

CHAPTER I

INTRODUCTION

A. Background of Study

Language is the most important aspect in human interaction. People communicate and interact with others by using the language. In a big community, English has become international language. Most of the community in the whole the world use English in order to communicate with others who have different language. Therefore, English teaching is very important to be taught and learned by students.

There are many kinds of subject in English skill especially reading skill for the first grade. Reading is one of the language skills (listening, reading, writing, and speaking) which is important to be learned and mastered by every individual. By reading, one can interact with feelings and thoughts, obtain information and improve the science knowledge. Mikulecky (2011) states that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended. According to Grellet (2012), reading is an active skill, It constantly involves guessing, predicting, checking, and asking oneself questions.

Reading is an understand about the meaning of a text in reading activity, the reader makes interaction among eyes and mind to gain what the author extend. It means that when a reader reads a text, he uses his brain to think and reason out. To convey the competence of identifying ideational meaning in the text, identifying interpersonal rhetoric in the context, and reading loud the text. But it is

not easy to implement reading competence to students. Furthermore, in reading activities, students should have good reading comprehension to get information from the reading text.

Janette (2017) stated that reading comprehension is a process that involves a reader to response of the text. Its complex process because comprehending or understanding a text is very important to us when we read a text. Comprehending a text involves many interaction between reader and what any our mind previous a read the text as well as variables related to the text itself.

In teaching reading there are many strategies to improve comprehension, students must have some reading proficiency and receive explicit instruction in skills and strategies for reading comprehension. The teacher should engage their student to focus and understand about the material and it is not easy. Especially, since learning in schools limited due to the Covid-19 Pandemic since 2019. In addition, learning during that pandemic session, teachers use online methods which also limit students due to many things such as the network being disconnected and unable to apply the method due to online classes but the teacher still needs to consider the best method and the most appropriate techniques or strategies for teaching reading for the students and one of the method that can teacher apply for reading comprehension is using interactive read aloud instructional strategy.

Johnston (2015) states that Read Aloud Instructional Strategy is a technique, read where teachers or people Adults read stories with be out spoken to students or children with pay attention to intonation, tone, tempo, and

appropriate sound changes as well as combining question and answer activities In order to create a reading activity that Attracting and encouraging students to think critical.

SMP Negeri 32 OKU is one of junior high school in Baturaja. It's located in Baturaja Timur OKU. In SMP Negeri 32 OKU, There were many problems that appear in the teaching learning English. The researcher has done pre-observation and interviewed the English teacher of SMP Negeri 32 OKU on December 06 in 2021. Based on pre observation, the researcher found some problems and the students' difficulties in reading comprehension. First, the students felt difficult to find the meaning of the words and the sentences. Second, the student difficulties to understanding the content of the text likes find the main idea, and retelling the text. Third, the teaching reading method used was not creative because only did some exercises. So teaching learning process was not fun, interesting and also hard to understand. While the result of interviewed with the English teacher, the teacher said that several reasons why students have difficulties in learning reading. First, most of the students lack of vocabulary, it makes students were difficult to understand the meaning of text. Second, when read the text students were difficult to pronounce the word and also read all the text fluently because really hard to get focus and attention. Beside it teacher also states that students seventh grade of SMP Negeri 32 OKU has lower score in reading, it can be proved by the mean score of reading 50. That's mean score does not achieve the Standard Minimum Score (KKM) that is 70.

Therefore, the researcher is interested in using interactive read aloud instructional strategy to increase the students' reading comprehension, actually for seventh grade students of SMP Negeri 32 OKU because some problems in the learning process of reading. According to Fountas (2015), interactive read aloud is a systematic and explicit method of reading where the teacher models for the whole class vocabulary development, fluent reading, and comprehension strategies then the teacher requires students to join the discussion and makes them become interactive participants in their own learning. Ahmad (2017), states that interactive read aloud instructional strategy was effectived to improve the students' reading skill. it is suggested to creatively find some interesting method which can motivate students in learning and are effective to teach English. It is suggested to apply this interactive approach as one alternative teaching and learning process. Santoso (2015), said that interactive read-aloud is effective to boost students' motivation to comprehend the texts.

Based on the background above, the researcher interested in carrying out research entitled **“Enhancing the Seventh Grade Students’ Reading Comprehension through Interactive Read Aloud Instructional Strategy at SMP Negeri 32 OKU”**.

B. Problem of the study

The problem of this study concerns to investigate the effectiveness of using Interactive Read Aloud Instructional Strategy in enhancing Reading Comprehension of the seventh grade students at SMP Negeri 32 OKU.

1. Limitation of the Problem

The problem of this study limited on investigating the implementation of using Interactive Read Aloud Instructional Strategy to enhance Reading Descriptive text comprehension of the seventh grade students at SMP Negeri 32 OKU.

2. Formulation of the Problem

The problem of this study formulated in the following question: “was it effective using Interactive Read Aloud Instructional Strategy to enhance Reading Comprehension of the seventh grade students at SMP Negeri 32 OKU ?.

C. Objective of the Study

Based on the problem, the objective of this study is “to know the effectiveness using Interactive Read Aloud Instructional Strategy to enhance reading comprehension of the seventh grade students at SMP Negeri 32 OKU”.

D. Significances of the study

The significances of the study are contribution to the following:

a. For the students

The result of this study would solve their problems in reading skill and motivate student’ interest to the lesson and to help students to increase their reading skill.

b. For the teachers

Teacher can evaluate clearly what the result of teaching reading uses interactive read aloud instructional strategy. The study can be given to the teacher as kinds in teaching reading.

c. For the other writers

For further writer who are interest in teaching reading at junior high school level can get the basic information from this study to do the further research and to get the reference about the effectiveness of interactive read aloud instructional strategy to enhance reading comprehension on students' reading achievement.

E. Hypothesis

There are two hypothesis namely null hypothesis (H_0) and alternative hypothesis (H_a):

a. Alternative Hypothesis (H_a)

Interactive read aloud instructional strategy is significantly effective to use in enhancing reading comprehension of the seventh grade students at SMP Negeri 32 OKU.

b. Null Hypothesis (H_0)

Interactive read aloud instructional strategy is not significantly effective to use in enhancing reading comprehension of the seventh grade students at SMP Negeri 32 OKU.

F. Criteria of Testing Hypothesis

The criteria for hypothesis testing are:

- a. If t-obtained (t_o) is equal to or more than t-table. It means that Interactive read aloud instructional strategy is significantly effective to use in enhancing reading comprehension of the seventh grade students at SMP Negeri 32 OKU.
- b. If t-obtained (t_o) is less than t-table. It means that: Interactive read aloud instructional strategy is not significantly effective to use in enhancing reading comprehension of the seventh grade students at SMP Negeri 32 OKU.