CHAPTER I

INTRODUCTION

A. Background of the study

Linse asserts the previously described notion. "A set of skills that involve making sense and deriving meaning from the printed word" is the definition of reading. Reading requires comprehension of what is written and the ability to decode (sound out) printed words.

Reading outside of the classroom impacts oral communication out of the four communication skills. Regular reading will help students become more accurate and fluent writers and speakers. "True success in English language teaching and learning is when students can communicate in English inside and outside the classroom," state Davis and Pears, who emphasize the value of communication.

Reading comprehension is essential for academic success as it allows students to comprehend written texts, a skill that is becoming more and more crucial for Saudi students learning English. In particular, Saudi students require exceptional reading

skills to comprehend academic content. Reading plays a key part in student life since it is a necessary ability for academic learning and success in school.[1]

In contrast, research has shown that incorporating a variety of reading strategies into instruction can improve the reading proficiency of Saudi students. As a result, educators are urged to incorporate these strategies into their lessons and to encourage their students to do the same.[2]

Learning through reading may be enjoyable. You may read or view a lot of proverbs and sayings regarding reading. The most prevalent language skill is reading, and reading helps us learn a lot of things.

Reading provides a useful method to improve language, such as word power and vocabulary.[3] Rich vocabulary improves listening comprehension, which in turn improves writing since you have a larger word choice. Strong word power also naturally

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[1] Hamdani. 2011. Strategi Belajar Mengajar. Bandung : Pustaka Setia
[2] Alsheikh, and Mokhtari, 2011. An examination of the metacognitive reading strategies used by native speakers of Arabic when reading in English and Arabic
[3] PhD Cand. Lorena, Manaj Sadiku. "The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour."April 2015, pp. 29-31.

improves speaking. In the subject of education, reading comprehension is becoming increasingly crucial, and students must practice and receive instruction to become proficient readers. Making sense of a text is the process of reading comprehension. Therefore, rather than trying to deduce meaning from individual words or phrases, the objective is to get a general comprehension of what is conveyed in the text.

Since English is a foreign language in Indonesia, most students, regardless of educational level, need help to read English texts, according to Hamra and Syatriana[4]. According to Kweldju, many kids are probably hesitant readers because they need more reading desire to become good readers.

Indonesia is ranked 62 out of 70 countries or in the bottom 10 countries with low literacy, according to the results of a survey conducted by the Program for International Student Assessment (PISA), which was released by the Organization for Economic Co-operation and Development (OECD) in 2019. in a desire to read. Indonesia lags far behind in reading, according to data from PISA

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[4] Hamra And Syatriana "Developing A Model Of Teaching Reading Comprehension For Efl Students." *Teflin Journal*, 2010,

(Program for International Student Assessment), one of the organizations that monitors and pays attention to education, particularly in reading. As a result, extra effort is required to motivate students to read.

The following factors led the researcher to select SMPN 1 Cigeulis as the study location:

- Data and Information Availability: The school could have information and data pertinent to the study's subject. For instance, information on student performance, instructional strategies, or executed educational initiatives.

- Geographical Location Importance: The school location may have specific geographic interests related to the research, such as the socioeconomic variables influencing education, the student population, or environmental circumstances.

- Collaboration with the School: Effective collaboration between the researcher and the school may streamline the data-gathering procedure and create a win-win partnership.

- Population Representativeness: The study's findings may be deemed pertinent and extensively applicable if the school is

thought to be typical of key traits of the population or group under investigation.

- Suitability to Research aims: The selection of schools may also take into account the relevance of the research's emphasis and aims, which might include putting a theory to the test or tracking the application of a policy in education.

Researchers should take into account the compatibility of the study objectives, accessibility of data and resources, and collaboration with the school when selecting SMPN 1 Cigeulis or any other school as a research site. This will help to guarantee that the research can be done efficiently and pertinently.

When teaching, the teacher found difficulties in building students' motivation when students were ordered to read, so when the teacher asked questions, no one answered because the students did not even read the entire text.

Indonesian students often have difficulties in understanding what their reading in English texts as English is a foreign language to them and different from Indonesian. As they do not fully understand the reading material being taught, students sometimes

have difficulty improving their reading comprehension. Although the instructor uses this method to teach reading, the children are not interested in this method. Teachers must help students develop students' understanding, make the classroom more engaging, and use certain instructional strategies to prevent that.

Based on, one of the students also explained that reading English that they did not understand was very boring so their interest in reading was reduced.

