CHAPTER I
INTRODUCTION

A. The Background of the Research

Reading is one of the most important means by which we require knowledge or information from the world around us. But there are many students who have difficulties in comprehending English text. According to Yang to overcome those difficulties, there are three elements of successful reading comprehension: conceptual understanding, automated basic skills and strategies.[1] Conceptual understanding includes knowledge of topics, text schemata and vocabulary. Automated basic skills include word decoding skills and the ability to construct propositions from strings of words. Strategies include varying students' approaches to reading depending upon their goal and monitoring their comprehension.

Based on the explanation above, reading strategy can help students in reading comprehension. Basically, there are two types of reading strategy, it can be reading aloud (oral reading) and silent reading. The students' reading strategy depends on the types of reading comprehension. Effective readers know that when they read, it is supposed to make sense. They monitor their understanding, and when they lose the meaning of what

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[1] Xiaoling Yang *"Study on Factors Affecting Learning Strategies in Reading Comprehension."* Journal of Language Teaching and Research, Foreign Language School, Jiangxi Normal University, Nanchang, Jiangxi, China, Vol. 7, No. 3, (May, 2016), p. 586

they are reading, they often unconsciously select and use a reading strategy that will help them reconnect with the words and the meaning of the text. The implementation of reading can be aloud or silent, some students understand text in reading aloud and the other students also understand in reading silently.

One of the most important things in teaching and learning English reading are students also know how to read correctly by their verbal. The teacher can share the text to students and read together. The students do not only understand the meaning from text, but they also know the pronunciation of each word.

According to Harmer, reading is very useful for language acquisition and has positive effect on students' vocabulary knowledge, on their spelling and writing.[2] To spell the words correctly from the text, students have to read aloud. It helps students to match sounds with the written text, so they are able to imitate the sound from the native speakers or the teachers.

The teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.[3] When teachers teach using reading aloud students also notice their mispronunciation. On the other hand students gain vocabularies, improve listening skill, and know grammar from the text.

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[2] Jeremy Harmer. *The practice of English language teaching 3rd edition completely revised and update*. (London: Longman 2002), p. 36.

[3] Patel M and Praveen M. Jain, *English Language Teaching,* (Vaishali Nagar,: first publishing, 2008), p.120.

Based on researcher's preliminary observation at the first grade of MTs Al-Khairiyah Pipitan, the English teachers used reading aloud as the strategy in reading activity. This strategy can help students focus on the content of the text because the words will pronounce loudly and it will be saved in students' memories, besides that reading aloud can make students' comprehend the text. It makes active movement: sets sounds, thought, and feeling in motion.

The teacher starts by reading aloud then the students follow the way the teacher reads it. Then some students are appointed to read aloud in front. There are some students who are good in terms of reading and confidence. The other students read in a loud voice, read fast, and mispronunciation.

After reading activities, the teacher asks conclusions from what has been learned through reading aloud. However, only a small proportion of students can conclude the text that the teacher reads. The problem is also related to the mastery of vocabulary and their understanding.

Therefore based on preliminary observation, there are some problems that often experienced by students in reading aloud. Those problems can be internal factor and external factor. The internal factors came from students, such as anxiety, Motivation, do not understand the meaning, lack of vocabulary mastery and mispronunciation. The external factor can be teachers' instruction, surroundings, and materials. Those can be due the assumption that reading aloud still has many problems

in the implementation. The researcher still needs to investigate the other indicators.

Since reading is very important to be comprehended as comprehension in final goal for reading. The researcher is eager to investigate the problem in the implementation of reading aloud. This research is entitled **"An Investigation of Reading Comprehension through Reading Aloud (A Case Study at the First Grade MTs Al-Khairiyah Pipitan)".**

B. Limitation of the Problem

Based on the identification of problems, the researcher limits them as follows:

1. The researcher focuses on reading comprehension through reading aloud.
2. The object of research is students at the first grade of MTs Al-Khairiyah Pipitan.
3. The research methodology in this research is study case.

C. The Research Question

Based on background of the research above, the researcher formulates the following question:

1. What problems do students encounter during reading aloud to achieve reading comprehension?
2. What strategies do students use to overcome problems that they encounter during reading aloud to achieve reading comprehension?

D. **Objectives of the Research**

Based on the statements of problem, the objectives of research are to know:

1. To investigate students' problem when they read aloud to achieve reading comprehension.

2. To examine the students' strategies to overcome their problems in reading aloud to achieve reading comprehension.

E. **Significance of the Research**

Hopefully, the significance of this research can be useful for the students' itself, the teacher and also the next researcher as follows.

1. For the students, the researcher expects this research can increase students' reading comprehension through reading aloud.

2. For the English teacher, the hopes this research to be the one of some alternative in overcome students' problem in reading aloud.

3. For the other researchers, it is hope that the research could be one of the references in conducting some research for better result.

