa orang tua memiliki peran penting dalam membantu anak-anak mereka meningkatkan keterampilan membaca. Mereka berperan sebagai guru, motifator, dan fasilitator. Orang tua berperan sebagai guru untuk memberikan contoh pengucapan yang benar. Kemudian, berperan sebagai motifator untuk memotivasi anak-anak mereka bahwa bahasa Inggris adalah bahasa yang menyenangkan dan bermanfaat untuk dipelajari. Terakhir, orang tua berperan sebagai fasilitator untuk menyediakan lingkungan belajar yang nyaman. Oleh karena itu, peran orang tua dalam metode Paired Reading (PR) dinilai efektif untuk meningkatkan kemampuan membaca anak.

Kata kunci : Peran Orang Tua, Metode Paired Reading (PR), Kemampuan Membaca

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In this precious time, the researcher finally accomplished the final project, under the title *The parents' role in Paired Reading (PR) method for fifth-graders reading ability at MI Tarbiyatul Banin Winong*. This final project would not have been done without the support and help from the surroundings. Therefore, the researcher would like to express the deepest gratitude to :

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9. All my friends who helped me in making this final project that cannot be mentioned the name one by one.

Semarang, December 6, 2021

A handwritten signature in black ink, appearing to be 'Naela' with a stylized flourish at the end.

Naela Ainun Nafisa
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CHAPTER 1

INTRODUCTION

This chapter contains Background of the Study, Reasons for Choosing the Topic, Statement of the Problems, Objective of the Study, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Organization of the Study.

1.1 Background of the Study

Listening, speaking, reading, and writing are the four abilities needed to acquire English. This research will just concentrate on reading abilities. Triana (2019) states that reading is an active process where the reader generates meaning from text. However, most students in fifth-graders elementary school still have difficulty on reading. This happens because students find it difficult in terms of understanding a text of English, in other cases the parents do not support children to read English and also rarely practice English. The lack of new vocabulary also triggers children to have difficulty in reading English.

In relation to the important of reading, students need to pay attention to certain methods which will encourage children enhance their reading abilities and stimulate their interest and curiosity. The difficulty arises in the selection of the suitable and efficient method to stimulate students' curiosity in reading comprehension. According to Triana (2019), the quality of learning can be more optimal if designed accordingly characteristics and needs of students.

The Paired Reading (PR) method as an effort to improve reading skills in fifth-graders elementary school students along with the role of parents is the solution taken in this study. This method is considered effective for improving the reading skills of fifth-graders students because this method allows students to read fluently in greater complexity than when reading one by one. In addition, parents also play an important role in this matter because reading is very important for children's lives at school and in the future. Parents must help and encourage children to develop reading skills. Agustina (2016) states that Paired Reading (PR) is a simple and delightful approach for more able readers to facilitate less able readers in improving their reading abilities. There are several advantages of Paired Reading. It provides an opportunity for everyone to read at the same time based on (Ardiana, 2015).

In relation to the above problems on students' reading ability, the author proposed in this research that the role of parents and the use of the Paired Reading (PR) method especially for students in fifth-graders of elementary school can improve their reading skills. So it will make it easier for teachers in the teaching and benefit students' lives.

Based on the explanation of case about Paired Reading (PR) method as an effort to improve reading skills in fifth-graders elementary school students along with the role of parents, the researcher conducted a study entitled "The Parents' Role in Paired Reading (PR) Method for Fifth-Graders Reading Ability at MI Tarbiyatul Banin Winong". This study assists English teachers in

improving their students' English reading skills and helping them achieve the goal of learning English.

1.2 Reasons for Choosing the Topic

This study took consideration for the following reasons, they will be :

1. Students have problems reading an English text because they are unfamiliar with the terminology used in the text, so it is necessary to have the intention to develop these students' abilities with a method.
2. At the elementary level, especially at MI Tarbiyatul Banin Winong, reading English at this school has more weaknesses. This is due to the lack of learning methods used by the teacher in the learning and teaching process.
3. Paired Reading (PR) method is an alternative method that the writer thought to be applicable to improve students' reading ability of fifth-graders students.
4. In this online learning era because of the Covid-19 pandemic, the teachers' role in teaching students is minimal, so it needs parents' role to support the student's learning.

1.3 Statement of the Problems

This study attempted to find answer to the questions based on the background of the study and reasons for choosing the topic :

1. What are the parents' roles in the Paired Reading (PR) method on children's reading ability to the fifth-graders of MI Tarbiyatul Banin?
2. How do parents play their roles in the Paired Reading (PR) method on children's reading ability to the fifth-graders of MI Tarbiyatul Banin?

1.4. Objective of the Study

1. This research aim was to find out in detail about the parents' role in the Paired Reading (PR) method on children's reading ability to the fifth-graders of MI Tarbiyatul Banin.
2. This research aim was to find out in detail about the steps of parents' role in Paired Reading (PR) method on children's reading ability to the fifth-graders of MI Tarbiyatul Banin.

1.5 Limitation of the Study

Actually there are many methods that can be used in improving students' reading ability, but not all methods can be applied in the teaching and learning process easier. It needs some factors and some other components to support the method. Therefore, because of those various methods, the researcher limited the use of Paired Reading (PR) method in this study with the support of parents' role to improve students' reading ability.

1.6 Significance of the Study

1. Practical Significance

a. For Teacher

This research served practical method used in teaching and learning process, particularly in teaching reading. The parents' role in supporting the development of children's reading skill give benefits for teachers. One of them, teachers will find it easier to ask students to read because they are used to have reading activities with their parents in home, especially by Paired Reading (PR) method.

b. For Students

This study facilitated the students in practicing how to improve their reading ability by using Paired Reading (PR) as a method. Using Paired Reading (PR) method, hopefully will enable students enhance their reading ability. So the students can read an English text more intensively and gradually well.

c. For Other Researchers

This study had become a reference for other researchers in a similar research topic or can be a guidance in the classroom education/learning process for the future.

2. Pedagogical Significance

This study given English teachers of MI tarbiyatul Banin knowledge to improve their reading teaching-learning skill by using Paired Reading (PR) method in English reading skill.

1.7 Definition of Key Terms

1. The Parent's Role

Commonly, parents have contributed in supporting their children during the Covid-19 and SFH pandemic (Apriyanti, 2021). Accompanying children in online learning is different from the older students. A fifth-graders in elementary school demand more attention from their parents, they need parents' physical role to have indoor activities with them. Parents are the primary instructors and good behaviour models for children, so it is very influential in the early stages of the reading process which will add a lot of meaning to their lives (Mwangi, 2018). Parents can and should contribute in guiding their children to enhance reading abilities and fostering their progress in reading abilities.

2. Paired Reading (PR) Method

Paired Reading (PR) method is a technique designed for use by parents or peers to improve reading proficiency (Acquah, 2011) . Paired Reading (PR) is a type of cooperative learning. In this activity, one of the students' parent who are good at reading and one children who are less proficient are paired up to read the same text aloud and simultaneously, so that they can correct each other's mistakes.

3. Reading Ability

According to Dickens (2008) reading ability is the capacity of a reader to interact with a writer in order to obtain knowledge and information. Reading ability will be increased optimally in conjunction with writing, listening,

and speaking activities. Reading is something that must be done by all students who are studying language. Reading is considered as one of important skill, which has to be learn because it can influent the other language skills.

1.8 Organization of the Study

This final project are organized into five chapters as follows :

Chapter I deals with introduction. It contains Background of the Study, Reasons for Choosing the Topic, Statement of the Problems, Objective of the Study, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Organization of the Study.

Chapter II describes about review of related literature. It contains General Concept of Parents' Role , General Concept of Paired Reading (PR) method, General Concept Of Reading, and Review of Previous Studies.

Chapter III is about the research method which presents Research Design, Participants of the Study, Instruments of the Study, Credibility and Dependability, Data Collecting Procedures, Data Analysis, and Time Schedule.

Chapter IV is about the results. It contains The Profil of the Participants, The Participants of the Study, The Measurement's Result of Credibility and Dependability, The Data Collection Analysis, The Data Analysis, The Research Findings, and The Research Discussion.

Chapter V is about the conclusion from the data discussed. It contains Conclusion and Suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains General Concept of Parents' Role , General Concept of Paired Reading (PR) method, General Concept Of Reading Skill, and Review of Previous Studies.

2.1 General Concept of Parents' Role

2.1.1 The Parents' Role

Reading is so crucial for the achievement at school and in future existence, parents can and need to play an extensive role in helping their children to expand reading abilities and in encouraging their growth in reading abilities. Learning reading as a complicated method include 2 crucial consideration, there are children who read properly early, and read widely, become higher level readers, and reading and writing are complementary abilities. So, parents have crucial role to play. There are many reading activities to build children's reading skill.

According to Mwangi (2018), the role of parents in children education's efforts have a fundamental impact on children's educational achievement and social improvement. The Paired Reading (PR) method directly presents activities for parents and children to work collectively or be involved together that tend to be the most beneficial to young children. Activities at home are more supported by active role of parents than activities at school, it has the greatest impact on children's

achievement (Mwangi, 2018). These activities will have an impact on language growth, reading achievement and writing.

Parents could have a large effect on how fastly their children learn to read :

1. Set apart an ordinary time to read for your children every
2. Surround children with reading material
3. Have a circle of relatives reading reading time
4. Inspire an extensive type of reading activities
5. Broaden the library addiction
6. Be informed about children's development
7. Search for reading troubles
8. Use a spread of aids to assist children
9. show enthusiasm for your children's reading

2.1.2 The Parents' Involvement

Parental involvement plays a crucial function inside the nurturance of children's motivation in gaining knowledge of. It complements a sense of relatedness among parents and children, and allow children to internalize the importance of education (Lam et al., 2013).

Barriers for Parental Involvement McMackin (1993) in Lam et al (2013) factors out that many parents sense inhibited about coaching their children to read once formal reading guidance starts in school.

Paired Reading Program, paired reading are cost-effective and time-efficient methods for teaching children to read. The Paired Reading (PR) method that has been taught to parents as a companion, is a Paired Reading (PR) program that has an impact not only on children but also on parents. According to Van Steel (2011), most family-based interventions aim to make positive changes in the routines of family life. Parents have relatively stable adult attitude and behavior, in contrast to children who are still unstable and immature.

2.2 General Concept of Paired Reading (PR)

This sub-chapter contains Definition of Paired Reading (PR), The Advantages of Paired Reading (PR), and The Procedures of Paired Reading (PR).

2.2.1 Definition of Paired Reading (PR)

In line with Agustina (2016), paired reading is a trustworthy and commonly existing manner for more capable readers to assist less capable readers broaden better reading ability. This method is most effectively used to improve reading skill. Because students' who are less able will be helped by students' who are able. The purpose of Paired Reading for children is to support each other through oral reading of related textual content. Paired/Partner Reading (PR) has many advantages, it offers every body a chance to read on the equal time (Ardiana, 2015). Then, parents' have a role to practice with their child for 30-40 minutes. The rules are as follows : child select a book,

discuss the book (What is the title of the book?, What does the cover picture tell you?), invite the child to read along with parent, both read together, if the child fails at a word or struggles for longer than 4 seconds, pronounce the word clearly for the child, then continue reading as before.

2.2.2 The Advantages of Paired Reading (PR)

A few benefits of Paired Reading (PR) are as follows :

1. Paired-Reading can be used with many kinds of reading substances along with stories and poetry.
2. This approach frees up the parent to look at paired-reading sessions.
3. Reading with a person inspire students to attempt reading materials that can be simply above their reading level.
4. Paired-Reading can also be used to construct oral capabilities in order that reluctant readers can work closer to reading in front of a big group.

Furthermore, Paired Reading (PR) may be put into effect as one of method that be used to teach children's reading fluency. Beside that, it can be a method to interest children for understanding the text. When children read a text in a pair, they can share information each other and they cooperate in reading a text aloud together.

