

CHAPTER I

INTRODUCTION

A. The Background of the study

English is studied as a foreign language in Indonesia, which leads to students, mainly English faculty students, reading many texts in English to improve their English skills such as writing, speaking, listening, and reading. Therefore, reading becomes a habit for students of EFL if they practice it as the main course of their learning activity.¹ The ability to read and understand is not only essential for lifelong learning but also for its full use in society.

Reading is an essential skill for students. Pustaka believes that Indonesians Students must learn English to be able to read meaningful texts for their profession or study because reading has become a part of our daily activities and has included one of the skills that students must learn in English such as a foreign language.² Reading skills that should be prioritized because the word.³ Reading students can get information for themselves in learning foreign language learning helps students develop comprehensive speech items. The reading process has a great influence on

¹ Rini Lindawati, "Students' Perceptions Towards Extensive Reading In Efl Contexts", *International Journal of English and Applied Linguistics*, Vol.1, No. 2, (August, 2021), 99–104.

² Reza Pustaka and Pangesti Wiedarti, "The Implementation of Reading Instruction in EFL Classroom", *English, Teaching, Learning, and Research Journal*, Vol. 5, No.1 (June, 2019), 75.

³ Diah Retno, Widowati and Kurniasih, "Critical Reading Skill and Its Implication To Speaking Ability in Multicultural Classroom", *A Journal of Culture English Language Teaching Literature & Linguistics*, Vol. 5, No. 2 (December, 2018), 18.

the information of personality. With help of reading, students enriched active and passive vocabulary and developed grammar skills.⁴

Referring to problems related to Reading Comprehension certainly. The difficulty in reading comprehension occurs for many reasons. *First*, Vocabulary. New words are seen by students as a great obstacle to comprehending a text. *Second*, Working memory. The students often about the fact that they cannot recall the information they just read. *Third is* the absence of extensive reading. Students read a little or nothing..⁵

The students problem in reading is the feeling that they do not know what the text is about. One of the technique is Repeated reading. The technique of Repeated reading was based on Samuels's theory of automatics, which suggest that fluent readers are those who decipher text automatically, leaving attention free for comprehension.⁶

Based on the preliminary research by Greta Gorsuch and Etsuo Tugatchi, Many students read slowly and with difficulty, probably due to poor word recognition skills. Repeated Reading (RR) is a reading fluency technique that has long been used in the first language and more recently in English and appears to be successful in improving fluency and reading

⁴ K Makhmudov, "Effective Methods of Teaching Reading in English Language Lessons", *Scientific Journal Impact Factor*, Vol.2, No.3 (June, 2021), 1188–1191.

⁵ Irena Shehu, "Reading Comprehension Problems Encountered by Foreign Language Students, Case Study: Albania, Croatia", *Academic Journal of Interdisciplinary Studies*, Vol. 4, No. 1 (April, 2015), 91–96.

⁶ Samuels Jay, "The Method Of Repeated Reading", *Journal RT Classic*, Vol. 50, No. 5 (January, 1979), 376.

comprehension.⁷

In repeated reading. Readers read a simplified text repeatedly to automate word recognition, leaving more cognitive resources for higher level comprehension processes. Repeated reading use in EFL environments is a rare practice; studies show that repeated reading increases EFL students' reading fluency but not necessarily their comprehension, possibly due to poor instrumentation of comprehension tests.

From the explanation above, the researcher intended to conduct a research entitled "The effectiveness of repeated reading strategy toward student's reading comprehension" because reading is one of the most difficult skills faced even by the first-semester eighth-grade students of SMP Citra Islami Tangerang. The reading activity allows students to find the information and knowledge as quickly as possible. Therefore, this work discusses the effectiveness of the repeated reading strategy, especially on students' reading comprehension.

⁷ Greta Gorsuch and Etsuo Taguchi, "Developing Reading Fluency and Comprehension Using Repeated Reading: Evidence from Longitudinal Student Reports", *Language Teaching Research*, Vol. 14, No. 1 (February, 2010), 27–59.

B. The Identification of problem

Based on a basic description of the problem, there are two identifying features of the problem that can be distinguished:

1. The implementation of repeated reading methods can effectively improve the English reading comprehension of SMP Citra Islami Tangerang
2. Lack of motivation and dislike of learning reading
3. The students have problems with their pronouncing the words well in reading
4. SMP Citra Islami uses a variety of learning strategies, methods, and approaches, and students are expected to be able to master the basics of English in the form of being able to master reading comprehension

C. The Limitation of study

The limitation of the study of this research is repeated reading to achieve reading comprehension, especially students' reading comprehension in narrative text at VIII Grade of SMP Citra Islami Tangerang.

D. The Statements of problem

According to background of the study, the researcher has the problem how is the effectiveness of repeated reading strategy towards students' reading comprehension in narrative text at VIII Grade of SMP Citra Islami Tangerang?

E. The Objectives of study

The objective of the study is to obtain the significant effect of using repeated reading strategy toward students' reading comprehension in the narrative text at VIII Grade of SMP Citra Islami Tangerang.

F. Significant of study

This study describes the effectiveness of repeated reading strategy toward students' reading comprehension. Therefore, this study will help students develop comprehension and understanding. This study also offers some of the benefits of repeated reading. It helps all readers recall facts, plays a learning strategy role, and reads like key ideas and vocabulary, helping to identify important things and improving comprehension and results. Further developed questions and insights improve reading speed, improve word recognition accuracy, and help readers experiencing difficulties in translating word-by-word readings into more meaningful expressions.