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CHAPTER I INTRODUCTION

A. Background of The Problem

Reading is a process of decoding a particular writing system into language or a process of acquiring meaning from written material. It is one of the four prominent skills in English language, which are writing, speaking, listening and reading. One of the technique of reading is reading aloud strategy and so many teacher and student uses this reading aloud activity to improve student's reading comprehension.

According to Anderson in Nunan (2003, p.68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. In line with idea above, Johnson (2003, p.3) said that reading is the practice of using text to create meaning. The two key words are creating and meaning. If there is no meaning being created, there will be no reading taking place.

There are two types of reading, which are silent and oral reading (also known as reading aloud). Richards and Richard (2010, p.483) defines silent reading is the process by which the meaning of written text is done silently, alike reading aloud is saying a written text aloud. Both silent reading and reading aloud can be enjoyed by the students. However, the most important things in reading, students are expected to understand the text and get some information from the author's thought.


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. In the school, reading is one of the four skills that should be mastered by the students based on the curriculum in term of learning English as a foreign language. Brown (2003, p.185) stated that reading is likewise a skill that teachers simply expect learners to acquire in foreign language learning. The students are required to be able to construct meaning and information through interaction and involvement with written language through reading activity.

According to Ali Koswary and Moslem Z (2013), the implication for teaching reading comprehension is that whenever possible teachers should set aside lesson time for reading selected texts to their students, especially to those poor readers who are unable to read fluently and hence always have reading comprehension difficulties. The role of reading aloud in EFL/ESL learning has rarely been investigated, but some studies exist. May (1986, p.74) for instance, investigated the effect of the teacher's reading aloud in English on the reading comprehension of Spanish-speaking children. He concluded that the use of reading aloud with EFL learners, regardless of linguistic level. Another study with Spanish-speaking learners (Santos 1987, p.69) revealed that reading aloud has a significantly positive effect on ESL learners' reading comprehension, particularly their ability to inter-relate, interpret, and draw conclusions from the content. Working with Arabic-speaking university students, Dhaif (1990, p.463) concluded that learners with only a basic level of proficiency in English have a better understanding of what they are reading in a teacher reading aloud situation than in a silent reading situation. According to all theory above, the



writer has concluded that through reading aloud, the students help themselves to increase their reading comprehension and also more confident.

MA Darul Qur'an Pekanbaru implies School Based Curriculum as its guidance in conducting the learning process of English to provide reading as one of the skills that should be taught and learned in Senior High School. The eleventh-grade students of MA Darul Qur'an will be chosen in total for this research. These students are from the first to third grades and their average age was 16-18. All the students had completed the elementary levels of learning English before coming to High school.

MA Darul Qur'an Tarai Bangun, the minimum passing grade in English subject is 70. Moreover, the teacher works hard to teach the students in order to reach the passing grade above. In teaching, the teachers only teach based on text book that they brought to the classroom, then the teacher reads & tells the students to follow and continue to read, therefore some of the students of MA Darul Qur'an Tarai Bangun had difficulties and did not know how to receive reading comprehension. Furthermore, many students were not brave and confident in reading aloud because they were shy of their skill in reading aloud ability. Consequently, the process of teaching all of language skills was not running well, including reading skills.

Based on researcher's preliminary observation in MA Darul Qur'an Tarai Bangun, it showed that some of the students had difficulties and problems in learning English, especially in speaking and reading. It noticed the following phenomena:

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1. The students were poor to read aloud but they were good in reading comprehension.
2. Students were poor to comprehend the text and perform reading aloud.
3. Students were not able to read fluently.
4. Students were afraid of making mistakes in reading aloud.

In this study, writer tries to find out a significant correlation of student's reading aloud ability and their reading comprehension.

Based on the phenomena mentioned and experienced by the students above, the writer is interested in doing a research about this problem, entitled: **The Relationship Between Students' Reading Aloud Ability and Their Reading Comprehension at MA Darul Qur'an Tarai Bangun**".

B. The Problem

1. Identification of the Problem

Based on the phenomena above, the researcher identified the problem of this research as follows:

- a. Why were the students poor to read aloud but they were good in reading comprehension?
- b. Why were the students poor to comprehend the text and perform reading aloud?
- c. Why were the students not able to read fluently?
- d. Why were the students afraid of making mistakes in reading aloud?



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2. Limitation of the Problem

The problem of this research only limit on the student's reading aloud ability and their reading comprehension at MA Darul Qur'an Tarai Bangun.

3. Formulation of the problem

Referring to the explanation above, the problem of this research can be formulated in the following question:

- a. How is the student's reading aloud ability at MA Darul Qur'an Tarai Bangun?
- b. How is students' reading comprehension at MA Darul Qur'an Tarai Bangun?
- c. Is there any significant correlation between reading aloud ability and reading comprehension at MA Darul Qur'an Tarai Bangun?

C. Objectives and Significance of The Research

1. Objectives of the Research

- a. To find out the students' reading aloud ability at MA Darul Qur'an Tarai Bangun.
- b. To find out the students' reading comprehension at MA Darul Qur'an Tarai Bangun.
- c. To find out whether there is a significant correlation between the students' reading aloud ability and student's reading comprehension at MA Darul Qur'an Tarai Bangun.

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2. The significance of the Research

In common, this research is expected to give a positive contribution on the correlation between student's reading aloud and reading comprehension in this school. This research is expected to provide some significance to the following persons:

a. Students

The result of this research will give the students, particularly the students of MA Darul Qur'an Tarai Bangun, reflection and information in term of reading aloud and reading comprehension.

b. Teacher

The result of the research will be useful for the teacher, particularly the teacher of the school in which the researcher conducted this research, as the consideration and concern to explore or identify the students in class management specially in reading aloud and reading comprehension.

c. Other researchers

The result of the research will be useful for others as consideration as well as a recommendation in case they will carry out any further research in the same field.



D. Reason for Choosing the Title

There are several reasons of why the researcher thinks it is a need to conduct this research, which are as follow:

1. Based on the problem of the research, this title is appropriate to solve the English language learning problem and teaching at MA Darul Qur'an Tarai Bangun.
2. The title of this research is not yet investigated by other previous researchers
3. The location of the research facilitates the researcher in conducting the research.

E. Definition of Term

In order to avoid misunderstanding about the title in this research, it is necessary to define the terms as follows:

1. Relationship

In order to find the significant correlation between independent and dependent. The researcher use the correlational research. According to Gravetter & Forzano (2012) demonstrated that in the correlational research strategy, two or more variables are measured to obtain a set of scores (usually two scores) for each individual. The measurements are then examined to identify any patterns of relationship that exist between the variables and to measure the strength of the relationship (p. 344).

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Briefly in this research the researcher has two variables, they are reading aloud and reading comprehension. The researcher focuses on student's reading aloud as independent variable X and reading comprehension as the dependent variable Y.

2. Reading Aloud

According to Richard & Richards (2010, p.483), reading aloud is saying written text aloud. In this research, reading aloud is the activity that will make students comprehend the text and also reading aloud is the student's ability to read aloud a text with good pronunciation and fluency.

3. Reading Comprehension

According to Anderson, Hiebert, Scott, et. al. demonstrated that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, world knowledge, and fluency, and also be able to combine units of meaning into a coherent message (cited in Klingner, 2007, p. 2). In this research context reading comprehension means the students' ability in comprehend of narrative text particularly in word meaning, topic of the text, ,specific information, characteristic from character and event of the story.