2.2.3 The Procedures of Paired Reading (PR)

In line with Agustina (2016), there are a few processes of Paired Reading (PR) as follows :

1. Parents guide their own children, the activities are carried out by children and their parents.
2. The students and parents take turns reading the next section to each other, parents start read aloud for bits.
3. The students talk over the reading and what they think when finish the reading. In this case, the students and parents share in pair about the information of text, attempt the content of text to get the principle concept, detail information, and determine the well-known structure of textual content.
4. The students identify a few things that they like, or think of something about the person that they like or found interesting in the reading, make notes then report (share) to their parents.
5. The students may ask the parents to summarize the reading text.
6. The students write what they disagree of the summary, or what they would have done differently. They rewrite the part of reading in their word.
7. The students begin to do individual work.

2.3 General Concept of Reading

This sub-chapter contains Definition of Reading, Types of Reading, and Purposes of Reading.

2.3.1 Definition of Reading

Reading is one of the four abilities that should be mastered in English, another skills beside reading are speaking, writing, and listening. Dickens (2008) states that reading is beneficial for language acquisition. Supplied that students greater or much less apprehend what they read, the greater they read, the better they get at it. Based on Dickens (2008) reading is a crucial activity in existence with which you'll be able to update his/her understanding. Success on academic can be achieved when we are skilled in reading. In every language lesson, reading is the most essential interest. Reading is not only a source of information and an enjoyable exercise, but it also provides to maintain and enhance one's language knowledge. Reading is essential for broadening one's thinking and comprehension of a foreign culture.

Additionally to those described above, reading also provides many benefits to students, such as building brain processes. Beside that, reading makes students get new thoughts to broaden. By reading students gain broad information and insight. The more people who understand about something, the more profit we potentially gain, and academic success is one of them.

2.3.2 Types of Reading

According to Dickens (2008) types of reading divided into 4 as follows:

1. Intensive Reading

Intensive reading is connected to future language acquisition under the supervision of a teacher. Intensive reading will deliver a framework for understanding structural difficulties and expanding vocabulary and idiom knowledge. The base for classroom activity will be intensive reading material. Text reading or passage reading are both examples of intensive reading. The learners read the material in order to gain information or make an analysis. The purpose of this reading is to read a text that has been simplified. This reading is carried out in order to obtain specific information.

2. Extensive Reading

Extensive reading material will be chosen at a lower difficulty level than intensive reading material. The goal of extensive reading is to educate the learner how to read clearly and confidently in the chosen language for pleasure without the guidance of the teacher. The class may be separated into groups to read similar material on occasions. Each group may prepare a piece of work deliver it to the rest of the class as a group report. As a result, the reader's attention is drawn to the extraction of information from the text rather than the reading process itself.

3. Aloud Reading

When children read aloud, they are presented with written sentences that have never been spoken before. The purpose of reading aloud for children is to improve their speaking abilities and pronunciation. According to (Dickens, 2008) reading a book aloud involves making sounds that are audible to others. The teacher reading aloud to the students can assist them develop their listening ability.

4. Silent Reading

Silent reading is a crucial ability in teaching English language. This reading should be used to help students improve their reading ability. Silent reading is used to get a large amount of information. When they are able to read without difficulty, the teacher should have them read silently. It's a habit in which students are allowed to read without making an audible whisper.

2.3.3 Purposes of Reading

Reading's goal is to make relationships between the information on the page and what you already know. A person may read for a variety of reasons such, gaining information, enjoyment, and improving understanding of the language being read. Commonly the functions of reading is classified into :

1. Getting popular data from the text

2. Getting specific data from the text
3. Reading for satisfaction or for interest
4. Reading to evaluate the data with the reader's own information
5. Reading is a social manage

2.4 Review of Previous Study

There have been some previous research about Paired Reading (PR) as a method to enhance childrens' reading skill. The first previous research was done by Ardiana (2015) which entitled “ Improving The Students Reading Comprehension In Narrative Text Through Patterned Partner Reading”. This journal aimed to find that the use of Patterned Partner Reading strategy improve the students reading comprehension at the SMP Muhammadiyah Limbung. The participants of this research consist of the second grade of SMP Muhammadiyah Limbung. The method of this research used a Classroom Action Research (CAR) that consists of planning, action, observation, reflection. Researcher used observation sheet and test as a instrument. The data collection were done as follow : each cycle consist of four session in which three meeting for discussion and the provision of one session to the evaluation process or the test cycle. For the result, the students' reading comprehension using Patterned Partner Reading was improved.

The second previous study was done by (Lumuan, n.d.) which entitled “The Application of Paired Reading in Improving Ability of Reading Comprehension on Report Text”. This journal aimed to improve the ability of

XI MIA in understanding reading, especially on text report through Paired Reading (PR) method. The participants of this research consist of 35 students of XI MIA SMAN 1 Peling Tengah. The method of this research used Kemmis and Mc Taggart that consist of 4 step, there are planning, implementation, observation and reflection. Researcher used test and check list as a instrument. The data collection applied data processing between qualitative and quantitative. For the result, based on the first and second cycles there was a changes on reading comprehension through Paired Reading method.

The third previous study was done by Vasylenko (2017) which entitled “The Parents’ Role In Helping Children To Develop Reading Skill”. In this context, since reading is so important for the success at school and in future life, parents can and should play a significant role in helping their children to develop reading skills and in encouraging their growth in reading skills. Learning reading as a complex process consist of 2 important consideration, there are children who read well early, and read widely, become better readers, and reading and writing are complementary skills. So, parents have crucial role to play. There are many reading activities to build children’s reading skill. For the result, children learn to read affects directly not only how successful they are at school, but how well they do throughout their lives.

The fourth previous study was done by Mwoma (2017) which entitled “Children’s Reading Ability In Early Primary Schooling”. Children’s early

language skills are the foundations on which reading well at primary schools. Successful reading and writing involves comprehension, fluency, mastery of essential strategies and motivation. Research has further shown that 50% of reading difficulties can be prevented if children are given effective language development experiences in preschool and effective reading instructions in primary grades. The main goal in the teaching of reading is to have learners comprehend the ideas in a piece of text as they read. The differences in literacy skills were statistically significant denoting that girls were better than boys. Parents and the home environment are essential supports for the early teaching of reading. Researcher used quantitative and qualitative as a data collection. The research conducted in public school in Narok country. For the finding in Kiswahili show that boys did slightly better than girls in reading.

The fifth previous study was done by Mwangi (2018) which entitled “Parental Involvement In Reading”. This journal aimed to investigate the influence of parental involvement on performance of children aged 5-6 years. The participants of this research consist of 17 public pre-schools, 1059 parents, 58 teachers, and 970 children from all public pre-schools in Athi-River Zone, Machakos County. The method of this research used lottery method to obtain both the control and experimental group for research. Researcher used raw score as a quantitative analysis and used descriptive statistics as a qualitative analysis as a instrument. The data collection were done as follow : assessment tests and record analysis. For the result, 96.2%

responded to items in the interview guide at baseline, it means the parental involvement in reading was important.

The similarities of my study with some articles above are focused on childrens' reading ability by Paired Reading (PR) method and parents involvement. And the differences are on the use of genre based text to be applied in this current research. The participants on this study is also not similar to some previous research above.

CHAPTER III

METHOD OF STUDY

This chapter consists of Research Design, Participants of the Study, Instruments of the Study, Credibility and Dependability, Data Collecting Procedures, Data Analysis, and Time Schedule.

3.1 Research Design

According to Robinson (2011) research design is plans and the processes for studies to detailed methods of information collection and evaluation. The characteristic of research design is to make certain that the evidence acquire allows us to answer the initial question as unambiguously as possible. Based on the definition, the writer used qualitative approach because this study describing the data after making observation in the reading classroom. Qualitative research is a shape of systematic empirical inquiry into meaning based on (Ospina, 2004). He explains systematic means it planned, ordered, and public. By empirical, he means that the study based on the world experience. And Inquiry into meaning says researchers attempt to apprehend how others make feel in their experience. The researcher employed a descriptive design method in this study which utilize qualitative data and describe it descriptively. This form of qualitative descriptive research is a type of study that focuses on the data collection procedure. This study underlines the significance of the outcome.

3.2 Participants of the Study

In this research, the researcher took five parents to be interviewed as the sample to know the parents' role in Paired Reading (PR) method. The informants consist of five parents with initial Mr. DSU, Mr. MR, Mrs. MI, Mrs. SR, and Mrs. K.

3.3 Instrument of the Study

The instrument used in this research was an interview. It was used to complete the study from the respondents. Beside that, interview is subjective because it requires direct communication to conduct question and answer session between the researcher and respondent orally to obtain required data. According to Libakova & Sertakova (2015), an interview is a discussion with a specific goal and set of activities, which are all connected to gathering information for ongoing study.

This current research conducted interview in open ended. The advantages of using interviews are giving the chance to people who can not write their responses, will contain much information, it can plan to ask questions at several levels to get the most information, and etc. The questions of interview will be asked to the five parents with a total 10 questions open-ended session. Below are the questions that will be ask to the parents :

1. How do you persuade your child to read English books?
2. What treatments do you give to your child to love reading English books?
3. How do you create the environment surround your child to read English books?

4. How do you support the progress of child reading English books?
5. How do you motivate your child to like reading English books?
6. What role do you play in assisting child in reading English books?
7. What are the steps you take when accompanying your child to read English books?
8. What changes can you make in assisting your child to read English books?
9. When do you give reward and punishment for the achievement of your child in reading English books ?
10. What role do you play in improving interest of your child in reading English books ?

3.4 Credibility and Dependability

The technique of checking the validity of data in this qualitative research include the credibility test. Credibility is described the confidence that may be positioned within the fact of the research findings (Anney, 2014). A qualitative research throughout the studies needed guide from different experts who are willing to offer scientific guidance, along with member of educational group, postgraduate disertation committee, and branch. Then this study checked the credibility of the instrument by the supervisor view as an expert judgement.

A qualitative researcher in compiling his report must present it to a peers to receive comments and to develop the conclusion of the study. According to Sugiyono (2015) internal validity explain how this research is

aimed to solve the problem. Some steps in internal validity include arrange the triangulation plan.

In this study itself depend of the current research of theory in Sugiyono (2015) the triangulation that has been used in this research is triangulation of data. Data triangulation is done by examining evidence from data sources. The sources is obtained from informants in the form of recording. The result of interviews have been made in the form of notes in the subject.

According to Anney (2014) dependability refers to “the stability of findings over time”. Dependability includes individuals examine, interpretate, and recommendate of the study to ensure that they are all supported through the information acquired from the informant of the study. Dependability is established using a triangulation, peer examination or iterator comparison. This dependability will be check using data triangulation.

3.5 Data Collecting Procedures

Data collecting has important role in this research. The data was gathered through interview. Interview has been conducted on five parents as a informants with a total of 10 questions. There are six steps that have been carried out by the researcher to obtain information :

1. The researcher has been determined informants (the parents’) based on criteria.

2. The researcher has been asked permission to conduct interview to the parents' who had a children at fifth-grades in MI Tarbiyatul Banin Winong via whatsapp for interview.
3. The researcher has been prepared a set of interview questions.
4. The researcher has been started conduct the interview with the respondents by voice note in Whatsapp.
5. The researcher has been collected the information through interview.
6. The researcher has been concluded and analyzed the data to gain valid information.

3.6 Data Analysis

According to Robinson (2011) data analysis is the evaluation process, sorting, and categorizing data in order to construct working hypotheses and lifted it into results or theories in the research findings. It is a process of transforming, inspecting, and modelling data with the goal of discovering useful information. In order to make the analysis sistematically, researcher will conduct the analysis through some steps as follow :

1. In transforming process, the writer prepares the data from raw data which will be taken from interview with the parents about their role in accompanying their children to read.
2. In inspecting process, the writer reads and understands the entire data to draw conclusions from the information obtained about the parents' roles in accompanying their children to read.