Campbell and Saleh further explained that the nature of reading disabilities has been very broadly defined, and many studies equate students with reading disabilities with students who have other learning or physical disabilities.[5] Inconsistencies across studies in defining the term "reading disability" have been identified as a contributing factor to the mixed results in current research.

Creating a learning process that attracts students' attention is, of course, the obligation of the teacher who plays an important role when he is in the classroom. The element of creativity must be

[5] Elbaum, Arguelles, Campbell, & Saleh, 2004; Fletcher et al., 2006; McKevitt & Elliott, 2003.

highlighted so that students become more interested in learning English.[6] So that it grows in the minds of students that learning English is a fun activity and becomes an activity that students highly anticipate.

Young people's motivation and attitudes might change as a result of reading aloud. A person's decision to read or not is based more on their attitude and emotional desire to read than on their reading level or talent (McKenna, see Olufowobi & Makinde).[7] Some argue that parents reading to you as a child protects you from illiteracy later in life, and it can also affect how you feel about reading later in life Herrold, Stanchfield, & Serbian.

To read at the level of comprehension necessary for academic success, a students must succeed in each reading level. Teachers and students participate in the teaching and learning process at a school. Nonetheless, there are a few problems that educators might encounter when helping kids learn and teach

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[6] Susilo, "Cooperative Learning Make A Match Dalam Pembelajaran Reading Comprehension Di Kelas Iv Sekolah Dasar." *Jurnal Cakrawala Pendas*, 2015.

[7] S, Ledger, and Merga, M.K. "Reading aloud: Children's attitudes toward being read to at home and at school." *Australian Journal of Teacher Education*, March 2018.

reading. One of the challenges that instructors have is choosing the most effective way to teach languages. The teacher should be creative. If the instructor is creative, the students will learn the material more efficiently. Acquiring the talent of reading comprehension is difficult since it calls for one of the various strategies used in the learning process is reading aloud. Putting both instructors and students up front to speak for a few minutes is one kind of instructional technique.

Previous research may have focused more on speaking skills, such as conversations or oral presentations. By choosing "reading aloud," research can contribute to further understanding of how the process of reading verbally can affect students' reading comprehension and language ability.

B. Identification of the Problem

From the research background above, the identification of the problem is as follows:

1. Indonesian students still have difficulty reading English.

2. Students experience a condition of laziness in reading.

3. Indonesia is ranked 62nd as a country with a fairly low literacy level.

4. Teachers find it difficult to build student motivation when students are instructed to read.

5. The student's motivation in reading needs to be improved.

6. Their interest in reading was diminished since they found reading in English, which they did not understand to be extremely uninteresting.

C. Limitation of the Problem

In this study, the researcher will focus on the main problem as described in the background section. The researcher will find out how the read-aloud strategy can improve the reading skills of 8th-grade students of SMP Negri 1 Cigeulis. The scope of this study is that the researcher will find out the students' reading comprehension in reading English. Then, the researcher will apply the read-aloud strategy to improve students' reading skills, in order for students to read texts aloud in English with assurance

D. Formulation of Problem

Based on the above description of the problem's background, the problem's identification, and the problem's limitation, the research problem can be formulated as:

1. How is students' reading comprehension before treatment?

2. Is the read aloud technique effective in improving students' reading comprehension?

E. The Objective of the Study

Researchers determine research objectives based on problem formulation as,

1. To find out student reading comprehension before treatment.

2. To find out how read-alouds affect students' reading comprehension.

F. The Significance of the Study

The researcher hopes that the present study will be useful in society broadly, especially for the need for teaching and learning in English education. The researcher divides the significance of the study both theoretically and practically.

1. Theoretically

    Theoretically, this research is expected to be useful as a reference for knowledge about the effectiveness of improving students' reading skills by using a reading-aloud strategy as a teaching technique in the classroom.

2. Practically

    In practical terms, the findings of this study should be valuable to educators, learners, and the researcher.

    a. For the students

        This research hopes that students can build confidence when reading English both in class and outside of class, through the read-aloud strategy. The researcher hopes that students can improve their reading skills with confidence.

    b. For the teachers

        Teachers can assess the read-aloud technique when they are aware of its impact on pupils' reading abilities. If the method is successful, the teacher should maintain it to improve the teaching strategy.

c. For the researcher

By using the read-aloud strategy, the researcher will get an evaluation of the method. If the method is effective, it will be developed by the researcher for her students in the future. In addition, this research will also be a review material for further research.