

CHAPTER I

INTRODUCTION

I.1 Background of the Study

English is an International language. People use English to communicate each other. In Indonesia, English is the first foreign language which is taught formally from the elementary school to the university level. But now, English is also taught in lower level education such as kindergarten and play groups. It means children introduce to English earlier. There is an expectation that they learn English naturally, in ways that are similar to how they learn their mother tongue. Besides it will be basis for the students to learn English in the higher level (Rini Arita:2015). English is known as an international language that people around the world use it as a tool for communication. In some countries, English is a common language and very important to be mastered. In Indonesia, English becomes an important language in communication whether oral or written forms.

Four skills have to master by the students in learning subject. According to Brown (2001), they are reading, writing, speaking and listening. They cannot be separated each other. Besides as a skill, reading is clearly one of the important things. A course that deals with reading skills, it l also deals with reading, writing, speaking and listening. All of those skills are related and could not be separated each other. Besides, there are also components included in those skills, one of them is vocabulary. Vocabulary is one of the important language components in learning English. It is an integrated component in the English language skills.

Therefore, the students can speak fluently, understand what they listen, write well and comprehend the reading materials easily because of their vocabulary mastery.

In fact reading has become a part of people's daily lives. They read anything, anytime and at any place for different purposes. Some places tend to the readers spent their time for reading activity such as at schools, shopping centers, libraries, working places, and also in the transportation areas on their way to work or their way to home. Although in reality of life, we do not normally read because we have to and we want to. We usually have a purpose in reading such as there is something we want to find out. We want to check or clarify some information. We need other opinions or views which we want to confirm.

Reading is one of four English skills that should be mastered by all of the English learners. Reading is a language skill that needs reader to comprehend a text. In reading process, the reader brings his own meaning and experiences to obtain meaning from the printed text. This idea is related to Brown's ideas (1994) that says, "Reading is the most important language skill that should be developed inside and outside the classroom. It is also one of the most common ways to get information. The ability to read ordinary texts is an additional crucial skill that the students should master it". Reading is a complex act for humans. As Dechant (1991) outlines, it is a visual process that begins with one's ability to use ones vision to interpret graphic symbols. Reading requires great visual correctness. To read, one must be able to visually distinguish each letter, to identify each letter to have a visual memory for each letter, and recode those letters, so that one can recreate the letters, pronounce the letters or associate sound with the letters. This

is the essence of reading comprehension, to comprehend what is read, readers must be able to cognitively process the words by drawing meaning from their own experience and knowledge to understand the authors message. In essence, reading is a dialogue between a reader and an author, and during this dialogue the reader should generate questions to help anticipate meaning. Search information, respond intellectually and emotionally, and infer ideas and explain further the content of the text. In addition, reading is the ability to receive some information, to get pleasure, to get main idea, and sometimes we are expected to synthesize information from multiple texts, or from a longer chapter or book, etc. So, everybody can improve his or her knowledge and get pleasure (Celce Murcia: 2001).

Reading is an important language skill and a highly complicated act that everyone must learn. Reading is not solely a single skill but a combination of many skills and processes in which the readers interact with printed words and texts for content and pleasure. Through reading, one can teach writing, speaking, vocabulary items, grammar, spelling and other language aspects. The basic goals of reading are to enable students to gain an understanding of the world and themselves, to develop appreciation and interests, and to find solutions to their personal and group problems

Teaching and learning process is one of our efforts to transfer knowledge for learners in order to build good attitude and gain enough knowledge in our lives. In designing a lesson plan, a teacher always tries to be a creator of learning

designs preparing appropriate approach, methods, material, strategy and appropriate time.

There are many models of learning activities that can be used to facilitate students in the learning process. In this study, the researcher tries to use Choral Reading Method as a strategy or method to facilitate the students to increase their reading comprehension and vocabulary mastery in English. Choral Reading involves oral Reading of text. In choral reading, the teacher leads the reading of a text that students have read previously with 95% accuracy, and students join in to orally read the text in unison. The text is then read repeatedly, until the group has achieved strong fluency, demonstrating appropriate rate, accuracy, and prosody.

