

# CHAPTER I

## INTRODUCTION

### A. Research Background

Reading is one of the skills of English besides writing, listening, and speaking that has to be acquired by the students. Pang *et al* (2003:6) stated that reading is an important goal in education. Reading is a very important ability to be mastered by the students in the learning process because reading can access knowledge as well as make it easier to find the information from what students read.

Reading is a way in which something interpreted or understood. Reading is also as a process of communication between a writer and a reader. According to Carrell and Esterhold in Khathayut and Karavi (2011:1) stated that reading plays the crucial role in all fields of studies because the learners can acquire a great deal of knowledge through reading activities.

Based on curriculum 2006 or KTSP (Kurikulum Tingkat Satuan Pendidikan), the objective of English learning is stated on Standard Competence and Based Competence of KTSP. It is stated that the purposes of teaching reading for the second grade of junior high school (SMP) is to enable students to comprehend transactional discourse and dialogue leading to interpersonal meaning and oral monologue in the forms of procedure, descriptive, recount, narrative and report. The achievement indicator the students must gain is being competent in the skill,

including question of fact or detail, best title or main idea, interpretation, vocabulary and inference of the text.

Specifically, student should understanding about five indicators of reading. Main idea help student to find importance information from the text and can be found anywhere within a paragraph but are most commonly found at the beginning. Furthermore, question of fact or detail provide the information that support the topic sentence. question of fact or detail can create with description, reason, or example in paragraph.

Despite its importance, reading is not an easy skill to be mastered by the student in SMPN 12 Pontianak especially at class VIII. Based on the researcher's observation, students have problems dealing with determining main idea and question of fact or detail. Students still depend on the teacher's guide and a dictionary. The lack of books that support the teaching and learning process in class also became the one of the main difficulties that students faced. These problems made students' lazy to read the text and give a bad effect to them in identification or express the text.

Consider the existing problems in SMPN 12, especially at class VIII. In this occasion, the researcher proposes reading aloud strategy to overcome the problems. Reading aloud including active learning strategy that form of reading strategy with loud. Reading aloud can help student to focus mentally, begs the questions, and stimulate discussion. According to Beck and McKeown (2001:1) stated that reading aloud to students has been pursued at home and in schools for

centuries, and indeed is probably the most highly recommended activity for encouraging language and literacy

Based on the reasons above, the researcher decides to conduct the research titled “Improving Students’ Reading Ability through Reading Aloud Strategy to the eighth grade student of SMPN 12 Pontianak in academic year 2015/2016.” The researcher hopes by using reading aloud the students’ reading ability will be improved.

## **B. Research Question**

Research problem constructs in order to make this research consistent with the topic. The researcher provides the research problems as follow: How can reading aloud strategy improve the students’ reading ability to the eighth grade students of SMPN 12 Pontianak in academic year 2015/2016?

## **C. Research Purpose**

Based on the research problem that the researcher formulated, the purposes of this research to reveal: How reading aloud strategy can improve the students’ reading ability to the eighth grade students of SMPN 12 Pontianak in academic year 2015/2016.

## **D. Benefits of The Research**

### **1. Practical Benefits**

#### **a. For the English Teacher**

Through this research, wish help the English teacher in learning reading to teach the students by using reading aloud strategy

b. For the Students

For the students, this research had benefit, because through this research student can improve their reading ability in learning process.

c. For the Researcher

For the researcher, this research can improve the researcher's knowledge about reading aloud and apply it to improving students' reading ability.

**2. Theoretical Benefits**

The result of this research theoretically given benefits such as:

- a. It can be the reference for the teachers if they want to use the reading aloud strategy to improve students reading ability.
- b. It can be a reference for IKIP-PGRI Pontianak, until become the important information for the reader to be an investigation material in term of the improvement of English learning, especially about reading.

**E. Scope of Research**

1. Research Variable

“A variable is general class of objects, events, situations, characteristics and attributes that are of interest to the researcher.”(Balnaves *et al*, 2001:46). This variable in this research is single variable. That is students' improvement in reading ability through reading aloud strategy.

## 2. Research Terminology

To avoid the ambiguity and misinterpretation of this research, the researcher needs to verify some terms used in this research, as follows:

- a. Reading ability is an ability to draw meaning from the printed page and interpret this information appropriately.
- b. Reading aloud is the strategy to read the text with loud aimed for understanding of material which can help students focus mentally, ask the questions and stimulate discussion.