3. In modelling data, the writer analyzes in detail by classifying data from participants about the parents' roles in accompanying their children to read.

3.6.1 Data from Interview

The researcher conduct interview to collect data. Due to the pandemic, researcher conduct interview via voice note (recording) on Whatsapp to record all of question and answer session. By recording, the researcher can listen repeatedly and taking a note to make a transcript and make an analyzing based on the data.

3.7 Time Schedule

3.7.1 Time

This research has been carried out after the proposal has been completed and received permission from the faculty to continue research in September.

3.7.2 Place

This research has been conducted at MI Tarbiyatul Banin, Winong, Pati.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter consist of the Profil of the Participants, the Participants of the Study, the Measurement's Result of Credibility and Dependability, the Data Collection Analysis, the Data Analysis, the Research Findings, and the Research Discussion.

4.1 The Profil of the Participants

This descriptive qualitative research was conducted to the five parents that had a children on the fifth-graders of MI Tarbiyatul Banin in the academic year 2021/2022. The research was held from 25 September 2021 until 28 September 2021. MI Tarbiyatul Banin is one of the educational units on elementary level in Pekalongan 03/02, Winong, Pati, Central Java. This school consists of 394 students, 12 classes, 21 teachers, 171 lessons, and 11 extracurriculars. Extracurriculers activities include of drumband, math and biology olympiad, scouts, rebana, and etc.

This research conducted to the five parents named with intial Mr. DSU, Mr.MR, Mrs. MI, Mrs. SR, and Mrs. K. The parent named with initial Mr. DSU worked as a miner. He worked at 8am until 5pm. He lived in Triguno, Pucakwangi, Pati. He graduated from senior high school and did not reallly understand about English. Usually he accompanied his child to learn reading English book at night, because he was very busy at morning until afternoon. Mr. MR was the initial of the second parent, who worked as a teacher. He worked from Monday until Saturday started at 7am and ended at

2pm. He lived in a Pekalongan, Winong, Pati. He had a bachelor's degree and had a general knowledge of English. In the afternoon, he exercised, and in the night, he accompanied his children to learn reading English book. Third parent named with initial Mrs. MI worked as a teacher. She worked from Monday until Saturday started at 7am and ended at 2pm. Her home address was in Tlogorejo, Winong, Pati. She had a bachelor's degree and quite understood about English. She usually accompanied her child to learn reading English book on holiday, because she was busy to teach at school. The parent named with initial Mrs. SR worked as a housewife. She lived in a Karangboyo, Juwana, Pati. She graduated from senior high school and did not understand about English. Her daily activities were washing clothes, cooking, ironing, sweeping, mopping, etc. She accompanied her child to learn reading English book at afternoon and night. Fifth parent named with initial Mrs. K worked as a fruit seller. She lived in a Pekalongan, Winong, Pati. She graduated from islamic senior high school and quite understood about english. She usually accompanied her child to learn reading English book at morning/night.

4.2 The Participants of the Study

The researcher asked the parents to be the participants in this research. The research was carried out by involving five parents to be interviewed with a total ten questions open ended session. The following was the names of parents with intial Mr. DSU, Mr. MR, Mrs. MI, Mrs. SR, and Mrs K.

4.3 The Measurement's Result of Credibility and Dependability

To determine the validity of the data in qualitative research, an examination technique is required. Data checking techniques are implemented depends on the specific criteria such as credibility and dependability.

a. Credibility

The principle of credibility states that qualitative research results may be trusted on it to indicate the truth. The researcher conducted interviews to fulfill these requirements. The data triangulation technique was used to examine the credibility in this research. By using data in this study, researcher employ triangulation techniques. Data triangulation is carried out by comparing data acquired from several sources.

Questionnaire Validation Rubric for Expert Judgement

Instruction:

- Give tick mark (✓) at the alternative answers which you think the best one for the following criteria
- The space for general comment and suggestions are provided at the last part of this form

| Criteria | Operational Definitions | Score | Statements NOT meeting standard |
|----------|-------------------------|-------|---------------------------------------|
|----------|-------------------------|-------|---------------------------------------|

| | | 1 | 2 | 3 | 4 | (List page and statement number) and need to be revised. <i>Please use the comments and suggestions section to recommend revisions</i> |
|-------------------------|---|---|---|---|---|---|
| Clarity | <ul style="list-style-type: none"> The statements are direct and specific | | | | √ | |
| | <ul style="list-style-type: none"> Only one statement is asked at a time | | | | √ | |
| | <ul style="list-style-type: none"> The participants can understand what is being asked | | | | √ | |
| | <ul style="list-style-type: none"> There are no <i>double-barreled</i> statement (two statements in one) | | | | √ | |
| Wordiness | <ul style="list-style-type: none"> Statements are concise | | | | √ | |
| | <ul style="list-style-type: none"> There are no unnecessary words | | | | √ | |
| Negative Wording | <ul style="list-style-type: none"> Statements are asked using the interrogative | | | | √ | |
| Overlapping | <ul style="list-style-type: none"> All possibilities are considered | | | | √ | |

| | | | | | |
|--|---|--|--|---|--|
| Responses | <ul style="list-style-type: none"> There are no ambiguous statements | | | √ | |
| Balance | <ul style="list-style-type: none"> The statements are unbiased and do not lead the participants to a response. The statements are asked using a neutral tone | | | √ | |
| Use of Jargon | <ul style="list-style-type: none"> The terms used are understandable by the target population | | | √ | |
| | <ul style="list-style-type: none"> There are no clichés or hyperbole in the wording of the statements | | | √ | |
| Appropriateness of Responses Listed | <ul style="list-style-type: none"> The choices listed allow participants to respond appropriately | | | √ | |
| | <ul style="list-style-type: none"> The responses apply to all situations or offer a way for those to respond with unique situations | | | √ | |
| Use of Technical Language | <ul style="list-style-type: none"> The use of technical language is minimal and appropriate | | | √ | |
| | <ul style="list-style-type: none"> All acronyms are defined | | | √ | |
| Application to Praxis | <ul style="list-style-type: none"> The statements asked relate to the daily practices or expertise of the potential participants | | | √ | |
| Relationship to Problem | <ul style="list-style-type: none"> The statements are sufficient to answer the research question | | | √ | |
| | <ul style="list-style-type: none"> The statements are sufficient to obtain the purpose of the study. | | | √ | |

Comments and Suggestions:

The questions are good and acceptable for answering the research questions

Signature over the name of validator

Simon & White (2011)

The Criteria of the Score:

1 = Not Acceptable (major modifications needed)

2 = Below Expectations (some modification needed)

3 = Meets Expectations (no modifications needed but could be improved with minor changes)

4 = Exceeds Expectations (no modifications needed)

Score of Validation rubric:

Score $\frac{\text{Total Score}}{\text{Total Items}}$

$$\text{Score} = \frac{4 \times 11}{11} = 4$$

11

Questionnaire was validated by the supervisor

b. Dependability

The principle of dependability indicates that the research findings are trustworthy. This principle can be met by ensuring that the data collection methodologies are consistent. Dependability testing is done by the supervisor's as the research judgement. This dependability coming from the participants that consist of five parents that can be trusted to answer all of the question from researcher. Five of participants named Mr. Didik Setiyo Utomo, Mr. M.Rif'an, Mrs. Mamik Indarti, Mrs. Suji Rahayu, and Mrs. Khosyiatun.

4.4 The Data Collection Analysis

This qualitative research was conducted utilizing an open-ended interview technique with the purpose of gathering further information based on the informants' responses. The following were the steps of the interview :

1. Met the principle to ask permission to do research
2. Explained to the principle about the title of the research
3. Explained to the principle about the participants needed in the research process
4. The principal offered to find the intended informant by the researcher
5. The principle asked representative of five parents of fifth-graders elementary school to be the informants to the homeroom teacher

6. The homeroom teacher gave the principal the whatsapp numbers of five parents who were selected as informants, and also the principal afterwards sent it to the researcher.
7. The researcher began to conduct interview one by one from five informants
8. The researcher has been introduced herself and explain the purpose of doing research
9. Created a conducive environment
10. Start to conduct the interview when the informants agree to start in their free time
11. Start the question from the first until the last question
12. Did not complain the information provided by the informant
13. Did not ask something that make informant offend or get angry
14. Did not ask personal questions that are not related to the research
15. Said thank you after all stages are reached and ask for the best prayers for the next process

4.5 The Data Analysis

The process of transforming, inspecting, and modelling data are employed in data analysis. In process of transforming, the data has been collected from raw data obtained from an interview with parents regarding their role in accompanying their children when they read. Then, the process of inspecting, the researcher has been read and comprehend all of the data in

order to get the results about the parents' role in accompanying their children when they read. In modelling the data, the researcher focused into the role of parents in accompanying their children when they read by classifying data from participants. A triangulation method was applied to measure its validity, which involved comparing the results of five parents data interview. After that, conclusions are drawn based on the researcher's findings.

4.6 The Research Findings

In this chapter, the researcher discussed about the open-ended interview result of the parents' role in accompanying their children to read in fifth-graders.

This study showed that parents' role in accompanying their children to read is beneficial. Researcher's interview with five different informants provided proven results.

The first question was "How do you persuade your child to read English books?" *Bagaimana cara anda membujuk anak anda untuk membaca buku berbahasa Inggris?*

Parent one named with initial *Mr. DSU* as the parent of Naulia Aqila Khairunisa Utomo, a fifth-graders student answered "My child already knows the schedule, so there is no need to persuade" *Anak saya sudah tau jadwalnya, jadi tidak perlu membujuk*. Parent two named with initial *Mr. MR* as the parent of Syauqi Mirza Al Arif and Abdullah Nadhif Al Arif, a fifth-graders student answered "Never persuade, rather give instructions" *Tidak*

pernah membujuk, biasanya langsung perintah saja. Parent three named with initial *Mrs. MI* as the parent of Maulida Najwa Syifa Azzahrowi, a fifth-graders student answered “By provide motivation and understand about the importance of English language skill for everyday life in today’s globalized world” *Dengan cara memberikan motivasi dan pengertian tentang pentingnya keterampilan berbahasa Inggris untuk kehidupan sehari-hari dalam dunia global saat ini.* Parent four named with initial *Mrs. SR* as the parent of Guntur Pandigha Utama, a fifth-graders student answered “By being accompanied, even though sometimes parents do not understand English, the important thing is that the child wants to read it” *Dengan cara di dampingi, meskipun kadang orang tua tidak paham dengan bahasa Inggris, yang penting anak mau untuk membacanya.* Parent five named with initial *Mrs. K* as the parent of Ana Atifatun Nisa’, a fifth-graders student answered “By provide assistance and teach child how to read correctly, because how to read English is little difficult, so it motivates child not to be lazy to read” *Dengan melakukan pendampingan dan mengajarkan anak bagaimana membaca yang benar, karena bahasa Inggris cara membacanya sedikit sulit, jadi memotivasi anak supaya tidak malas membaca.*

The second question was “What treatments do you give your child to love reading English books?” *Perlakuan apa yang anda berikan agar anak suka membaca buku berbahasa Inggris?.*

Parent one named with initial *Mr. DSU* as the parent of Naulia Aqila Khairunisa Utomo, a fifth-graders student answered “I take my child to have

private lesson every day” *Saya ikutkan les setiap hari*. The private lesson are taught from Monday to Saturday, and each meeting takes one hour. Parent two named with initial *Mr. MR* as the parent of Syauqi Mirza Al Arif and Abdullah Nadhif Al Arif, a fifth-graders student answered “My child do not like reading English, they only do it when they get a assignment from teacher” *Anak saya tidak suka membaca buku berbahasa Inggris, mereka membaca ketika ada tugas dari guru*. Parent three named with initial *Mrs. MI* as the parent of Maulida Najwa Syifa Azzahrowi, a fifth-graders student answered “Looked for English child’s storybook” *Mencarikan buku cerita anak yang berbahasa Inggris*. Parent four named with initial *Mrs. SR* as the parent of Guntur Pandigha Utama, a fifth-graders student answered “After read, money was given to buy snacks” *Setelah membaca diberi uang untuk membeli makanan ringan*. Parent five named with initial *Mrs. K* as the parent of Ana Atifatun Nisa’, a fifth-graders student answered “Give example and explanation to encourage child to read” *Memberikan contoh dan menjelaskan supaya anak mau untuk membaca*.

