

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is one of the important skills that have to be equipped in English. 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 learning progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

According to Duffy (2009, p. 10) reading is a language, and language is made up of words and words can reflect experiences. On the other hand, the more experiences they have, the more words they have; and the more words they have, the more likely it is that they will become a good reader.

Most struggling middle school readers have deficits in reading comprehension. Comprehension, the ability to gain meaning from the text, is essentially the ultimate goal of reading. Comprehension is something that occurs inside the reader. As Snow (2002, p. 11) stated that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The emphasis is merely on the words extracting and constructing. Furthermore, he stated that the process of comprehending of the text is not exact since reading is a personal activity. It means that reading comprehension differs from one

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

reader to another reader. Besides, Armbruster (2000, p.41) stated that Comprehension is the reason for reading. If the readers can read the words but do not understand what they are reading, they are not really reading. On the other hand, reading comprehension is the act of understanding what you are reading.

Reading comprehension is a very complex skill. It is thus much more than decoding. It is most essential elements involve: skill in reading text accurately and fluently, sufficient background knowledge and vocabulary to make sense of the content, skill in using reading strategies that improve understanding or repair it when it breaks down, ability to think and reason about the information and concept in the text, motivation to understand and learn from the text.

One of the purposes of teaching English as a foreign language to Indonesian people is that they can read, grasp the idea and understand the book written in English. To achieve those purposes, the English teacher has to be able to organize in learning activities. As Pardo (2004, p. 273) stated that comprehension is the basis for reading, and in order for students to obtain and use effective comprehension skills and strategies they must possess a variety of skills, including decoding and fluency.

In recent years fluency has become a topic of interest in education. It is often believed that fluency can be the link between decoding and comprehension. Decoding refers to a child's ability to recognize words. Word recognition skills can be taught through phonemic awareness and phonics. For many readers problems with word recognition can lead to problems with

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

fluency, which can lead to problems with comprehension. According to Armbruster (2001, p. 19), less fluent readers focus their attention on decoding words, leaving less attention for comprehension. When students begin to develop decoding skills and word recognition becomes natural and automatic, gains in fluency and comprehension. As Rasinski (2003) stated that fluency also allows the reader to notice that meaning is not only carried through by words, but by expression, punctuation, and phrasing. Once a student can learn to accurately, effectively, and effortlessly to decode words, he or she can begin to read passages and stories naturally, and they can focus on understanding.

So, to achieve the success in language teaching learning process especially English, Reading fluency is one of the important factors relating the success of reading. For instance, background knowledge, vocabulary, fluency, comprehension skill, and many others. Fluency is the ability to read a text accurately, quickly, and with expression. It is important because it provides a bridge between word recognition and comprehension.

Thus, students' reading fluency will help students to improve their reading comprehension. Simultaneously, reading comprehension and reading fluency ability are both interrelated. For many readers problem with word recognition can lead to problems with fluency, which can lead to problems with comprehension.

State Junior High School 2Sentajo Raya is one of the schools in Sentajo Raya. As an educational institution, this school also provides English as a subject that must be mastered by the students. This school uses Curriculum 2013 as the guidance in the teaching and learning process. Based

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

on the Curriculum 2013 at the second semester of the eighth grade of Junior High School, the aim of teaching and learning reading are: The students are able to know the communicative purpose of descriptive text; the students are able to recognize the language features of descriptive text; and the students are able to answer the questions based on the text.

While, the table above shows the scoring rubric for assessing the students' reading comprehension:

Table I. 1
The Scoring Rubric of Reading Comprehension

No	Range	Description
1	80-100 (Very Good)	Students understand very well about the social function and generic structure; identify very well the topic, reference, information, and language features of the text; answer very well the questions.
2	70-79 (Good)	Students understand well about the social function and generic structure; identify well the topic, reference, information, and language features of the text; answer well the questions.
3	60-69 (Enough)	Students understand enough about the social function and generic structure; identify enough the topic, reference, information, and language features of the text; answer enough the questions.
4	50-59 (Less)	Students understand little about the social function and generic structure; identify little the topic, reference, information, and language features of the text; answer little the questions.
5	0-49 (Fail)	Students do not understand about the social function and generic structure; they do not identify the topic, reference, information, and language features of the text; they do not answer the questions.