This simple strategy to build reading fluency can be used with individuals and groups of students. Sessions last 10-15 minutes. The teacher selects an engaging text at students' instructional or independent level. During choral reading sessions, the teacher or other fluent reader takes the role of 'lead reader', reading the passage aloud, while students also read aloud. The students are encouraged to read with expression.

Reading comprehension is what reading is all about. Reading comprehension is a highly interactive process that takes place between a reader and a text. Effective comprehension does not only make sense of the text they are reading, but also they can use the information. Comprehension is related to action. Understanding a situation or a text means that the understanding can be used to guide effective action, and this definition holds whether one is understanding

simulation, dialogue or text. The varieties of text make the learners much more difficult to read and comprehend the text.

Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.

As student reading skill progresses, it is necessary to use different reading measures to be able to continue to track the progress students are making as developing readers. Oral reading fluency, which measures a combination of students' sight vocabulary and their ability to decode novel words rapidly and accurately, is consistently identified in the literature as one of the best predictors of student reading comprehension in the early grades (Graves, Plasencia-Peinado, Deno, & Johnson, 2005; Hasbrouck & Tindal, 2005). Eventually, however, the information provided by measures of oral reading fluency is limited. Readers attain a fluency threshold that enables them to attend to comprehension rather than decoding (Ehri, 1991, 2005). Once this threshold has been reached, fluency is no longer sensitive to increases in reading comprehension. At this point, one must turn to measures designed to assess comprehension more directly.

Comprehension is certainly the most crucial reading skill addressed by educators. Reading aloud has positive effects on the development of reading

comprehension and vocabulary. Reading comprehension has been shown to improve in meaningful ways when read-aloud is used regularly in the classroom. One way cited by Trelease (1994) is that when one book is read-aloud by the teacher, often students will seek out the sequels to that book. Comprehension of the sequels is increased because interest and background knowledge have been introduced to the student. Moreover, Primamore (1994) argues that learners benefit more than others when they are read to because they often enter school lacking the necessary tools of literacy, and may be 'at risk' in developing their reading skills. Reading aloud to children can be used proactively to avoid problems in reading such as poor vocabulary and lack of comprehension and motivation towards reading in general and would guarantee reading success.

In addition, Needlman (2004) asserts that there are many good reasons to read aloud to students. These include: (1) reading together is fun; (2) reading aloud keeps interest high; (3) reading aloud is especially important if your child is having difficulty learning to read; (4) reading aloud builds listening skills; (5) reading aloud builds vocabulary; (6) stories are the building blocks of imagination and (7) stories help teach character.

As one of the language skills, reading is taught at school and it is supported by the curriculum. According to the English curriculum of Junior High School, teaching English at the second grade students is aimed to make the students able to comprehend three types of text: report, narrative and hortatory exposition. In this curriculum, the basic competence that should be acquired by the students in this level comprehends the purpose, generic structure, and

language features of those three types of texts. It means that the students are able to understand and produce these types of texts. Narrative text should be learnt and mastered by the students. However, in reality, reading is a difficult skill in language especially the students who are still difficult to understand the content of the reading text.

Based on preliminary study at Islamic Junior High School Boarding School Technology in Pekanbaru, in October 2016, the teacher said that he had implemented some strategies and techniques in teaching reading comprehension. Furthermore, although those strategies and methods have been implemented by the teachers in teaching reading comprehension, the results of reading comprehension were still not satisfactory. A great number of the students still got difficulties and problems in reading comprehension of Narrative text. In this case, the students had difficulties to comprehend the Narrative text. It was found that more students obtained low English scores or lower than KKM. The minimum passing grade in English subject is 75. They did not know how to find the detail information in the text. Most of the students were confused to answer the comprehension questions such as the topic, identifying main ideas, supporting ideas, detail information, and identifying references. Those problems affected the students' motivation in reading comprehension on narrative text. Based on writer's observation, some students didn't want to read a text. Most of the students did not pay attention to the teachers in teaching reading. Based on these problems, it is assumed that language learning strategies give significant influence toward the students' English reading comprehension. So it is necessary to conduct

a research entitled “The effect of using Reading Choral method on students’ reading comprehension and vocabulary at the second grade students of Islamic Junior High School Boarding School Technology in Pekanbaru?”

