CHAPTER I

INTRODUCTION

A. The Background of the Problem

As one of the receptive skills, reading has an important role in acquiring information. Reading provides experience through which the individuals may expand their knowledge and gain deeper understanding for their life. From the age of children, it is important to introduce the child the world that surrounds him. Thus, reading becomes the foundation that enriches the knowledge of a child through the written word.

According to Hunt, (2004, p. 137) in Hermida, (2009), reading is a process shaped partly by the text, partly by the readers' background, and partly by the situation the reading. Reading as an academic text does not simply involve finding information on the text itself. Rather, it is a process of working with the text. In reading process, the most important point is how the readers comprehend the text. The importance of students' reading comprehension skill is to get success in a variety of school subject areas as well as other achievement. In line with the statement from Ana Taboada (2008, p.9), reading comprehension is an activity that demands high cognitive resources. So, reading is the way to get success in school and life. One who is not able to read will not be able to succeed. Reading is also needed for our life, if there is a person who says that reading is a part of their hobbies is not really. Our daily activities cannot be separated from reading, it can be texts, messages, statements on Facebook and others.

MTsN Model Kuok is a junior high school located in Kampar regency. As a formal school, this junior high school provides English to the students, especially for reading skills. This school uses School-Based Curriculum (SBC). Based on the curriculum of Junior High School, the purposes of reading are: to understand the purpose of the reading text, to understand the structures of reading text, and to find the main idea of the reading text. Based on the syllabus for the second grade students of Junior High School, the kinds of the reading text material are descriptive text, recount text and narrative text. Sharp, in a study to investigate the effect of text structure on reading comprehension, as a result, interested in "oral reading fluency" considered the type of the texts, e.g. expository, narrative, argumentative etc. (p. 6). Therefore, in this case the researcher used narrative text as a medium in reading comprehension.

Based on preliminary research at MTsN Model Kuok Kampar, the researcher interviewed Ms. Hertuti, S.Pd. as English teacher and observed the students, the researcher found some phenomena related to students' oral reading fluency at the second grade. Some phenomena are as follows: some of the students are good at reading narrative text orally text but poor in comprehending the text, some of the students are poor in reading narrative text orally but good at comprehending the text, and they are not fluent in reading narrative text orally.

Instantaneous, as one of the five basic areas of literacy (National reading Panel, 2000), oral reading fluency is a critical prerequisite to

independent comprehension of the text. Oral reading fluency is frequently neglected by classroom teachers (NRP, 2000; Topping, 2006) who may feel pressed to spend more time working on comprehension tasks and not devote sufficient time to practice oral reading of connected texts. Oral reading fluency, as measured by a curriculum-based passage reading test, is an accurate measure of general reading ability, including comprehension (Madelaine&Wheldall, 1998). Reading comprehension is accentuated by a fluent reader's ability to attune mental attention to obtain meaning from text. This extra mental attention is made available by the lessened mental requirements of word recognition when one reads fluently. Consequently, oral reading fluency is a good performance indicator of comprehension ability as well as of general reading ability. In fact, oral reading fluency is more directly linked than word recognition to text comprehension processes (Stayter&Allington, 1991).

Then, the Correlation between oral reading fluency and reading comprehension is significant to educators. In an era of high-stakes testing and increased accountability, it is important to thoroughly understand the components of the reading process (Haetel&Lorie, 2004). The establishment of a Correlation between oral reading fluency and reading comprehension can provide educators with information that could most efficiently ensure students success. This information could prove to be invaluable to educators in providing opportunities to meet the literacy needs of their students. A better understanding of the correlation between oral reading fluency and reading

3

comprehension could assist educators in providing appropriate instruction in combating illiteracy. Correlation between oral reading and reading comprehension directs instruction in a way that is systematically and sequentially presented (Hintze, Ryan & Stoner, 2003).

Based on the problems depicted above, the researcher is investigating the problem above into a research project entitled **"The Correlation Between Students' Oral Reading Fluency and Their Reading Comprehension at MTsN Model Kuok Kampar".**

B. **The Problem**

1. Identification of the problem

   To make the problems of this research clearer, the problems of this research can be identified as follows:

   a. Why are some of the students poor in comprehending the narrative text?

   b. Why are some of the students poor in reading the narrative text orally?

   c. Why are some students not fluent in reading orally?

2. Limitation of the problem

   Based on the identification of the problems above, it is clear that there are some problems in this research. Considering the limitation of the researcher, these research problems are limited to students' oral reading fluency and reading comprehension of narrative text

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3. Formulation of the problem

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

a. How is the students' oral reading fluency of narrative text at MtsN Model Kuok, Kampar regency?

b. How is students' reading comprehension of narrative text at MTsN Model Kuok, Kampar regency?

c. Is there any significant correlation between students' oral reading fluency and reading comprehension of narrative text at MTsN Model Kuok, Kampar regency?

C. The Objective and Significance of the Research

1. Objective of the research

Based on the formulation of the problem, the objective of the research can be seen as follows:

a. To find out the students' oral reading fluency of narrative text category at MTsN Model Kuok Kampar.

b. To find out the students' reading comprehension of narrative text at MTsN Model Kuok Kampar.

c. To determine whether there is a significant correlation or not between students' oral reading fluency and their reading comprehension of narrative text at MTsN Model Kuok Kampar.

2. Significance of the research

   a. Hopefully, this research is able to benefit the writer as a novice researcher, especially in learning how to conduct a research.

   b. This research gives crucial information to the students and teacher about students' oral reading fluency in learning English, and it can improve their ability in learning English at MTsN Model Kuok Kampar.

   c. Finally, these research findings are also expected to be meaningful inputs for both practical and theoretical development of TEFL and TESL in general.

D. The Definition of the Term

1. Correlation

According to Gravetter & Forzano (2012), 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).

Briefly in this research the researcher has two variables, they are oral reading fluency and reading comprehension. The researcher focuses on oral reading fluency as independent variable (x) and reading comprehension as the dependent variable (y).

2. Oral reading fluency

According to Breznitz (2006), Fruchs (2001), and Rasinski (2000), oral reading fluency refers to the oral translation of the text with accuracy, speed, and appropriate expression. In other words, three basic sub-skills of oral reading fluency are accuracy, speed and prosody.

On its own part, oral reading fluency provides a window for the listener to understand the integration of skills that the children use to read and they read accurately, quickly, and in phrased units, often do better on assessments of reading. Oral reading fluency in this study is the students' fluency in reading narrative text orally.

3. Reading comprehension

According to Anderson, Hiebert, Scott, et. al.,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 comprehending narrative text particularly in word meaning, topic of the text, specific information, characteristic from character and event of the story.

E. The Reason for Choosing the Title

The reasons why researcher is interested in carrying out this research are:

1. This topic needs to be discussed because the researcher wants to know the correlation between students' oral reading fluency and their reading comprehension.

2. This research is very important to do because it is one of the requirements of academic demands.

3. The title of this research is relevant to the researcher's status as a student of English Education Department.