The third question was “How do you create environment surround your child to read English books?” *Bagaimana anda menciptakan lingkungan di sekitar anak anda untuk membaca buku berbahasa Inggris?*.

Parent one named with initial *Mr. DSU* as the parent of Naulia Aqila Khairunisa Utomo, a fifth-graders student answered “I do not do many thing because it is her own will” *Tidak banyak yang saya lakukan, itu kemauan dari anaknya sendiri*. Parent two named with initial *Mr. MR* as the parent of

Syauqi Mirza Al Arif and Abdullah Nadhif Al Arif, a fifth-graders student answered “I never specifically created a situation like this, i usually created a reading culture vibe, i provide reading materials at home” *Saya tidak pernah secara spesifik menciptakan lingkungan seperti itu, yang biasa saya lakukan adalah menciptakan suasana budaya membaca, saya sediakan buku-buku bacaan dirumah.* Parent three named with initial *Mrs. MI* as the parent of Maulida Najwa Syifa Azzahrowi, a fifth-graders student answered “Read English’s story book to child and then told the translation” *Membacakan buku cerita berbahasa Inggris kepada anak kemudian menceritakan terjemahannya kepada anak.* Parent four named with initial *Mrs. SR* as the parent of Guntur Pandigha Utama, a fifth-graders student answered “By buying drawed book” *Dengan membelikan buku yang bergambar.* Parent five named with initial *Mrs. K* as the parent of Ana Atifatun Nisa’, a fifth-graders student answered “Sometimes when talked it combined with questions in english, so the child is motivated to read and memorize vocabulary” *Kadang ketika berbincang diselengi dengan tanya-tanya menggunakan bahasa Inggris, sehingga anak termotivasi untuk membaca dan menghafal kosakata.*

The fourth question was “How do you support the progress of child reading English books?” *Bagaimana anda mendukung kemajuan anak membaca buku berbahasa Inggris?.*

Parent one named with initial *Mr. DSU* as the parent of Naulia Aqila Khairunisa Utomo, a fifth-graders student answered “I bought English’s books” *Saya membelikan buku-buku yang berbahasa Inggris.* Parent two

named with initial *Mr. MR* as the parent of Syauqi Mirza Al Arif and Abdullah Nadhif Al Arif, a fifth-graders student answered “Bought a dictionary and use google translate” *Membelikan kamus dan penggunaan google translate*. Parent three named with initial *Mrs. MI* as the parent of Maulida Najwa Syifa Azzahrowi, a fifth-graders student answered “By guide and direct child how to read and pronounce the correct vocabulary” *Dengan membimbing dan mengarahkan pada anak bagaimana cara membaca dan melafalkan vocab yang benar*. Parent four named with initial *Mrs. SR* as the parent of Guntur Pandigha Utama, a fifth-graders student answered “By giving praise when finished reading” *Dengan cara memberi pujian bila selesai membaca*. Parent five named with initial *Mrs. K* as the parent of Ana Atifatun Nisa’, a fifth-graders student answered “As often as possible remind child to always learn and understand by reading a books” *Sesering mungkin mengingatkan anak untuk selalu mempelajari dan memahami dengan cara membaca buku*.

The fifth question was “How do you motivate your child to like reading English books?” *Bagaimana cara anda memotivasi anak agar gemar membaca buku berbahasa Inggris?*.

Parent one named with initial *Mr. DSU* as the parent of Naulia Aqila Khairunisa Utomo, a fifth-graders student answered “By giving the understand that English is important for the future, because English is an international language” *Diberikan pengertian bahwa bahasa Inggris penting untuk kedepannya, karena bahasa Inggris merupakan bahasa internasional*.

Parent two named with initial *Mr. MR* as the parent of Syauqi Mirza Al Arif and Abdullah Nadhif Al Arif, a fifth-graders student answered “Has never given a motivation about reading English book” *Belum pernah memberikan motivasi terkait gemar membaca buku berbahasa Inggris*. Parent three named with initial *Mrs. MI* as the parent of Maulida Najwa Syifa Azzahrowi, a fifth-graders student answered “Give reward to child if they are able to read english fluently” *Memberikan reward pada anak jika berhasil membaca buku berbahasa Inggris dengan lancar*. Parent four named with initial *Mrs. SR* as the parent of Guntur Pandigha Hutama, a fifth-graders student answered “By giving an understand that English is very important in the world of education” *Memberi pengertian bahwa bahasa Inggris sangat penting di dunia pendidikan*. Parent five named with initial *Mrs. K* as the parent of Ana Atifatun Nisa’, a fifth-graders student answered “Tell the positive impact of reading and see pictures to get them enthused about reading” *Memberi tahu dampak positif membaca dan melihatkan gambar-gambar supaya anak semangat membaca*.

The sixth question was “What role do you play in assisting child in reading English books?” *Peran apa yang anda mainkan dalam membantu anak membaca buku berbahasa Inggris?*.

Parent one named with initial *Mr. DSU* as the parent of Naulia Aqila Khairunisa Utomo, a fifth-graders student answered “I did nothing, only facilitated by buying books” *Saya tidak melakukan apa-apa, hanya memfasilitasi dengan membelikan buku*. Parent two named with initial *Mr.*

MR as the parent of Syauqi Mirza Al Arif and Abdullah Nadhif Al Arif, a fifth-graders student answered “I have never given special treatment to read English books, everything went smoothly” *Saya belum pernah memberikan treatment khusus untuk membaca buku berbahasa Inggris, semua berjalan seadanya.* Parent three named with initial Mrs. MI as the parent of Maulida Najwa Syifa Azzahrowi, a fifth-graders student answered “As a teacher and facilitator when accompanying child to read English’s book” *Sebagai guru dan fasilitator ketika mendampingi anak membaca buku berbahasa Inggris.* Parent four named with initial Mrs. SR as the parent of Guntur Pandigha Hutama, a fifth-graders student answered “Give an example how to do it or how to read it” *Memberi contoh pengerjaan atau cara membacanya.* Parent five named with initial Mrs. K as the parent of Ana Atifatun Nisa’, a fifth-graders student answered “Translate vocabulary to make it easier for children to read, because some words the child already know the meaning” *Menerjemahkan kosa kata untuk mempermudah anak ketika membaca, karena beberapa kata sudah tau artinya.*

The seventh question was “What are the steps you take when accompanying your child to read English books?” *Apa langkah-langkah yang anda lakukan ketika menemani anak membaca buku berbahasa Inggris?.*

Parent one named with initial Mr. DSU as the parent of Naulia Aqila Khairunisa Utomo, a fifth-graders student answered “I never accompany child when they read, only remind the time to study and monitor it, all else is up to the private’s teacher” *Saya tidak pernah menemani belajar, hanya*

mengingatikan waktu untuk belajar dan mengawasinya, selain itu sudah dipasrahkan kepada guru les. Parent two named with initial *Mr. MR* as the parent of Syauqi Mirza Al Arif and Abdullah Nadhif Al Arif, a fifth-graders student answered “Allow them to study on their own, guidance is provided when they have difficulty, giving examples of correct pronunciation of vocabulary” *Membiarkan mereka belajar mandiri, pendampingan dilakukan ketika mereka merasa kesulitan, memberikan contoh pelafalan yang benar pada kosakata.* Parent three named with initial *Mrs. MI* as the parent of Maulida Najwa Syifa Azzahrowi, a fifth-graders student answered :

1. Motivate children about the importance of English language skill in daily life *Memberikan motivasi kepada anak tentang pentingnya keterampilan berbahasa Inggris dalam kehidupan sehari-hari.*
2. Give an example on how to read correct vocabulary *Memberikan contoh cara membaca kosa kata yang benar.*
3. Child practice reading English books by following their parents’ lead *Anak praktik membaca buku berbahasa Inggris sesuai yang dicontohkan orang tua.*
4. Parents listen to child’s reading *Orang tua menyimak bacaan anak.*
5. Give reward to child when they can read with correct pronunciation and intonation *Memberikan reward pada anak ketika dapat membaca dengan lafal dan intonasi yang benar.*

Parent four named with initial *Mrs. SR* as the parent of Guntur Pandigha Hutama, a fifth-graders student answered “By giving teach as if studied in

groups *Memberikan pengajaran seolah-olah belajar kelompok*. Parent five named with initial *Mrs. K* as the parent of Ana Atifatun Nisa', a fifth-graders student answered "Help translate word by word first, imitate child to read with the correct spelling, for example when there is a double O, it is read U good" *Membantu menerjemahkan kata demi kata terlebih dahulu, mencontohi anak membaca dengan ejaan yang benar, sebagai contoh ketika ada huruf o double dibaca u good*.

The eighth question was "What changes can you make in assisting your child to read English books?" *Perubahan apa yang dapat anda lakukan dalam membantu anak membaca buku berbahasa Inggris?*.

Parent one named with initial *Mr. DSU* as the parent of Naulia Aqila Khairunisa Utomo, a fifth-graders student answered "I reduced the playing time to be used to learn" *Saya mengurangi waktu bermainnya supaya digunakan untuk belajar*. Parent two named with initial *Mr. MR* as the parent of Syauqi Mirza Al Arif and Abdullah Nadhif Al Arif, a fifth-graders student answered "How to pronounce" *Cara pelafalan*. Parent three named with initial *Mrs. MI* as the parent of Maulida Najwa Syifa Azzahrowi, a fifth-graders student answered "Read english spelling with correct pronunciation" *Membaca ejaan bahasa Inggris dengan pelafalan yang benar*. Parent four named with initial *Mrs. SR* as the parent of Guntur Pandigha Utama, a fifth-graders student answered "Child feel more comfortable as being studying with his friends, because no matter how busy parents the child remain as a major priority" *Anak merasa lebih nyaman*

seperti sedang belajar bersama teman-temanya, karena sesibuk apapun orang tua anak tetap menjadi prioritas utama. Parent five named with initial *Mrs. K* as the parent of Ana Atifatun Nisa', a fifth-graders student answered "Read vocabulary, because i do not mastered in English" *Membaca vocabulary, karena saya tidak menguasai bahasa Inggris.*

The ninth question was "When do you give reward and punishment for the achievement of your child in reading English books?" *Kapan anda memberikan hadiah dan hukuman atas prestasi anak anda dalam membaca buku berbahasa Inggris?.*

Parent one named with initial *Mr. DSU* as the parent of Naulia Aqila Khairunisa Utomo, a fifth-graders student answered "I never give punishment and give reward when child get achievement" *Saya tidak pernah memberikan hukuman dan memberikan hadiah ketika anak mendapatkan prestasi.* Parent two named with initial *Mr. MR* as the parent of Syauqi Mirza Al Arif and Abdullah Nadhif Al Arif, a fifth-graders student answered "Never give a reward" *Tidak pernah memberi hadiah.* Parent three named with initial *Mrs. MI* as the parent of Maulida Najwa Syifa Azzahrowi, a fifth-graders student answered "When accompanying child to learn, the reward in the form of praise or new stationary. While the punishment is in the form of writing and memorizing vocabulary" *Ketika mendampingi anak belajar, hadiah berupa pujian dan alat tulis baru. Sedangkan hukumannya berupa menulis dan menghafal vocab.* Parent four named with initial *Mrs. SR* as the parent of Guntur Pandigha Utama, a fifth-graders student answered "When he got a

good grade in school usually the reward is the addition of pocket money, and the punishment is read 2 times later when he did not want to study in the existing schedule” *Ketika dia mendapat nilai bagus disekolah biasanya hadiah berupa ditambah uang jajan, dan hukumannya membaca 2 kali di kemudian hari ketika tidak mau belajar dijadwal yang sudah ada.* Parent five named with initial *Mrs. K* as the parent of Ana Atifatun Nisa’, a fifth-graders student answered “When the grade rise was good and can rank usually given a reward of being take a vacation. For punishment when the child did not want to read and the score was bad, she reprimanded to not repeat again” *Ketika kenaikan kelas nilainya bagus dan dapat peringkat biasanya diberikan hadiah berupa diajak liburan. Untuk hukuman ketika anak tidak mau membaca dan nilainya jelek ditegur agar tidak mengulangi lagi.*