I.2 Statement of The Problem

Based on the background above, we know that nowadays, reading is very important skill and should be mastered by the students in learning English. By reading, the students can get information and knowledge .They can use reading to learn and to get information and also for pleasure. In short, reading helps the students to develop their knowledge.

Thus, the problems in this research are identified as follows: The students have lack of the vocabulary, the students cannot get the message in the text given, the students cannot identify the main topic of the text, and the students get difficulty to answer the questions related to the content of the text given. Teacher’s strategy does not really improve students’ reading comprehension. In this research, the researcher wants to try to guide an activity in transferring the information from the text to the readers.

Brown (2001. 321) says that as you read looking for general idea, don’t worry about vocabulary. It means if we read a text, we must get the main idea of the text. We can read the entire text and focus on the main points. When reading, we find the word that we do not know the meaning, don’t give up, continue your reading and guess the meaning. Don’t open your dictionary in this time because this can prevent from focusing to find the main points. In reality, the students opened their dictionary while they were reading the text. So, the students cannot

focus to find the main points of the text. By looking for the meaning in dictionary, the students know the true meaning of difficult word but not meaning in the context.

It has been recognized that some of the students of the second year students in Islamic Junior High School Boarding School Technology in Pekanbaru still face the problems in reading comprehension, especially in comprehending question. Some questions need to be addressed. Why do the students get difficulties in identifying a main idea in the text? Why do the students fail to comprehend the text? What make the student get difficulties to determine the reference in the text? Why do the students also get difficulties to find out synonym and antonym in the text given? ? Is Choral Reading Method good to teach English? Does the teacher understand how to teach by using Choral Reading Method? Does using Choral Reading Method give effect on reading comprehension? Does using Choral Reading Method give effect on vocabulary? What makes students get difficulties in reading comprehension?

Klinger, Voughn and Boardman (2007: 18) state that comprehension questions in narrative generally focus on the setting, characters, sequence, and plot of a story. Questions about expository text typically ask about the main idea and supporting details. In another word, to measure the students' ability in reading comprehension, the teacher can make the questions refer to setting, character, sequence, plot, main idea and supporting detail of the texts. In fact, some students still get difficulties to answer the questions like this; therefore some of the students cannot reach the minimal score in reading test.

Mastopieri & scruggs, (1997), Smith and Friend (1986) in Elamathi A/P Supermaniam thesis (2011:17) state that reading difficulties are the major problem for many students in learning difficulties. Most of the learners are facing problem due to the lack of awareness in reading skills that is to catch the topic, main ide, supporting ideas because they have limited vocabulary. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skill.

According to hatch and Brown (1995:1) in Budi Setiawan thesis (2010:8), the term vocabulary refers to a list or set of words for particular language or a list of word that uses individual speakers of language use. The choices in vocabulary and methods used in teaching vocabulary are important factors. This research can give one of adding point that integrating reading and vocabulary is tightly. The researcher argues that by using Choral Reading Method are the model of learning that are easily administered to learners and considered to be more effective to improve their reading comprehension and vocabulary mastery. We know Choral Reading Method helps student to be fluent and well comprehend the text.

There are many questions that the researcher wants to appreciate to find the solution of the problem, such as what is the good method to improve the students' achievement in reading comprehension and vocabulary mastery? Is Choral Reading Method good to teach English? Does the teacher understand how to teach by using Choral Reading Method? Does using Choral Reading Method give effect on reading comprehension? Does using Choral Reading Method give

effect on vocabulary? What makes students get difficulties in reading comprehension?

