

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, problem of study, objective of study, scope and limitation of the study, significance of the study, and definition of key terms

A. Background of the Study

Reading is something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

Reading is important for a variety of reasons. We will look at some of those fundamental reasons below, but it is important to realize that struggling with vital reading skills is not a sign of low intelligence. Books, magazines and even the internet are great learning tools which require the ability to read and understand what is read. A person who knows how to read can educate themselves in any area of life they are interested in. We live in an age where we overflow with information, but reading is the main way to take advantage of it.

Reading is much more than simple word identification, reading is a process of making sense of print. Efficient reading is creating that comprehension with the least amount of effort. However, while we read in order to comprehend, comprehension is not the end goal. Many people are poor readers. They look at each word on each line and say it to themselves as they cover the reading material. Good readers do not look at each word. They taken phrases and ideas as their eyes skim the lines. They do not spend time volatilizing, or saying words to themselves as they go.¹

In reading, to comprehend the text the readers should be able to manage every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text. Sometimes, they may find form of pre-questioning and it is important for them to comprehend a reading text with having knowledge in general view of the text. Theoretically, pre-questioning itself can build the students' interest and motivation before students read the whole text. Moreover, the students can predict what will be discussed on the text. In line whit this study, student may improve their reading comprehension ability if they know about pre-questioning and it is very important to understand about pre-question in order to get good comprehension in reading.

There are some factors that cause the student reading ability poor. The factors are classified into two internal and external factors. The internal factors come from student themselves such as motivation, and knowledge.

¹ Gary R. Gruber. Gruber's complete work book SAT. (sourcebooks, Inc. 2009) 18

The external factor come from teacher, school facilities parents and the condition that influences the student in learning English.

In this case, the knowledge of students have important role in reading achievement. The problem comes from the students is caused by their lack of knowledge that is related to the text. For example, when a teacher discusses about sport, many students actually do not know various kinds of sport like basketball, baseball, etc. they cannot understand the meaning of the text because they do not know what they are discussing about. This happened because students just nodded and felt ashamed to ask to the teacher when they found difficult words and not understandable materials. Although, the location of the school its very strategies in a road but it has minimum facilities for learning process.

The reason for teaching reading to the students is because it belongs to the basic language skills in English, just as important as speaking, listening, and writing. Besides, reading is closely related with other subjects. Most of the materials given by the teacher (in English or other subjects) are presented in written form, for example in handbook, handout, etc. it means that to understand the materials, the students must have the ability to look at and get the meaning of written text, that is called reading skill. Because of that, reading is very important to be taught to the students.

The texts which were taught in the second grade of Junior High School were descriptive, recount, and narrative. Based on the researcher's observation students' in the classroom at MTs Miftahul Huda Silir, the

researcher found that they had difficulties in descriptive text. They had difficulties in understanding the characteristics of the text including the social function, generic structure, and language feature. The social function includes the purpose of the text, and the generic structure includes finding detail information and determining the parts of the text. While, the language feature includes vocabulary, finding references, and understanding the tenses.

The result of observation on March 31, 2015 at MTs Miftahul Huda Silir, the students' difficulties in reading were caused by some factors that might come from the students and the teacher. Most of the students admitted that they often felt bored when they had to read a text, especially uninteresting topic text. In the class, some students were sometimes seemed to lean over their head on the table and talk each other. They just paid attention to the teacher when they did exercise but if the time given to do exercise was too long, they began to be noisy again. When they read a long text, they were not so interested because they often did not understand the meaning of the words used in the text. It was difficult for them to understand the content of the text.²

In this case the researcher want to conduct classroom action research to the second grade student of MTs Miftahul huda, To solve the problem the researcher use one of the strategy by using timed repeated reading according to Chang and Millet research on October 2013, for the better reading understanding for helps the student about their lack in

² Observation, in Mts Miftahul huda Silir, March 31, 2015

reading³. Timed repeated reading is reread a passage, each passage was read five times and the students answer the question after the first and the fifth reading.

Based on the background of study above the researcher wants to conduct a research entitle **“The implementation of Timed Repeated Reading to improve the second-grade students’ reading comprehension skill of MTs Miftahul Huda Silir”**

B. Problem of the Study

Based on the background, this section discussed the problems of the research. The problem is:

“How can the implementation of timed repeated reading method improve reading comprehension skill of second – grade students of MTs Miftahul Huda Silir?”

C. Objective of the Study

Based on the statement of the problem above, the researcher would like to formulate the objective as follows:

“To know the improvement of reading comprehension skill of second – grade students of MTs Miftahul Huda Silir by implementing Timed Repeated Reading”

³ Chang, C-S.& Millet (2013). Improving reading rates and comprehension through timed repeated reading. *Reading in a foreign language*, volume 25, No. 2

D. Scope and Limitation of the Study

The study is to improve the students' reading comprehension through timed repeated reading. In this case the researcher focuses on reading descriptive text. The researcher limits the research on the implementation of timed repeated reading. This research is conducted at MTs Miftahul Huda Silir. The limitation of this study is the second – grade students, VIII – B, of MTs Miftahul Huda Silir in 2014/2015 academic year.

E. Significance of the Study

The result of this study is expected to give positive contribution for school, teachers, students, and researcher. For the school, the result of the research is to assist the school to decide a policy in teaching learning process especially in teaching reading comprehension. It is also useful for the teacher. This technique can be an alternative in teaching English especially reading comprehension. This technique also helps the teacher in explaining the material. The students are also helped to comprehend the text and interested in learning by using timed repeated. This study can be reference to the next researcher.

F. Operational definition of key term

In this study, the researcher gives definition about some terms in order to avoid misunderstanding. The definition is as follow:

1. Timed Repeated reading

Timed repeated reading is reread a passage. Each passage was read five times and the students answer the question after the first and the fifth reading.

2. Improve

Improve is to change to become better or make something better.⁴ If the students get 75 minimally it means that they are successful in teaching and learning process, and the percentage of successfulness which wants to reach is 80%

3. Reading

Reading is the art of reconstructing from the printed page the writers idea, feelings, moods, and sensory impressions.

4. Comprehension

Understands fully the material.

5. Reading comprehension

Reading comprehension is the ability to understand the passage or text of reading from what has been read to develop prior knowledge.

⁴ Martin H. Manser, *Oxford Learners Pocket Dictionary New Edition* (Oxford University Press: 1991), p 216.