The minimum criteria of students' passing grade for reading skill is 70.

Based on the table 1.1, the criteria of students' minimum passing grade is in

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

the second range. It means that the students understand well about the social function and generic structure; identify well the topic, reference, information, and language features of the text; answer well the questions.

Based on the researcher's experience in making research at the eighth grade of Junior High School 2 Sentajo Raya, the researcher found the problem that there are many students achieved average levels but they were unable to understand and comprehend the complex text structures, especially in the contents area. It can be seen from the criteria of students' minimum passing grade that the school determined cannot be achieved by the students.

Therefore, based on the problems above, the researcher found the following phenomena:

1. Some of the students were not able to know the phonetics and sentence structure.
2. Some of the students were not able to know the meaning of words.
3. Some of the students were confused in reading the letters that have the same sound, such as /b/ and /p/.
4. Some of the students were not able to understand the use of punctuation.

Based on the symptoms explained by the researcher above, the researcher is interested in conducting research entitled: **“The Correlation between Students' Reading Fluency and Their Reading Comprehension at the Eighth Grade Students of Junior High School 2 Sentajo Raya.”**

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

B. Definition of the Term

In order to avoid misunderstanding, the researcher provides the following definitions:

1. Correlation

A correlation is a single number that describes the degree of relationship between two variables. As Ary, et. al (2010, p. 128) Correlations indicate the relationship between paired scores. The correlation indicates whether the relationship between paired scores is positive or negative and the strength of this relationship. In this research the researcher wants to know about the connection between the two variables. The correlation between the two variables is where the variable X (students' reading fluency) influences the variable Y (students' reading comprehension). On the other hand, if students have good reading fluency, it might affect their proper reading comprehension.

2. Reading Comprehension

Reading is to understand what has been read, whereas comprehension is the reason for reading. Comprehension is to understand something, and to get its meaning. Besides, Snow (2002, p. 11) defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Reading Fluency

Armbruster et al. (2001, p. 21) Fluency is the ability to read a text accurately, quickly, and with expression. It is important because it provides a bridge between word recognition and comprehension. Fluency is often considered the bridge between word recognition and comprehension.

C. The Problem

1. The Identification of the Problem

Based on the explanation above, the researcher identifies the problem as follow:

- a. What were the causes that some of the students were not able to know the phonetics and sentence structure?
- b. What were the causes that some of the students were not able to know the meaning of words?
- c. What were the causes that some of the students confused in reading the letters that have the same sound, such as /b/ and /p/?
- d. What were the causes that some of the students were not able to understand the use of punctuation?

2. Limitation of the Problem

Based on the identification of the problems above, the researcher would limit and focus her research problems the correlation between students' reading fluency and their reading comprehension especially in descriptive text at the eighth grade of Junior High School 2 Sentajo Raya.



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

3. The Formulation of the Problem

- a. How is the students' reading fluency at the eighth grade of Junior High School 2 Sentajo Raya?
- b. How is the students' reading comprehension at the eighth grade of Junior High School 2 Sentajo Raya?
- c. Is there any significant correlation between the students' reading fluency and their reading comprehension at the eighth grade of Junior High School 2 Sentajo Raya?

D. The Objectives and Significance of the Research

1. The Objectives of the Research

- a. To find out the students' reading fluency of the eighth grade students of Junior High School 2 Sentajo Raya.
- b. To find out the students' reading comprehension of the eighth grade of Junior High School 2 Sentajo Raya.
- c. To obtain if there is a significant relationship between students' reading fluency and their reading comprehension of the eighth grade students of Junior High School 2 Sentajo Raya.

2. The Significance of the Research

- a. To complete the writer's task in fulfilling requirements for undergraduate degree in English Education Department of Education and Teacher Training Faculty in UIN Sultan Syarif Kasim Riau.

- b. The finding of this study can get a lot of information to the writer that can be very useful to enlarge knowledge, especially about reading fluency in reading comprehension.

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.