From many questions above, the researcher used this method to make the students able to think effectively about English materials in four skills. The Students used these skills to communicate with people. The researcher hoped the teacher could use this model in his/her teaching and learning process and also be able to develop another model with this as guide.

I.3 The Limitation of The Problem

The limitation of the problem was focused on seeing the effect of strategy in improving reading comprehension and vocabulary mastery at the second year of Islamic Junior High School Boarding School Technology in Pekanbaru, and to see what factors could influence to add the students' ability to memorize the vocabulary. The researcher tried to use Choral Reading Method because it was useful to help the students to understand the text easier.

I.4 Purpose and Objectives of the Research

I.4.1 Purpose of the Research

The aim of study was to investigate the effect of using Choral Reading Method used in teaching learning process and how to improve reading comprehension and vocabulary mastery at junior high school at the second year students in Islamic Junior High School Boarding School Technology Pekanbaru. In learning English these problems arise so that more teachers were trying to find out what barriers were and how to anticipate them. Understanding discourse took

a huge effort because we need to understand what the topic, main idea, supporting ideas and word meaning. So the researcher tried to create a useful model in teaching learning process by using Choral Reading Method made them easy to understand the main point of the material.

The purpose of the study was to investigate the effect of using Reading Choral method on reading comprehension and student's vocabulary at the second grade students of Islamic Junior High School Boarding School Technology in Pekanbaru.

I.4.2 Objectives of The Research

The objectives of the studies were as follows:

- a. To find out the difference on students' reading comprehension pre-test mean scores between an experimental group and a control group.
- b. To find out the difference on students' reading comprehension post-test mean scores between an experimental group and a control group.
- c. To find out the difference on students' reading comprehension between pre-test and post-test mean scores in the experimental group.
- d. To find out the difference on students' reading comprehension between pre-test and post-test mean scores in the control group.
- e. To find out the difference on students' vocabulary mastery pre-test mean scores between an experimental group and a control group
- f. To find out the difference on students' vocabulary mastery post-test mean scores between an experimental group and a control group.

- g. To find out the difference on students' vocabulary mastery between pre-test and post-test mean scores in the experimental group.
- h. To find out the difference on students' vocabulary mastery between pre-test and post-test mean scores in the control group.

I.5 Research Question

1. Is there a significant difference of using Choral Reading Strategy on students' reading comprehension pre-test mean scores between an experimental group and a control group?
2. Is there a significant difference of using Choral Reading strategy on students' reading comprehension post-test mean scores between an experimental group and a control group?
3. Is there a significant difference of using Choral Reading Strategy on students' reading comprehension between pre-test and post-test mean scores in the experimental group?
4. Is there a significant difference of using Choral Reading Strategy on students' reading comprehension between pre-test and post-test mean scores in the control group?
5. Is there a significant difference of using Choral Reading Strategy on students' vocabulary mastery pre-test mean scores between an experimental group and a control group?

6. Is there a significant difference of using Choral Reading Strategy on students' vocabulary mastery post-test mean scores between an experimental group and a control group?
7. Is there a significant difference of using Choral Reading Strategy on students' vocabulary mastery between pre-test and post-test mean scores in the experimental group?
8. Is there a significant difference of using Choral Reading Strategy on students' vocabulary mastery between pre-test and post-test mean scores in the control group?

I.6 Significant of The Research

The results of the research were expected to give some contributions to the students, the English teacher and the school itself. On the student's side, the students might improve their reading and vocabulary, particularly in understanding reading comprehension and vocabulary mastery by using Choral Reading Method in teaching and learning process in the classroom in which they could add their knowledge to understand the context of text easily to catch main points. On the English teachers side, the teachers were able to teach reading and vocabulary she/he could improve she/he knowledge as well as his/her teaching experiences, particularly, in teaching students how to understand English text well, and especially by implementing Choral Reading Method as an innovative and creative teaching technique. So the students could learn the material or study joyfully.