The tenth question was “What role do you play in improving interest of your child in reading English books?” *Apa peran anda dalam meningkatkan minat anak anda dalam membaca buku berbahasa Inggris?.*

Parent one named with initial *Mr. DSU* as the parent of Naulia Aqila Khairunisa Utomo, a fifth-graders student answered “My role only as a facilitator and remind” *Peran saya hanya sebagai fasilitator dan mengingatkan saja.* Parent two named with initial *Mr. MR* as the parent of Syauqi Mirza Al Arif and Abdullah Nadhif Al Arif, a fifth-graders student answered “So far who plays the role was teacher in class, i only help and accompany if there was an assignment from school” *Sejauh ini yang berperan guru dikelas, saya hanya membantu dan mendampingi jika ada*

tugas dari sekolah. Parent three named with initial *Mrs. MI* as the parent of Maulida Najwa Syifa Azzahrowi, a fifth-graders student answered “As a motivator and facilitator” *Sebagai motivator dan fasilitator.* Parent four named with initial *Mrs. SR* as the parent of Guntur Pandigha Utama, a fifth-graders student answered “Give a motivation that English is fun” *Memotivasi bahwa bahasa Inggris itu menyenangkan.* Parent five named with initial *Mrs. K* as the parent of Ana Atifatun Nisa’, a fifth-graders student answered “The acquisition of grades in class sometimes make child interested in reading, because getting more diligent in reading a child will get a good grades too. When a child lazy to read the grades will go down” *Perolehan peringkat dikelas kadang membuat anak menjadi minat untuk membaca, karena semakin rajin untuk membaca anak akan mendapat peringkat yang baik juga. Ketika anak malas membaca ranking nya menjadi turun.*

4.7 The Research Discussion

Below were the discussion that answer first statement of the study, that elaborate in detail the parents’ role in the Paired Reading (PR) method on children’s reading ability to the fifth-graders of MI Tarbiyatul Banin.

Related to the above findings from question number one on the interview of the parents, the response from initial *Mr. DSU* demonstrated that a child is not obliged to read English, she studied according to a set schedule and parent is not required to persuade children to read English. Because a child is used to read English on a set schedule. The finding of this studies is

not supported by preceding research, because the preceding study didn't show finding in the necessity of parents in persuading their children to read English books. Second response was from initial *Mr. MR* showed that parent never persuade their child to read English but direct instruction to do. This show that child need to be reminded to read English. The response of the second parent didn't support by the previous research because the finding of some previous researches do not elaborate the need of direct instruction to read English. Third response was from initial *Mrs. MI* showed that how to persuade a child to read English is by provide motivation and understand that English is a crucial ability utilized in nowadays's globalized world. English is an worldwide language that can be used to communicate around the world, so it is important to learned. The finding of this research is supported by the previous research from Mwoma (2017), which stated that English being the language of education for most topics learned in schools in Kenya. Fourth response was from initial *Mrs. SR* demonstrated by being accompanied, because with the assistance of parent child feel more comfortable and enthusiastic. Even though parent did not understand English. The finding of this research was similar to the previous research from Mwangi (2018), which stated that studies have shown the significance of parent-child activities in contributing to the high-quality of children's home gaining knowledge of surroundings. Fifth response was from initial *Mrs. K* showed by being accompanied and gave example of the pronounciation of vocabulary. Because to be able to read English fluently it must be able to

pronounce the pronunciation correctly. The response of the fifth parent on this finding has closed relationship with previous research from Vasylenko (2017), which stated that parents can and should play a significant role in helping their children to develop reading skills and in encouraging their growth in this respect.

The conclusion of the five responses to the first question were in fact, child did not need to be persuaded to do an activity, let themselves learn to read English, because basically they will learn on their own based on the schedule. Parents only need to accompany, give an understanding of the importance of English, and provide example of the correct pronunciation.

Related to the above findings from question number two on the interview of the parents, the response from initial *Mr. DSU* showed that private lesson is an option that parent utilize to encourage his child to read English. The first parent's statement contradicted with previous research because there is no finding that explain private lesson as a treatment used by parent to encourage their children to read English books. Second response was from initial *Mr. MR*, he did not do any treatment to make his children like to read English books, because basically they did not like to read English books and only learn when got assignment from teacher. The finding of this research was different with previous research, because there was no explanation about treatment take by parents in order to make children love reading English books. Third response was from initial *Mrs. MI* gave treatment by buying English child's storybook, because most of the

storybook have interesting picture that will make the child excited to read English and increase her reading skill. The finding of this research was significant with previous research from Mwangi (2018), which stated that several researchers have found out that reading stories at an early stage at home, a famous form of parental engagement has clear advantage in children's reading developmet. Fourth response was from initial *Mrs. SR* gave treatment by giving money to buy snack after read English's book. This had negative side if it is done continuously because it will make child used to ask for money. The finding of this research has not relationship to the previous research, because there is no finding that explain about giving money as a treatment take by parents in order to make children love reading English books. Fifth response was from initial *Mrs. K*, she gave a treatment by giving an example when read an English's book. This affect child's interest in reading because child must be given example before do many activities include reading. From this response, the researcher found that the previous research Vasylenko (2017) writes about the growing of children reading is from parents' encouragement respectfully. Then, it can be said that the previous research finding and the current research prove the same response on children treatment.

The conclusion of the five responses to the second question were parent gave treatment to child to love reading English by buying English's storybook, and then provided example of pronounciation to encourage child

to learn. On the other hand, because of parent was busy private lesson was an option to make their child love to reading English's book.

Related to the above findings from question number three on the interview of the parents, the response from initial *Mr. DSU* demonstrated that the desire to read English's book comes from a child, there was no environment created by parent to read English's book. The finding of this research did not match with previous research, because there was no finding that explain about the desire to read English books comes from a child. Second response was from initial *Mr. MR* show that the environment created is an reading culture vibe, by providing books at home. With those environment child will feel supported by parent to do useful activities such as reading English book. The response of the second parent, the researcher found that previous research from Mwangi (2018), which declared that children at their formative age need to accumulate love for books and reading tradition. It can be conclude that previous research and current research have similar finding. Third response was from initial *Mrs. MI*, she created a learning atmosphere by reading English storybook and telling the translation. This has a positive impact on child and parent to make the learning fun and useful. The finding of this research is supported by previous research from Mwangi (2018), which demonstrated that reading storybooks to young children will familiarize them with story structure which, in turn, should help facilitate their comprehension of stories. Fourth response was from initial *Mrs. SR* showed that created an environment by buying drawing book is a

good choice in developing child's language skill. Because it can help child to build vocabulary, in addition drawing book is an alternative to make the learning atmosphere more effective. The researcher found that previous research from Vasylenko (2017), which pointed that use a variety of aids to help children. Then it can be conclude that this finding provide similar finding with previous research. Fifth response was from initial *Mrs. K* an environment created by using English to have communication between child and parent when talking become a useful thing to do because it makes child motivated to read and memorize vocabulary. Beside that, it will make child more confident to pronounce vocabulary in English. The fifth response in this research has closed relationship with previous research from Vasylenko (2017), who reported that when parents and families are concerned, children are more likely to develop their reading skill.

The conclusion of the five responses to the third question were the environment created by parent to make the child read English's book was by inviting them to talk during daily actiities, take it in turn reading a book and translate the meaning, which would be interesting if the book are drawing book.

Related to the above findings from question number four on the interview of the parents, the response from initial *Mr. DSU* showed that he support child's progress by buying English's book. The more books that are purchased to learn, the child's reading skill will increase also the achievement. The finding of this research is consistent with the earlier

research from Vasylenko (2017), which encouraged a broad range of reading activities. Second response was from initial *Mr. MR*, dictionary become item used to support child's progress. The dictionary helps child learn new word and their definition. There are also example of how to pronounce word and how to use them in everyday situation. You can use google translate to translate a sentence from English to Indonesia. The researcher found that previous research from Vasylenko (2017), which pointed that employ a variety of tools to assist children. It can therefore be concluded that this finding is similar to the previous finding. Third response was from initial *Mrs. MI*, she gave example of correct pronunciation to child. This improve child's reading ability so she does not mispronounce because they previously learned how to read correctly from her parent. The third response of this research was equal with previous research from Vasylenko (2017), which described that favorable parental participation in their children's reading development is implicated in a variety of positive outcomes. Fourth response was from initial *Mrs. SR* she supported child's progress by giving praise after finished reading. This will make child more confident to read another English's books. Because child feel they can do it by getting praise. The finding of this research didn't relate with previous research, because there was no finding that describe about praises to support the progress of child reading English books. Fifth response was from initial *Mrs. K*, she reminded her child as often as possible to read English's book and understand them. The most crucial aspect of reading is comprehension, a child's skill will

increase if she read and comprehend a book. The finding of this research has closed relationship with previous research from Ardiana (2015), which stated that the reader ought to have the ability not only to carry out the mechanics and understand the meaning of the phrases but to critically compare the thoughts.

The conclusion of the five responses to the fourth question were parent played an important role in supporting child's progress in reading English's book. Parental assistance is required to provide example of correct pronunciation when reading process is carried out. Beside that, when there are terms that child does not know how to read, a dictionary can be used as a tool. Do not forget to congratulate the child on their abilities to read English's book fluently.

Related to the above findings from question number five on the interview of the parents, the response from initial *Mr. DSU* showed that parent motivated his child to like reading English book by providing an understand that English is an international language that is very important to learn. English is used as a communication all around the world, so it is very usefull for child to learn English. The response of the first parent, researcher found that previous research from Mwoma (2017) writes about English being the language of instruction for most subjects learned in schools in Kenya. Then, it can be said that previous research and current research have similar finding. Second response was from initial *Mr. MR*, he has never given a motivation to child about reading English book. Because his child basically

did not like English and only learned when they got an assignment from school. The finding of this research is not related with previous research, because children did not like to read English books. Third response was from initial *Mrs. MI*, she provided motivation by giving reward to the child if she could read English book fluently. This aims to improve child's motivation to study English and also improve child's achievement. The response of the third parent showed that this finding didn't support by the previous research because there is no finding that explain about reward to motivate children like reading English books. Fourth response was from initial *Mrs. SR* showed that parent motivated her child to like reading English book by giving understand that English was very important in education world. English provide many benefits to learned, including increased opportunities in the workplace later, towards a higher level of education, etc. The parent's response in this finding, researcher found that the previous research from Mwangi (2018), showed that parental support continues to play a crucial role throughout children's and young people's live. It can be concluded that previous research and current resarch have similar finding. Fifth response was from initial *Mrs. K* show that she gave motivation by telling the positive impact of reading English book, including improved grammar skill, writing skill, and speaking skill. The finding of this research is equal with previous research from Mwangi (2018), which described that reading makes them eager to explore things written in books.

The conclusion of the five responses to the fifth question were parents motivated their children to like reading English book by giving an understand that English is very important language to learn in education world. Because English is an international language that used to have communication around the world. Beside that parent give reward to childs when they can read English fluently.

