

CHAPTER I

INTRODUCTION

A. Background

Reading is one of the language skills. Reading is the practice of using text to create meaning. Reading is the act of linking one idea to another, putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read.¹ Therefore, the most important thing when reading is comprehension. We should comprehend the meaning of the text that we read.

Many problems in reading learning, such as the students' learning motivation is low because they feel bored while attending it, the students' lack of confidence of reading text because of their insecure feeling reading in English, the students' lack of mastering vocabulary English, frequency of reading practice that enough yet, and the most important is teaching strategy that precise yet. Teaching strategy impact the others problems. If we use meaningful and

¹ Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Student*, (New York: Rowman and Littlefield Education, 2008) p. 3-4

enjoyable strategy, students not feel bored while attending learning. Students' more excited and confidence of reading text because they feel enjoy in that learning. Therefore, teaching and learning process will be effective.

One of alternative strategy to improve understanding in English course, especially in teaching reading comprehension, the researcher tries to apply Choral Reading strategy. By using this strategy the researcher believe that all of the students in the class will be more active in teaching and learning process and also it can increase their motivation and achievement in reading comprehension. The researcher chose Choral Reading as a strategy to increase the students' ability in reading comprehension because students gain confidence in reading, because when they read together as a group, they are supported by their peers, who may be more fluent readers, or they may be assisted by the teacher when necessary. And students can comprehend the text that they read.

Many researcher studied about teaching reading comprehension. They studied many strategies in teaching reading comprehension such as extensive reading, intensive reading, etc. One of them studied about Choral Reading. According to Journal of Teacher Action Reseach,

Choral Reading has positive effects on reading fluency and comprehension.² But, writer will study Choral Reading strategy in comprehension aspect.

Based on the descriptions above, the researcher used Choral Reading strategy in teaching reading comprehension. The researcher interest to conduct research in SMPN 4 Pandeglang. The researcher assumed that Choral Reading strategy would help the students comprehend the text. Therefore, the research is entitled “The Use of Choral Reading Strategy in Teaching Reading Comprehension.”

B. Statements of the Problems

Based on the explanation of the background of the study above, the writer formulated the problem into two questions:

- a. How is the students’ reading comprehension at the eighth grade of SMPN 4 Pandeglang?
- b. How is the influence of teaching reading using Choral Reading strategy towards the students’ reading comprehension skill?

C. The Aims of the Study

The objectives of the research are:

² Dennis Rowen, Marie Biggs, Nancy Watkins, Timothy Rasisnski, *Choral Reading Theater: Bridging Accuracy, Automaticity and Prosody in Reading Fluency across an Academic Unit of Study* (Journal of Teacher Action Research) p. 67

- a. To find out the students' reading comprehension at the eighth grade of SMPN 4 Pandeglang.
- b. To find out the influence of teaching reading using Choral Reading strategy towards the students' reading comprehension skill.

D. Assumption and Hypothesis

1. Assumption

The writer assumes that reading by choral can improve student ability in reading comprehension. By using this strategy the researcher believe that all of the students in the class will be more active in teaching and learning process and also it can increase their motivation and achievement in reading comprehension.. by using this strategy, students gain confidence in reading, because when they read together as a group, they are supported by their peers, who may be more fluent readers, or they may be assisted by the teacher when necessary. And students can comprehend the text that they read. So, this strategy will be effective in teaching reading comprehension.

2. Hypothesis

The hypothesis of study could be stated as follow:

- a. The alternative hypothesis (Ha) is: There is significance influence in teaching reading comprehension before and after using Choral Reading strategy.
- b. The null hypothesis (Ho) is: There is no significance influence in teaching reading comprehension before and after using Choral Reading strategy.

E. Clarification of the Terms

To avoid misunderstanding about the terms in this research, the terms of this research are defined as follows:

1. According to David Nunan, Experimental Research is a procedur for testing a hypothesis by setting up a situation in which the strength of relationship between variables can be tested.³
2. According to Andrew P. Johnson, Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.⁴

³ David Nunan, *Research Methods in Language Learning*, (New York: Cambridge University Press, 1992), p. 230.

⁴ Johnson, *Teaching Reading and Writing*, p. 3

3. Catherine Snow defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁵
4. According to Suzanne F Peregoy and Owen F Boyle, Choral reading is a strategy involving students reading out loud together, scaffolds English learners' reading in a fun way.⁶

⁵ Catherine Snow, *Reading for Understanding Toward an R&D Program in Reading Comprehension*, Arlington: RAND, 2002) p. 11

⁶ Suzanne F Peregoy and Owen F Boyle, *Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English Learners*, (USA: PEARSON Education, 2017) p. 178