

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the research background, research questions, research objectives, research limitations, research significance, definitions of key terms, research methodology, and outline of the paper.

A. Research Background

In learning English, there are four skills that are important to understand, namely: listening, speaking, reading, and writing. Of the four skills, reading is one of the most important skills to be mastered by students because by reading they use get information from a text they read. In addition, in the teaching and learning process, reading is an important way to improve general language skills in English. In this case, reading helps students learn to think in English. Reading also helps students to expand their vocabulary. Furthermore, reading can make students' writing better. It's easy for students to find new ideas, facts and experiences.

Reading skills are very important in the world of education, students are trained to be able to read well. Reading comprehension is the process of understanding the meaning of reading texts. Reading is certainly an important activity to expand knowledge about a language. Besides, reading is very important for students who are learning a foreign language. Therefore, the purpose of reading is to get a thorough understanding of what is described in the text and as a means to obtain information and can influence the quality of self for the reader.

According to Anthony and Raphael (2012) reading as a process of constructing meaning through dynamic interactions between the reader's existing knowledge, information suggested by written language, and the context of the reading situation. In the world of education, the lack of interest in reading causes more and more students to face certain problems to improve their reading skills. Many researcher have found that the reading gap among students is widening. This should be taken seriously because without proper

support, more and more students with reading difficulties understand what they are reading. Thus, the teacher is responsible for finding the most appropriate technique to develop students' interest and build their confidence in reading (Ferdila, 2014).

Researchers realize that the reading ability of junior high school students for the 2021/2022 school year is caused by various aspects, including in terms of students, learning media, learning strategies applied by teachers, and various other infrastructure facilities. This can be seen from the number of readings on the national exam questions and the reading texts on the midterm assessment questions. Meanwhile, it can be seen that the students' vocabulary mastery is very low, especially in reading comprehension where the vocabulary used is the past tense, a form that requires special skills, so that their ability to understand reading is very minimal, then the researcher is also aware of the low interest and motivation of students in learning vocabulary by observing and conducting early stage studies, it turns out that most English teachers still use conventional methods where the learning process is one-way, for example reading is usually translated orally, students listen then based on questions asked given. Questions that must be answered by all students both in writing and orally. When the learning process seems to be running smoothly and from the questions given there are also students who can answer, but we often forget that language is something that develops which is not only enough to be memorized but must be understood with skills in learning which aims so that we are not trapped in learning process. circle that makes it difficult for us to grow. Symptoms of this trap are usually marked by student passivity, for example, no students ask questions, discussions do not go well, and so on.

Conventional learning models provide less than optimal results and learning motivation is still static because it is less attractive. The researcher realized that there were problems in several schools, the researcher took an example of a problem similar to one of the schools where the researcher had the opportunity to do an internship for 3 months. Problems began to be found based on the results of the Mid Semester Assessment (PTS) during a

preliminary study at a school with 30 students, it was found that students had difficulty understanding reading book texts because they had limited abilities in reading comprehension. It is very difficult for them to find the main message of the text, understand the text information, understand the text by connecting the events in the text with their real life events. This problem occurs because the teacher does not check students' reading comprehension. The PTS results were only 5 students or 15% who scored above the KKM, which was 6.5 with an average score of 59.33. This is quite surprising, then the researcher provides feedback on the learning system that has been carried out by asking the same questions to students about the problem. These answers include not knowing the intent of the questions or questions that are not the same as the material provided in the learning process. The researcher finally found that their learning achievement was not maximized because their vocabulary mastery was so low that they had difficulty understanding a text, especially in reading comprehension where students had to understand the past tense, both regular and irregular.

Strategies are needed to improve students' ability in reading comprehension. Students will more easily understand the text with an interesting strategy. There are many types of strategies in reading comprehension: echo reading strategies, pair reading strategies, rereading strategies, and also choral reading strategies. To overcome this, researchers try to make reading comprehension interesting and creative by implementing a choral reading strategy. According to Wood (2006:206) Choral reading means reading the same text at the same time. According to Wood, by reading together at the same time, and the children hear our voices, he automatically guides and supports reading. The specialty of the choral reading strategy is that it can help students solve fluency problems. Students can improve their fluency by practicing choral reading strategies in reading texts. Practicing choral reading strategies can demonstrate their ability to read texts fluently.