Related to the above findings from question number six on the interview of the parents, the response from initial *Mr. DSU* demonstrated that he did not give any role in helping his child reading English book, he only bought book as a facility. Because all of learning assistance turned out to the private tutor. The finding of this research is supported by the previous research from Vasylenko (2017), which claimed to encourage a wide variety of reading activities. Second response was from initial *Mr. MR*, he never given special treatment to assist child in reading English book. Everything went based on schedule at school and learn when get assignment from school. The response of the second parent is not supported by previous research, because there is no finding that explain about assisting children without any parents' role. Third response was from initial *Mrs. MI*, she showed that parent acted as a teacher and facilitator with the aim of helping child study at home, develop good skill, and provide learning facilities such as stationary, books, etc. The finding of this research has closed relationship to the previous research from Mwangi (2018), which said that involvement of parents in young children educational has a primary effect on children's academic

achievement and social improvement. Fourth response was from initial *Mrs. SR*, parent played a role in helping child to read English book by giving example of how to read it. Because child may be not able to pronounce some words, so it needed the role of parent to give an example. The fourth response in this finding, researcher found that previous research from Vasylenko (2017), writes that parents can and have to play a considerable role in assissting their children to broaden reading abilities and in encouraging their growth in this recognize. It means that previous research and current research have equal finding. Fifth response was from initial *Mrs. K*, she played a role in assissting her child to read English book by translating a words to make child easier when read English book. In this way the child not only able to pronounce word by word but also comprehend the text being read. The finding of this research is supported by previous research from Vasylenko (2017), said that look for reading problems and use of variety of aids to help children.

The conclusion of the five responses to the sixth question were parents played a role in assissting their children act as a teacher and fasilitator, they accompany their child in learning English book by providing an example how to pronounce some words, besides that parents also translate some words to make their children understand what they being read. The role of parents are very useful in developing reading skill.

Related to the above findings from question number seven on the interview of the parents, the response from initial *Mr. DSU* showed that he

never accompanied his child to study, just reminded her of the time of study and supervised her. This is done because parent has another responsibilities that prevent him from accompanying his child to school. The parent's response related with previous research from Mwangi (2018), which stated that most parents declare to be so busy and therefore do no longer devote any time to have interaction their children in any reading activities within the home. It can be said that previous research and current research have related finding. Second response was from initial *Mr. MR*, he educated their children to learn on their own, without such help of their parent. When children have difficulty in pronouncing vocabulary, then their parent provide example of correct pronunciation. The finding of this research is supported by previous research from Vasylenko (2017), which claimed that parents can and should play a significant role in helping their children to develop reading skills and in encouraging their growth in this respect. Third response was from initial *Mrs. MI*, the steps that she took in accompanying her child in reading English book are motivate child about the importance of English language skill in daily life, give an example on how to read correct vocabulary, child practice reading English books by following their parents' lead, parent listen to child's reading, and give reward to child when they can read with correct pronunciation and intonation. The steps that she took were in line with Paired Reading (PR) method which the researcher considered to be an effective method to involve. This method was useful for child who are required to study at home during the pandemic. The response of the third

parent in this finding, the researcher found that it has similar finding from previous research from (Lumuan, n.d.) which stated that Paired Reading (PR) method capable of improving a more condusive and enjoyable learning. Fourth response was from initial *Mrs. SR* the step that she took was to provide assistance as if studying in a group. As a result, child will feel completely comfortable in learning to read English book, just as when they studying with her friends. The finding of this research is supported by previous research from Vasylenko (2017) which stated that parents are important for children both as role models and as supporters of their efforts. Fifth response was from initial *Mrs. K*, she gave specific example of how to pronounce word, such as “good” where the double o is pronounced as u. Because different pronounciation in English have different meaning, so the correct pronounciation and translation of the vocabulary read are required. This response has closed relationship with previous research from Vasylenko (2017), which said that understanding that spoken phrases are composed of phonemes is important due to the fact while one begin how to read, new phrases are decoded through linking the phonemes to the letter symbols. Then, it can be said that previous research and current research have closed relationship.

The conclusion of the five responses to the seventh question were parents helped their children learn to read English book by giving example of how to pronounce word, then children imitate them, and correcting any

mistake in pronunciation. This step is beneficial for children during a pandemic because they feel like they are studying with their friends.

Related to the above findings from question number eight on the interview of the parents, the response from initial *Mr. DSU* demonstrated that playing too much can make child lazy and her minds weak, especially if she is using gadgets. Therefore, parent should limit the playing time and allocate more time for learning to read English books. The response of the first parent indicated that this finding is not supported by previous research, because there is no finding that explain about changes made by parents in assisting children read English books by limit the playing time. Second response was from initial *Mr. MR* the way of pronunciation is a changed that parent can do in helping their child read English books, because the pronunciation of words are crucial thing in reading English books. The finding of this research was similar with previous research from Vasylenko (2017), which claimed that parents can and have to play a considerable function in supporting their children to expand reading abilities and in encouraging their increase on this respect. Third response was from initial *Mrs. MI* gave the correct pronunciation is a changed that parent can make to their child. Because correct pronunciation is required when reading aloud in order to avoid getting misheard and misunderstood. The finding of this research, the researcher found that it had relevant finding with previous research from Vasylenko (2017), which stated that when parents and families are involved, the children are more sucessful in developing their reading skills. Fourth response was

from initial *Mrs. SR*, she provided assistance even though parent is busy, because child is the main priority especially in the learning process including reading English books. Wholehearted assistance make child feel as if they are learning alongside their friends. The finding of this research was in line with previous research from Mwangi (2018), which stated that parent-child activities have been proven to contribute to the quality of a child's home learning environment in studies. Fifth response was from initial *Mrs. K*, she helped her child to read vocabulary by using dictionary. Because in dictionary provided how to read correctly and the meaning. The finding of this research was similar with previous research from Vasylenko (2017), which stated that use a variety of aids to help children.

The conclusion of the five responses to the eight question were parents made changes by reducing children playing time and gave them more time to study. It also gave example of how to pronounce words correctly using a dictionary so that the meaning is not misunderstood.

Related to the above findings from question number nine on the interview of the parents, the response from initial *Mr. DSU* showed that he never punish a child on making mistake when reading English books because this would cause child's mentality go down. However, if the child achieve a goal she will be awarded a prize. The finding of this research is not supported by previous research, because there is no finding that explain about reward and punishment for the children's achievement in reading English books. Second response was from initial *Mr. MR* he never gave reward. This have

positive and negative impact. The positive impact is child not accustomed to ask for reward when they get achievement, then the negative impact the child feel unhappy of having to learn because they are never given reward. The finding of this research was not similar with preceding research, because there was no finding that explain about reward and punishment for the children's achievement in reading English books. Third response was from initial *Mrs. MI* she gave a reward in the form of praise and new stationery. Child is rewarded in order to keep her motivated to keep getting better. While the punishment includes of writing and memorization of vocabulary. Punishment is used to motivate child to make extra efforts to achieve their goals. The finding of this research different from earlier research in that there was no finding that explain how children's performance in reading English books is rewarded or punished. Fourth response was from initial *Mrs. SR*, she gave a reward in the form of pocket money, and the behavior of child who like to snack with this will encourage the child to study more diligently in order to receive more rewards from her parents. While the punishment is reading English books twice in the future, the child becomes more fluent in reading English books as a result of the punishment. In this research there was no finding that describes reward and punishment for children's progress in reading English's books. So, the research finding different from previous research. Fifth response was from initial *Mrs. K* she gave a reward in the form of a vacation invitation. This refreshes the brains of the child because she has worked hard to reach their achievement. While the punishment is

only a warning, it is aimed to ensure that the child does not repeat the mistake. The response of the fifth parent described that it has no similar finding with previous research, because there was no finding that explain about reward and punishment for the children's achievement in reading English books.

The conclusion of the five responses to the ninth question were parents have their own way of rewarding their children. Of course, the reward is given to be useful for future achievement and do not spoil the child. Then, punishments also variety based on the way parents educated, the most important thing is not to make the child's mental go down.

Related to the above findings from question number ten on the interview of the parents, the response from initial *Mr. DSU*, he only acted as a facilitator and remind. Become a facilitator for child's need in the learning process, especially reading English books such as stationery, reading books, etc. While being a reminder when the child has a schedule for private lesson. The finding of this research was consistent with previous research from Mwoma (2017), which demonstrated that the number of books available in the home has also been found to be positively related to children's reading and attainment of reading skill. Second response was from initial *Mr. MR* showed that who are play a role in improving children interest in reading English books are teacher at school, he only plays a role when children get assignment from school such as helping children do assignment if they have difficulties, giving example of pronunciation, etc. The second parent

response, researcher found that this finding has closed relationship with previous research from Vasylenko (2017), noted that parents are important for children both as a role models and as a supporters of their efforts. So, previous research and current research has closed relationship. Third response was from initial *Mrs. MI* she acted as a motivator and facilitator just like parent in general. Being a motivator for child is done when child feeling lazy to learn, so she need a support / motivation to improve child's interest in reading English books. Become a facilitator by preparing a comfortable study room, complete stationery need, etc. The finding of this research is supported with previous research from Vasylenko (2017), which showed that encourage a wide variety of reading activities and be knowledgeable about children's progress. Fourth response was from initial *Mrs. SR* she motivated her child that English is fun, so the child will be enthusiastic and diligent in learning read English books to improve his skill. The response in this finding is related with previous research from Vasylenko (2017), which demonstrated that show enthusiasm for your children's reading. Fifth response was from initial *Mrs. K* child showed her interest in reading English books when she got a ranking at school, the better grades she got at school make she more diligent in learning read English books. So parent acts as a motivator to make her child stay focused in learning read English books. From this response, the researcher found that the previous research from Vasylenko (2017), talked about parents are important for children both as a role models and as a

supporters of their efforts. It can be said that previous research and current research have similar finding.

The conclusion of the five responses to the tenth question were parents played a role in improving children interest in reading English books by acting as a motivator and facilitator. They needed to prepare children need in learning process and motivate their children when got a bad assignment and motivated to stay focused in reading English books.

Below were the discussion that answer second statement of the study, that explain in detail the steps of parents' role in the Paired Reading (PR) method on children's reading ability to the fifth-graders of MI Tarbiyatul Banin.

Based on the first answer from the parent, the steps that *Mr. DSU* did in accompanying his child to learn reading English book was by giving understanding that English was important language to learn. After that, parent also bought English book to support child's achievement in reading English book. This is related from previous study Vasylenko (2017), which stated use a variety of aids to help children. It means that parent played a role in accompanying child develop his reading ability. For the next learning process, parent surrendered to the private tutor because parent had another busy thing to do. Then, parent also reduced playing time to have more time for learning.

Second answer was from *Mr. MR*, the steps that he did in accompanying his child to learn reading English book was by creating an

atmosphere of reading culture by providing English reading books at home. This has a close relationship with previous study Vasylenko (2017), which stated surround children with reading material and have a family reading time. Beside that, parent gave a correct example of pronunciation if their children found it difficult. His major role as a parent was accompany when got assignment from school, because they had a more time of learning process in school.

Third answer was from *Mrs. MI*, the steps that he did in accompanying his child to learn reading English book was by motivated children about the importance of English language skill in daily life, gave an example on how to read correct vocabulary, child practiced reading English books by following their parents' lead, parents listened to child's reading, and gave reward to child when they can read with correct pronunciation and intonation. The steps that parent did in this study related to the previous study Vasylenko (2017), which stated show enthusiasm for your children's reading and set aside a regular time to read to your children every day.

Fourth answer was from *Mrs. SR*, the steps that he did in accompanying his child to learn reading English book was by provide assistance as if studying with their friends. Then, the steps parent played that role was by providing how to pronounce each word correctly, bought a drawing book to interest children, gave a praise and gave an understading that english important in education life. This parent steps was in line with previous study

Vasylenko (2017), which stated set aside a regular time to read to your children every day and encourage a wide of variety of reading activities.