F. **Previous Study**

1. Mualifah. 2015. An Analysis of Students' Difficulties on Reading Aloud in the Fifth Grade at MI Al-Muhajirin Gegesik. English Language Teaching Department Syekh Nurjati State Islamic Institute Cirebon. The result of this

research are the students' difficulties of reading comprehension and reading aloud, and strategies used by the teacher to handle students' difficulties. The researcher made herself as the key instrument, since it analyzes the data in the form of learning process, students' difficulties and strategies used by the teacher to handle difficulties descriptively. In conducting this research, the writer uses descriptive qualitative method. Researchers find out the data through observation and doing interview with typical case sampling selected of the participant. After analyzing the data, firstly, the researcher found that difficulties of reading comprehension, are: limited vocabulary knowledge, lack of fluency, lack the familiarity with the subject matter, difficulty level of the text (readability), inadequate use of effective reading strategies, weak verbal reasoning, problem with processing information and problems in recalling information after reading. And difficulties of reading aloud, are: slow speed reading students when reading, other students quickly get bored, students feel more embarrassed, and students have limited skills. Secondly, the strategies used by the teacher to handle students' difficulties, are: analyzing vocabulary, brainstorming, using cards for discussing unfamiliar words, identifying the text types, story face, looking for unknown words, predicting, retelling the

text, think aloud, questioning, peer assisted learning, and group discussing.[4]

The first previous study was intended to analyze Students' Difficulties on Reading Aloud. The research method was case study which used observation and interview to collect the data. It also used teacher's strategy to handle students' difficulties in reading aloud. The similarity with my research was equally researching about reading aloud activity. Likewise in the research method, the researcher above used a case study, and so did I. The difference was the researcher used teacher strategy as the solution to handle the students' difficulties, but I used students' strategy themselves as the strategy to handle their problems in reading aloud. I intended to know what strategies do students do to overcome problems that they encounter during reading aloud to achieve reading comprehension.

2. Nurlaelah. 2019. English Education Department. The State Islamic University of Sultan Maulana Hasanuddin Banten. Students' Anxiety in Reading Aloud of English texts (A Case Study at The Seven Grade of an Islamic Junior High School of Fathurrobbaaniy Cisoka – Tangerang). This research was about students' anxiety in reading aloud of

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[4] Mualifah, a Paper: "An Analysis of Students' Difficulties on Reading Aloud in the Fifth Grade at MI Al-Muhajirin Gegesik". (Cirebon: English Language Teaching Department Syekh Nurjati State Islamic Institute Cirebon, 2015)

English texts at the seven grade of an Islamic junior high school of Fathurrobbaaniy – Cisoka. This research has aimed to investigate why do students felt anxious when they read aloud, and how to overcome their anxiety. The participants of this research were 10 participants with the characteristic of participants were male and female (5 males and 5 females) in Islamic junior high school grade VII class A and E. The researcher has taken two classes because in Fathurrobbaaniy-Cisoka Males and Females students were different classes (A was males' class and E was females' class). This research was designed as a descriptive qualitative research in which data has taken from observation and interview. The result showed that the anxiety that students felt were: apprehension 43,75%, nervous 25%, embarrassed 18,75% and not confident 6,25%. And students have their own ways to overcome their anxieties. So, it could be concluded that many students who felt apprehension when they read aloud and the way to overcome the anxiety was study hard about English especially reading aloud of English texts.[5]

The second previous study was intended to investigate Students' Anxiety in Reading Aloud of English texts. It only investigated the anxiety without investigate other problems

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[5] Nurlaelah, a Paper: "Students' Anxiety in Reading Aloud of English texts". (Serang: English Education Department. The State Islamic University of Sultan Maulana Hasanuddin Banten, 2019

from students. The method was Case study which used observation and interview to collect the data. The similarity with my research was equally researching about reading aloud activity. Likewise in the research method, the researcher above used a case study, and so did I. On the other hand, there are some differences with my research which it investigated on students' problem in reading aloud. I described those problems which are not fixed in one problem, because students' problem in reading aloud could be various. Then I described what strategies students used so they are able to carry out reading aloud.

3. Annisa, Nurul. 2010. English Education Study Program Semarang State University. The Comparison between Reading Aloud and Silent Reading in Understanding Recount Text. This study used a quantitative method with the comparison research as the researcher design of study. The result from this research showed that reading aloud was an effective way for students in mastering English, especially understanding recount text. The reading aloud class got score 79,5 and the silent reading class got 73, the difference is 6,5. Students' performance in reading aloud was better because it is more attractive than silent reading.

So the researcher suggested choosing to read aloud in reading activity.[6]

The third previous study used quantitative method with the comparison research as the research design of study. It showed that reading aloud is better than reading silently. The researcher used test to compare both of them. The similarity with my research was equally researching about reading aloud activity. The difference was that in my research, I did not compare between the use of reading aloud and silent reading. I only focused on reading aloud activity. Then I explained what problems they faced and what the strategies they used to overcome their problems. The research findings are explained in the form of a description. Here we see a clear difference that I used qualitative methods as a research method and it is different from the research above.

G. Organization of Writing

To make this research easy to be comprehended, the researcher divides this research into five chapters:

Chapter I is Introduction. In this chapter the researcher puts some points: Background of the study, limitation of the study,

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[6] Nurul Annisa, a Paper: "The Comparison between Reading Aloud and Silent Reading in Understanding Recount Tex" (Semarang: English Education Study Program Semarang State University, 2010)

research question, objective of the study, significance of the study, previous of the study, and organization of writing.

Chapter II is theoretical framework. This chapter consist of the theories from some experts about definition reading comprehension, the importance of reading comprehension, the factors influence reading comprehension, the problem in reading comprehension, definition of reading aloud, the purpose of reading aloud, the problem in reading aloud, and students' problems solving in reading aloud to achieve reading comprehension.

Chapter III is research methodology, which consist of the research method, research site and time of study, participant, the technique of data collecting and the technique of data analyzing.

Chapter IV is finding and discussion, which consist of research finding and discussion.

Chapter V is closing, which consist of conclusion and suggestion.