Choral reading involves reading aloud at the same time as other students. Choral reading is a form of assisted reading that involves several readers

reading a text aloud together (Rasisnki, 2010). Reading a chorus is a great way to increase students' confidence in reading aloud. Since all students are reading aloud at the same time, students can feel more comfortable reading aloud. as if hiding among those who only made one sound amidst the sounds that tended to be loud. In addition to increasing self-confidence, choral reading can support reading in students by letting them hear what they see. When they read with others, they can hear the mistakes they might make and learn from their own mistakes. The teacher models the appropriate expressive reading and assesses and then the teacher and students read together as a group. This is the best way to help less proficient readers to gain by reading while at the same time hearing more fluent readings by their peers (Rasinki, 2010).

In this study the researcher apply the choral reading method to help students improve their reading comprehension skills. The researcher chose the chorus reading method by using the chorus reading method, students can be more confident because if students make mistakes in reading, no one know. Hopefully with this method, reading is not only useful for them but also fun.

Finally, in connection with the above phenomena, researcher are interested in raising these symptoms in a study entitled **“Improving Reading Comprehension by Using Choral Reading (A Classroom Action Research to the Seventh Grade Students of SMP Negeri 1 Sungai Kakap in the Academic Year of 2021/2022)”**.

B. Research Problem

Based on the background and problem identification above, the formulation of the problem in this study is "How can the Choral Reading Method improve the student's reading comprehension to the-seventh grade students of SMP Negeri 1 Sungai Kakap in the academic year 2021/2022?".

C. Research Purpose

Based on the research problem, the purpose of this research is "to explain how choral reading can improve the reading comprehension to the-seventh

grade students of SMP Negeri 1 Sungai Kakap in the academic year 2021/2022".

D. Significance of Research

The findings of the study are important for:

1. Theoretically

Theoretically, it can help or increase students' fluency in reading comprehension. This research is expected to be useful to add references and as research enrich knowledge and skills in reading.

2. Practically

- a. The main objective of this research is to investigate how far the choral reading activity affects students' reading comprehension. With the results of this study, the researcher hopes to motivate teachers to use choral reading activities in their reading classes.
- b. For researcher, as a reference for any researcher who wants to research the similar field
- c. For the teacher, to give input to teachers to apply the Choral Reading Method as a solution to solve the problems find in reading fluency students
- d. For students, to assist them in improving their reading skills and fluency in reading.

E. Scope of Research

Based on the problems above, the scope of this research is about students' reading comprehension and the limitations of using the choral reading method in teaching reading. This research was conducted at SMP Negeri 1 Sungai Kakap for the academic year 2021-2022, which is located at Jl. Raya Sungai Kakap, Sungai Kakap, Kec. Kakap River, Kubu Raya Regency, West Kalimantan.

1. Research Variable

Research variables are characteristics that can be measured. In this study, the researcher used one of the variables, namely increasing students' reading ability in recount texts through chorus responses. Sugiyono (2018: 63) states that "research variables are attributes or properties or values of people, objects or activities that have certain variations that are determined by researcher to be studied and then drawn conclusions". research consists of that, and that is also the focus of this research (Oyebanji, 2017) In this study, there is only one variable, improving reading comprehension.

2. Research Terminology

The researcher emphasizes on several terms to describe clearly and not cause misinterpretation in this study. The following are the terms contained in the research title, namely:

a. Reading Comprehension

Reading comprehension is an active process to construct the meaning of written text when reading it, reading comprehension has several aspects, namely; find the main idea, find information, find the context of the main vocabulary, identify inferences, and identify references.

b. Classroom Action Research

Classroom action research is one of the variations of classroom action research that is widely used by education observers in Indonesia. Classroom action research is used to improve the learning process in the classroom to make it more organized and better guided in order to get maximum understanding for students.

c. Choral Reading Method

The choral reading strategy is an instructional strategy for incorporating fluency training into a general education setting. Choir reading helps build student fluency, confidence, vocabulary knowledge, motivation, and enjoyment of literature. In this study, reading the chorus is the strategy that the researcher used in teaching reading fluency.