Fifth answer was from *Mrs. K*, the steps that he did in accompanying his child to learn reading English book was by helping children translated word by word, imitated children to read with correct spelling, and talked with children used English in daily activites. The steps that parent did in this study was equal with previous study Vasylenko (2017), which stated have a family reading activities and show enthusiasm for your children's reading.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the conclusion from the data discussed in the previous chapter and suggestion that refers to the next researcher to do. The topic is about the parents' role in paired reading (PR) method for fifth-graders reading ability at MI Tarbiyatul Banin Winong.

5.1 Conclusion

According to the result of open-ended interview with five parents of fifth-graders elementary school with a total ten questions, the conclusion was basically children did not need to be persuaded to learn reading English books, because they have been studied according to the existing schedule. Parents only need to accompany their children to learn reading English books. Because of the pandemic that made children study from home, children need parents' role. They act as a teacher, motivator, and facilitator.

Parents acted as a teacher where they provide example of correct pronunciation. Parents and children used dictionary to find how to pronounce word correctly. Parents played a role by assisting children to learn reading English books, such as parents start to talk some words then children imitate them, and parents give a correction if there was a mistakes. Beside that, parents and children needed to know the meaning of the text to understand what children being read. Parents created an environment surround the children to read English books by asking them to talk use English in daily activities and parents should reduce the playing time to have useful activities

that improved children reading skill. Second, parents acted as a motivator. They motivated their children that English is an fun and useful language to be learned. Because English is an international language that used to communicate around the world. Parents also motivated their children by giving reward if they got good grades/achievements at school. But, punishment also needed to make children more diligently for learning read English books to get reward. Third, parents acted as a facilitator. They provided comfortable learning environment as if children learn with their friends, bought drawing English book to make children were not bored. Facilitated children with complete stationery, etc.

5.2 Suggestion

After carrying out the research, the reseacher hoped that this study could be useful for the parents, the students and also the next researcher. The researcher gave some suggestions that presented below.

1. For Parents

Due to the pandemic, the parents role in accompanying their children reading English books was very necessary. Paired Reading (PR) method can be a good choice that parents can used to teach children read English books. Because this method considered effective to improve children reading ability especially in fifth-graders elementary school.

2. For Students

By using Paired Reading (PR) method, children can interact well with their parents to improve their reading ability. Childrens should againts the laziness and reducing the playing time to have beneficial activities.

3. For the Next Researchers

The researcher hoped that Paired Reading (PR) method would be a good topic for further research. Hopefully this Paired Reading (PR) method can be used to teach another skill. Furthermore the result of using Paired Reading (PR) method will be more beneficial to improve children reading ability.

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APPENDICES

Appendix 1 (Interview Transcripts)

Transcript of Introduction with Total Five Parents

Researcher (R) and Parents (P)

R : Assalamualaikum Wr. Wb bapak/ibu. Perkenalkan saya Naela Ainun Nafisa mahasiswi Unissula Semarang ingin meminta izin menyita waktu bapak/ibu sebentar untuk melakukan wawancara sebagai instrumen dari penelitian saya. Sebelum wawancara dimulai, izinkan saya berkenalan dengan bapak/ibu terlebih dahulu. Silahkan lengkapi format dibawah ini :

Nama :

Pekerjaan :

Nama anak :

Kelas :

Sekolah :

P1 : Nama : Didik Setiyo Utomo
Pekerjaan : Swasta
Nama anak : Naulia Aqila Khairunnisa Utomo
Kelas : V B
Sekolah : MI Tarbiyaul Banin

P2 : Nama : M. Rif'an
Pekerjaan : Guru
Nama anak : Syauqi Mirza Al-Arif, Abdullah Nadhif Al-Arif

- Kelas : V
 Sekolah : MI Tarbiyatul Banin
 P3 : Nama : Mamik Indarti
 Pekerjaan : Guru PNS
 Nama anak : Maulida Najwa Syifa Azzahrowi
 Kelas : V
 Sekolah : MI Tarbiyatul Banin
 P4 : Nama : Suji Rahayu
 Pekerjaan : Ibu Rumah Tangga
 Nama anak : Guntur Pandigha Utama
 Kelas : V
 Sekolah : MI Tarbiyatul Banin
 P5 : Nama : Khosyiatun
 Pekerjaan : Ibu Rumah Tangga
 Nama anak : Ana Atifatun Nisa'
 Kelas : V B
 Sekolah : MI Tarbiytaul Banin

R : Jadi bapak/ibu, penelitian saya berkaitan dengan peran orang tua dalam metode Paired Reading (PR) untuk kemampuan membaca teks berbahasa Inggris anak kelas V SD.

Transcript of First Question with Total Five Parents

- R : Bagaimana cara anda membujuk anak anda untuk membaca buku berbahasa Inggris ?
- P1 : Anak saya sudah tau jawabannya jadi tidak usah membujuk
- P2 : Tidak pernah membujuk, biasanya langsung perintah saja
- P3 : Dengan cara memberikan motivasi dan pengertian tentang pentingnya keterampilan berbahasa Inggris untuk kehidupan sehari-hari dalam dunia global saat ini
- P4 : Dengan cara didampingi, meski kadang kita para orang tua tidak paham dengan bahasa Inggris, yang penting mau membacanya
- P5 : Dengan melakukan pendampingan dan mengajari anak bagaimana membaca yang benar, karena bahasa Inggris itu membacanya agak sulit, jadi memotivasi anak supaya tidak malas membaca

Transcript of Second Question with Total Five Parents

R : Perlakuan apa yang anda berikan agar anak suka membaca buku berbahasa Inggris ?

P1 : Saya ikutkan les setiap hari

R : Untuk jadwal lesnya setiap hari apa pak ? Dan berapa menit dalam satu pertemuan ?

P1 : Untuk lesnya setiap hari kak, satu minggu 6 kali, setiap pertemuan 1 jam

R : Itu les privat atau dari sekolah pak ?

P1 : Privat kak

P2 : Anak saya tidak suka membaca buku bahasa Inggris , membaca jika ada tugas dari guru

P3 : Mencarikan buku cerita anak berbahasa Inggris

P4 : Sehabis baca kasih duit buat jajan

P5 : Mencontohi dan menjelaskan supaya anak mau membaca

Transcript of Third Question with Total Five Parents

- R : Bagaimana anda menciptakan lingkungan di sekitar anak anda untuk membaca buku berbahasa Inggris ?
- P1 : Tidak banyak yang saya lakukan, itu kemauan dari anaknya sendiri
- P2 : Saya tidak pernah secara spesifik menciptakan lingkungan seperti itu, yang biasa saya lakukan menciptakan suasana budaya membaca, saya sediakan buku-buku bacaan dirumah
- P3 : Membacakan cerita anak berbahasa Inggris kemudian menceritakan terjemahannya kepada anak-anak tersebut
- P4 : Dengan membelikan buku yang bergambar
- P5 : Kadang waktu ngobrol diselingi dengan tanya-tanya memakai bahasa Inggris, sehingga anak termotivasi untuk membaca dan menghafal kosa kata

Transcript of Fourth Question with Total Five Parents

- R : Bagaimana anda mendukung kemajuan anak membaca buku berbahasa Inggris ?
- P1 : Saya membelikan buku-buku yang ada bahasa Inggrisnya
- P2 : Membelikan kamus, penggunaan google translate
- P3 : Dengan membimbing dan mengarahkan pada anak, bagaimana cara membaca dan melafalkan vocab yang benar
- P4 : Dengan cara dikasih pujian bila dia selesai membaca
- P5 : Sesering mungkin mengingatkan anak untuk selalu mempelajari, memahami dengan cara membaca buku

Transcript of Fifth Question with Total Five Parents

- R : Bagaimana cara anda memotivasi anak agar gemar membaca buku berbahasa Inggris ?
- P1 : Diberikan pengertian bahwa bahasa Inggris itu penting untuk kedepannya. Karena bahasa Inggris merupakan bahasa Internasional
- P2 : Belum pernah memberikan motivasi terkait gemar membaca buku berbahasa Inggris
- P3 : Memberikan reward pada anak jika berhasil membaca buku berbahasa Inggris dengan lancar
- P4 : Kasih pengertian bahwa bahasa Inggris sangat penting didunia pendidikan
- P5 : Memberi tau dampak positif membaca dan melihatkan gambar-gambar supaya anak semangat membaca

Transcript of Sixth Question with Total Five Parents

- R : Peran apa yang anda mainkan dalam membantu anak membaca buku berbahasa Inggris ?
- P1 : Saya tidak melakukan apa-apa, paling hanya memfasilitasi dengan membelikan buku
- P2 : Saya belum pernah memberikan treatment khusus membaca buku berbahasa Inggris, semua berjalan seadanya
- P3 : Sebagai guru dan fasilitator ketika mendampingi anak membaca buku berbahasa Inggris
- P4 : Memberi contoh pengejaan atau cara membacanya
- P5 : Menerjemahkan kosa kata agar mempermudah anak membaca, karena sedikit banyak sudah tau arti kata-kata

Transcript of Seventh Question with Total Five Parents

R : Apa langkah-langkah yang anda lakukan ketika menemani anak membaca buku berbahasa Inggris ?

P1 : Saya tidak pernah menemani belajar kak, hanya mengingatkan waktunya belajar dan mengawasinya, selain itu sudah saya pasrahkan sama guru lesnya

P2 : Membiarkan mereka belajar mandiri, pendampingan hanya ketika mereka merasa kesulitan, memberikan contoh pelafalan yang benar pada kosakata tertentu

P3 : Langkah-langkah :

1. Memberikan motivasi kepada anak tentang pentingnya keterampilan berbahasa Inggris dalam kehidupan sehari-hari
2. Memberikan contoh cara membaca vocab yang benar
3. Anak praktik membaca buku berbahasa Inggris sesuai yang dicontohkan orang tua
4. Orang tua menyimak bacaan anak
5. Memberikan reward pada anak, jika anak dapat membaca dengan lafal dan intonasi yang benar

P4 : Seolah-olah kita belajar kelompok

R : Betul bu, sesuai judul skripsi saya. Jadi orang tua dan anak membaca buku berbahasa Inggris seperti seolah-olah belajar kelompok

P5 : Membantu menerjemahkan kata demi kata dulu, mencontohi anak membaca dengan ejaan yang benar, sebagai contoh ketika ada huruf o dobel, dibaca u (good)

Transcript of Eight Question with Total Five Parents

R : Perubahan apa yang dapat anda lakukan dalam membantu anak membaca buku berbahasa Inggris ?

P1 : Saya mengurangi waktu bermainnya supaya digunakan untuk belajar

P2 : Cara pelafalan

P3 : Membaca ejaan bahasa Inggris dengan pelafalan yang benar

P4 : Anak merasa lebih nyaman serasa belajar sama temennya

R : Iya karena pendampingan orang tua sangat diperlukan dalam proses belajar anak, seperti itu ya bu ?

P4 : Ya betul sekali, sesibuk apapun kita sebagai orang tua harus tetap anak jadi prioritas utama

P5 : Membaca vocab. Karena saya tidak menguasai bahasa Inggris

Transcript of Ninth Question with Total Five Parents

- R : Kapan anda memberikan hadiah dan hukuman atas prestasi anak anda dalam membaca buku berbahasa Inggris ?
- P1 : Saya tidak pernah memberikan hukuman, dan memberikan hadiah ketika anak mendapatkan prestasi
- R : Biasanya hadiah berupa apa pak ? Apakah mainan atau hal lain ?
- P1 : Tergantung anaknya minta apa kak, biasanya saya turutin
- R : Ketika melakukan kesalahan berarti hanya di ingatkan saja ya pak ?
- P1 : Iya ka
- P2 : Tidak pernah memberikan hadiah
- P3 : Ketika mendampingi anak belajar
- R : Biasanya hadiah dan hukuman berupa apa bu ?
- P3 : Hadiah berupa pujian dan hadiah alat tulis baru, hukumannya berupa menulis dan menghafal vocab
- P4 : Ketika dia mendapat nilai bagus di sekolah, kalo hukuman bila jadwal belajar kok tidak mau, maka besoknya baca 2 kali
- R : Biasanay hadiah berupa apa bu ? Apakah mainan atau hal lain ?
- P4 : Ditambahin uang jajannya

P5 : Ketika kenaikan kelas nilainya bagus dan dapat peringkat, kadang diberikan hadiah, kalo hukuman ketika anak tidak mau membaca dan nilainya jelek, ditegur agar tidak mengulangi lagi

R : Hadiah berupa mainan baru atau gimana bu ?

