

## CHAPTER I

### INTRODUCTION

#### A. Background Of Study

English is the most popular language in the world. Almost everyone from various countries in the world uses it to communicate between countries. There are four skills in language to master it, such as listening, speaking, reading and writing. Among those four skills, writing and speaking are the productive skills, listening and reading are respective skills. According to Harmer (2003), reading is one of the respective skills in English. Reading is a skill that is learned by the student, reading understand the variety of meanings ( interpersonal, ideational and textual).<sup>1</sup> In several written text interactional and monolog such as descriptive, narrative, recount, procedure and report. In other definition,

---

<sup>1</sup> Ismail, H., Syahriza, J.K., & Basuki. (2017). Improving the Students' Reading Skill through Translation Method. *Journal of English Education*, 2(2, Dec.), 124-131.

Reading is a way to get some pieces of knowledge and pieces of information, and also to entertain the reader. According to Patel And Jain (2008) said that reading is not only a source to get information and happiness but also to refine and expand someone's language awareness.<sup>2</sup> Reading is important in the learning process and greatly determines the

Success of student learning. Various subject matter is mostly presented in writing so that if students cannot read well, they will have difficulty in participating in learning activities. Persistent reading problems prevent children from performing basic developmental tasks and are a significant cause of emotional distress and behavioral disturbances. Reading is not only limited to recognizing letters and being able to pronounce them, but more importantly understanding what is read., Reading aims to inform the reader. Some teacher assume that reading is boring and monotonous activities. Reading strategy is one of them issues that

---

<sup>2</sup> Patel M.F, & Jain, Praveen M. (2008). English Language Teaching ( Methods, Tool & Technique). Jaipur ;Sunrise Publisher.

need resolving learn English reading comprehension. To help an effective and interesting reading teaching process, the teacher should have a strategy to interest and effective in teaching reading comprehension. There are many strategies in teaching reading comprehension, among others are repeated reading strategy, according to Schumm (1999;23), repeated reading is regarded as a strategy for enhancing reading rate and comprehension. Repeated reading was develop to help non-fluent reading improve fluency, ultimately and reading comprehension. Repeated reading strategy involves making the student read as a fast as they can and as well as possible, the repeated reading strategy has often been practiced for the eight grade student at junior high school, because the repeated reading strategy is not difficult apply on students reading comprehension.

According to the researcher interview with the English teacher during the observation at SMP Negeri 11 kota Serang, the researcher found that student are still lacking in certain in reading comprehension. They encountered difficult to comprehended what have they read as before, and they cannot find the mind idea from the text they have read. Maybe it happens when student still think that reading is difficult because they cannot understand the meaning

from the text, less vocabulary and less motivation is another problem for students. In order to solve these problems.

The low level of student language skill is also a cause the difficulty of delivering material from the teacher to student. In order for student to understand what the teacher explanation, in the end, the teacher often uses two language for explanation the material, with a comparison of using Indonesia more than English.

To overcome this problem, it is necessary to have an update on every component of education, including learning methods involves the use of strategy on learning process. According to Kemmis (2006) in Sariakin journal state that teaching and learning strategies can include a range of whole class, individual and group activities to accommodate different ability, skills, fluent, learning rate and style the allow every students to participate and achieve success.<sup>3</sup> Currently, all scope in the learning process cannot be separated from the presence of strategy as a tool, including with the presence of strategy on student reading comprehension, reading strategies is a tool to help convey messages, in this case from

---

<sup>3</sup> Sariakin, “ An Analysis The Strategy Of Teaching And Learning Process Of Reading Skill At Matayum Islam Bachok Wittaya School Thailand”. *Getsempena English Journal (GGEJ)*. Vol.7 No.1 May 2020.

teachers to student, therefore, the repeated reading strategy should be able to effective and increase student on reading comprehension.

From the statement above, to get the effective and increase student in the reading comprehension at SMP Negeri 11 kota serang, it's requires strategy as tools for teaching, in this research, the researcher uses repeated reading strategy in the teaching reading comprehension, therefore, the researcher interest to conduct research by tittle “ **The Effect Of Using Repeated Reading Strategy On Students Reading Comprehension**”.

## **B. Limitation Of The Study**

Limitation of this research is to the correlation between the effect of repeated reading strategy on students' reading comprehension. study will be carried out within the following limitations:

This study will be applied at SMP Negeri 11 Kota Serang , Jl. Ki Ajurum No.50 Kec. Curug Kota. Serang-Banten.

1. This study will be carried out in the eight grade, class 8D consisting of 32 students' was the experimental and the second class in 8E consisting 32 students' was controlled.

2. This research will be intents to know how the effect of repeated reading strategy on students' reading comprehension.

### **C. Statement Of Problem**

1. How is teaching reading using repeated reading strategy?
2. How is the effectiveness of repeated reading strategy on student reading comprehension?

### **D. The Objective Of Study**

The main aims of this research is eager investigate:

1. To investigate teaching reading using repeated reading strategy.
2. To investigate the effectiveness of repeated reading strategy on students' reading comprehension.

### **E. The significant of the study**

The result of this research is supposed to have positive contributions in the development of teaching and learning English.

Particularly for reading comprehension as mentioned as follows:

1. Student

First, for student, It is will be useful and valuable for student in reading comprehension.

## 2. Teacher

second, for teacher, this study is aim to the teacher develop student in reading comprehension, repeated reading strategy can be more affective in teaching reading comprehension.

## 3. Researcher

Third, for the researcher, it will give new knowledge about the using repeated reading strategy on the students' reading comprehension can be effective.

## **F. Previous of study**

There are some previous studies related to the topic, in this section the researcher takes some previous studies as a references as follows is reviewed to this study:

1. The first Previous study was conducted by Enni Erawati And Rizki Oktavia B, as English education study program at Ibn Kholdun University Of Bogor. *The effect of reading strategies on the student reading comprehension recount text.*

The approach in this research is used quantitative, the population in this study conducted at eight grade student of SMP Negeri 16 Bogor, the total number of student in this research sample is 60 students. Devided into experimental class consisting of 30

students was thought about the reading comprehension in using recount text and using summarizing as strategy and control class consisting of 30 students was thought about the reading comprehension in recount text. The result of this research show that there were effect of using summarizing strategy in reading recount text. Reading strategy summarizing is better then reading comprehension in recount text of the student who are thought by reading strategies predicting.

2. The second previous study was conducted by Imam Suhaimi, jurnal pendidikan Kahuripan, University Of Kahuripan Kediri, *The Effect Of Repeated Reading Strategy On Reading Fluency*: the case of students with reading difficulties at Smp Al-Ikhlis Kediri,

The approach of this research is quantitative research by using pre-experimental design, using pre-test and post-test, the result of this research is indicate the repeated reading strategy is found to be overall effective on reading speed and reading accuracy.

#### **G. The organization of writing**

In order to make this researcher easy to follow, the writer organized it as follow:



**Chapter I is introduction.** In this chapter the research put some points:

Background of study, limitation of study, statement of the problem, the objective of study, the significant of study, the previous of study, and writing organization.

**Chapter II Theoretical frameworks.** This chapter consist the theorist from expert who have conducted the research related to this.

**Chapter III research methodology.** Which is consist of place and time research, research method, variable, populations and simple, technique collecting data, and technique of analyzing data.

**Chapter IV result and data discussion.** It is consist description of the data, the analysis of the data, and interpretation of the data.

**Chapter V conclusion and suggestion.** It is consist of conclusion and suggestion