I.7 Rationale of the Research Study

Successful in teaching and learning process depend on the teachers' effort and motivation which is given by using Choral Reading Method so the learners can be easily to appreciate their capability in product of teaching activities. However it is hard work and the researcher hopes that the strategy which the researcher designs to be going useful not only for teacher but also for students in the teaching process. The researcher uses significant product and can be used for one way for a teacher in the teaching process. So buy using Choral Reading Method can improve the students reading comprehension and vocabulary mastery.

At present, educators and researchers are of the opinion that the learning of a second language should be meaningful, reflective and learner-centered so that learners can develop learner autonomy for lifelong learning. They stress that learner autonomy can be attained through learner training, i.e. focusing on not only 'what' to learn but also 'how to learn' through the teaching of learning strategies (Dickinson 1987; Littlewood 1996).

The research findings support previous researches (e.g. Oxford 1990; O'Malley & Chamot 1990; Mohamed Amin 1996; DrozdialSzelest 1997; Cohen 1998) that successful language learners are those who utilize a wide range of key language learning strategies. One pedagogical implication of this is that less successful language learners can be assisted to improve their language efficiency through learner training or strategy training. Oxford (1990) stated that learner training is especially necessary in the area of second and foreign language because

language learning in these contexts require active self-direction on the part of learners.

Then, the changes of teachers' role in the class teachers are not as a transporter anymore but they are as a facilitator in the class. In addition, we know that academic achievement is as a standard of the students' success in learning. When the students get high achievement, it signs that the students get success in achieving or gaining their goal, in other hand, when the students gain low achievement, it shows that the students do not get success in reaching their goal.

Because of the change, and the phenomena about achievement above some problems appear especially for the students. The students must have good vocabulary as well as strategy in learning to get good result in English field and to gain the best achievement in English. Because of that, the significant of motivation and language learning strategy are important to be known, as an effort form to get fact about language learning strategy. It is supported by (Elliot and Fryer, 2008), they stated that motivation, the powerful force behind our behavior, take place in every field of our live, especially academic achievement, pertinent to the success in the world of knowledge, is critical in various areas such as education, business, human resources, sports and so on. Another theory by Yu-me (2009), she said that motivation is one of several important factors that may influence the students' English achievement. Another theory is stated by Green & Oxford, 1995; Khaldieh, 2000; Wharton, 2000 stated that language learning achievement or proficiency has also been consistently linked to strategy use.

Furthermore, in curriculum, the teachers give many chances to the students as object of education to develop themselves in learning process, including learning in the class and learning outclass. The teachers give students opportunities to analyze something that the teachers give to be solved. Then the teachers also give student chance to be creative in solving the problems about the taught subject. So that by knowing good strategy and high motivation through this study is very important not only to the students as object of education but also for teachers and all stakeholder of school to improve the students' achievement, especially in English achievement.

I.8 Definition of Key Terms

In this research, the researcher tries to give simple definitions of the title based on the terms. The title of this research is the effects of using Choral Reading Method on reading comprehension and vocabulary mastery at the second year of Islamic Junior High School Boarding School Technology in Pekanbaru. The definitions of key terms are as follows:

1. Choral Reading Meathod Choral reading involves student reading a text in unison (Gillet & Temple, 2000). It helps build confidence and extend enjoyment of the reading process (Opitz & Rasinski, 1998). Repeated practice of choral reading materials helps to develop reading competence, nurtures collaboration among students, and helps students feel successful as readers.
2. Reading comprehension is a fluent process of readers combining information from a text and their background knowledge to build meaning

(Nunan, 2003:68). Reading comprehension requires an interaction between the text and the reader's knowledge.

3. Vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use (Hatch and Brown, 1995). Vocabulary deals with words and meaning. Mastery itself means the comprehensive knowledge. Vocabulary mastery is comprehension knowledge to recognize understand and produce stock of words and their meaning.