P5 : Kadang diajak piknik

Transcript of Tenth Question with Total Five Parents

R : Apa peran anda dalam meningkatkan minat anak anda dalam membaca buku berbahasa Inggris ?

P1 : Peran saya cuman sebagai pemfasilitas dan mengingatkan saja

R : Oke pak semisal bapak tidak ikutkan les, apakah bapak sebagai orang tua maupun istrinya mampu dan paham untuk belajar bahasa Inggris bersama? Karena pada dasarnya orang tua adalah pendidik pertama bagi anaknya

P1 : Jujur saya dan istri tidak mampu jika harus mengajarkan sendiri, maka dari itu saya meminta bantuan guru privat

R : Karena terhalang waktu untuk bekerja ya pak ?

P1 : Betul kak

P2 : Sejauh ini yang berperan guru dikelas, saya hanya membantu dan mendampingi jika ada tugas dari sekolah

R : Apakah ada ikut les privat pak ?

P2 : Tidak

R : Berarti anak belajar bahasa Inggris secara mandiri dan hanya belajar ketika mendapat tugas. Seperti itu ya pak ?

P2 : Belajar disekolah sesuai jadwal, belajar dirumah jika ada tugas. Tidak ada treatment khusus

P3 : Sebagai motivator dan fasilitator

R : Apakah ada ikut les privat bu ?

P3 : Iya tapi les matematika dan olimpiade IPA

P4 : Memotivasi bahwa bahasa Inggris itu menyenangkan

R : Apakag ada ikut les bahasa Inggris privat bu ?

P4 : Tidak

P5 : Perolehan peringkat di kelas kadang itu malah yang membuat anak minat membaca, karena semakin rajin anak mendapatkan peringkat yang baik, karena ketika anak ma;as membaca, kadang rangkingnya menurun

R : Apakah ada ikut les privat bu ?

P5 : Ngga pernah, saya ajarin sendiri dirumah

Appendix 2 (Certificates to Conduct Research)



YAYASAN BADAN WAKAF SULTAN AGUNG
UNIVERSITAS ISLAM SULTAN AGUNG (UNISSULA)
 Jl. Raya Kaligawe Km.4 Semarang 50112 Telp.(024) 6583584 (8 Sal) Fax.(024) 6582455
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FAKULTAS BAHASA DAN ILMU KOMUNIKASI

Bismillah Membangun Generasi Khaira Ummah

Nomor : 055/D.1/FBIK/IX/2021
 Lamp. : 1 (satu) berkas
 Hal : Permohonan Izin Mengadakan Penelitian

Semarang, 2 Safar 1443 H
 9 September 2021 M

Yth. Kepala Sekolah MI Tarbiyatul Banin
 Desa Pekalongan, RT.03/ RW.02, Kecamatan Winong,
 Kabupaten Pati

Assalamu'alaikum wr. wb.

Dengan ini kami menyampaikan bahwa dalam rangka penulisan skripsi/ tugas akhir di Fakultas Bahasa dan Ilmu Komunikasi UNISSULA, mahasiswa kami:

Nama : Naela Ainun Nafisa
 NIM : 31801700023
 Program Studi : Strata 1 Pendidikan Bahasa Inggris

bermaksud mengadakan penelitian dengan judul :


" The Parent's Role in Paired Reading (PR) Method for Fifth-Graders Reading Ability at MI Tarbiyatul Banin"

dengan Dosen Pembimbing : Nur Ekaningsih, S.Pd., M.Pd.
 (NIK. 210815028)

Untuk itu dengan segala hormat dan kerendahan hati, kami bermaksud memohon kepada Bapak/ Ibu untuk bersedia menerima dan mengijinkan mahasiswa tersebut di atas untuk melakukan penelitian di tempat yang Bapak/ Ibu pimpin.

Demikian permohonan kami untuk dapat kiranya dikabulkan, atas kerjasama dan perkenan yang diberikan kami ucapkan terima kasih.

Wassalamu'alaikum wr. wb.

Dekan FBIK

Kurniawan Yudhi Nugroho, S.Pd., M.Pd.
 NIK. 210813021

Tembusan:

1. Yang bersangkutan
2. Arsip

FORM PERMOHONAN SURAT IJIN PENELITIAN
PRODI PENDIDIKAN BAHASA INGGRIS
FBIK UNISSULA

Yang bertanda tangan di bawah ini :

Nama : Naela Ainun Nafisa

NIM : 31801700023

bermaksud mengajukan permohonan untuk memperoleh surat ijin penelitian bertempat di

Nama Instansi : MI Tarbiyatul Banin Winong, Pati
 Alamat : Desa Pekalongan, Rt 03/ Rw 02, Kec. Winong, Kab. Pati
 Kota : Pati
 Terhitung mulai tanggal : 9 September 2021
 Dengan materi : The Parents' Role in Paired Reading (PR) Method for Fifth-Graders Reading Ability at MI Tarbiyatul Banin Winong
 Lampiran pelengkap :

| NO | Jenis dokumen | *Tersedia / Tidak |
|----|---------------------------|-------------------|
| 1. | Instrumen Penelitian | V |
| 2. | Lembar validasi instrumen | V |

Selanjutnya mohon untuk dibuatkan surat permohonan / keterangan yang dimaksud.

Semarang, 3 September 2021

Mengetahui

Dosen Pembimbing Penelitian



(Nur Ekaningsih, S.Pd., M.Pd)

Pemohon



(Naela Ainun Nafisa)

Pjs. Kaprodi PBI


 (Elok Widiyati, M.Pd)

Ket *) Beri tanda "V" jika tersedia, dan "-" jika tidak.

NB: Form ini tersedia di bagian administrasi Fakultas (Bp. Fahriansyah, S.H). Form ini setelah ditandatangani oleh dosen pembimbing dan KaProdi kemudian diserahkan kembali untuk dibuatkan surat yang dimaksud.

LEMBAR INSTRUMEN INTERVIEW PENELITIAN

Peneliti akan melakukan wawancara kepada lima orang tua dengan total pertanyaan 10 sebagai berikut :

1. Bagaimana cara anda membujuk anak anda untuk membaca buku berbahasa Inggris ?
2. Perlakuan apa yang anda berikan agar anak suka membaca buku berbahasa Inggris ?
3. Bagaimana anda menciptakan lingkungan di sekitar anak anda untuk membaca buku berbahasa Inggris ?
4. Bagaimana anda mendukung kemajuan anak membaca buku berbahasa Inggris ?
5. Bagaimana cara anda memotivasi anak agar gemar membaca buku berbahasa Inggris ?
6. Peran apa yang anda mainkan dalam membantu anak membaca buku berbahasa Inggris ?
7. Apa langkah-langkah yang anda lakukan ketika menemani anak membaca buku berbahasa Inggris ?
8. Perubahan apa yang dapat anda lakukan dalam membantu anak membaca buku berbahasa Inggris ?
9. Kapan anda memberikan hadiah dan hukuman atas prestasi anak anda dalam membaca buku berbahasa Inggris ?
10. Apa peran anda dalam meningkatkan minat anak anda dalam membaca buku berbahasa Inggris ?

Questions in English

1. How do you persuade your child to read English books?
 2. What treatments do you give your child to love reading English books?
 3. How do you create environment surround your child to read English books?
 4. How do you support the progress of child reading English books?
 5. How do you motivate your child to like reading English books?
 6. What role do you play in assisting child in reading English books?
 7. What are the steps you take when accompanying your child to read English books?
 8. What changes can you make in assisting your child to read English books?
 9. When do you give reward and punishment for the achievement of your child in reading English books ?
 10. What role do you play in improving interest of your child in reading English books ?
-

Questionnaire Validation Rubric for Expert Judgement

Instruction:

- Give tick mark (✓) at the alternative answers which you think the best one for the following criteria
- The space for general comment and suggestions are provided at the last part of this form

| Criteria | Operational Definitions | Score | | | | Statements NOT meeting standard (List page and statement number) and need to be revised. <i>Please use the comments and suggestions section to recommend revisions</i> |
|-----------------------|---|-------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| Clarity | • The statements are direct and specific | | | | ✓ | |
| | • Only one statement is asked at a time | | | | ✓ | |
| | • The participants can understand what is being asked | | | | ✓ | |
| | • There are no <i>double-barreled</i> statement (two statements in one) | | | | ✓ | |
| Wordiness | • Statements are concise | | | | ✓ | |
| | • There are no unnecessary words | | | | ✓ | |
| Negative Wording | • Statements are asked using the interrogative | | | | ✓ | |
| Overlapping Responses | • All possibilities are considered | | | | ✓ | |
| | • There are no ambiguous statements | | | | ✓ | |
| Balance | • The statements are unbiased and do not lead the participants to a response. The statements are asked using a neutral tone | | | | ✓ | |
| Use of Jargon | • The terms used are understandable by the target population | | | | ✓ | |
| | • There are no clichés or hyperbole in the wording of the statements | | | | ✓ | |
| Appropriateness of | • The choices listed allow participants to respond appropriately | | | | ✓ | |

| | | | | | | |
|---|--|--|--|--|---|--|
| Responses Listed | <ul style="list-style-type: none"> The responses apply to all situations or offer a way for those to respond with unique situations | | | | √ | |
| Use of Technical Language | <ul style="list-style-type: none"> The use of technical language is minimal and appropriate | | | | √ | |
| | <ul style="list-style-type: none"> All acronyms are defined | | | | √ | |
| Application to Praxis | <ul style="list-style-type: none"> The statements asked relate to the daily practices or expertise of the potential participants | | | | √ | |
| Relationship to Problem | <ul style="list-style-type: none"> The statements are sufficient to answer the research question | | | | √ | |
| | <ul style="list-style-type: none"> The statements are sufficient to obtain the purpose of the study. | | | | √ | |
| Comments and Suggestions: <p style="text-align: center;"><i>The questions are good and acceptable for answering the research questions</i></p> Signature over the name of validator | | | | | | |

Simon & White (2011)

The Criteria of the Score:

1 = Not Acceptable (major modifications needed)

2 = Below Expectations (some modification needed)

3 = Meets Expectations (no modifications needed but could be improved with minor changes)

4 = Exceeds Expectations (no modifications needed)

Score of Validation rubric:

$$\text{Score} = \frac{\text{Total Score}}{\text{Total Items}}$$

$$\text{Score} = \frac{4 \times 11}{11} = 4$$

Validated by Supervisor



Nur Ekaningsih, S.Pd., M.Pd
NIK. 210815028

Appendix 3 (Certificates Has Carried Out Research)

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
PRODI PENDIDIKAN BAHASA INGGRIS
FBIK UNISSULA

Yang bertanda tangan di bawah ini :

Nama : Naela Ainun Nafisa

NIM : 31801700023

Telah melaksanakan penelitian skripsi di

Nama Sekolah /Instansi : MI Tarbiyatul Banin

Alamat : Desa Pekalongan, Rt 03/ Rw 02, Kec. Winong, Kab. Pati

Terhitung mulai tanggal : 23 September 2021

Sampai dengan tanggal : 28 September 2021

Dengan judul : The Parents' Role in Paired Reading (PR) Method for Fifth-Graders
Reading Ability at MI Tarbiyatul Banin Winong

Demikian keterangan yang saya sampaikan.

Pati, 29 September 2021

Mengetahui

Kepala Sekolah / Instansi



(Dhofir Maqoshid, M.Pd.I)

Mahasiswa

(Naela Ainun Nafisa)

Appendix 4 (Documentation)

