

CHAPTER I

INTRODUCTION

A. The Background of The Problem

Reading is one of the four skills that the students should master it well. By reading, the students can have their time in a useful way by getting information, knowledge, vocabulary, and even structure of the words. The teaching of reading seems very crucial to support this idea. According to Brown, the aim of teaching reading is to make the students comprehend and react toward what is written.¹ Therefore, this skill is not easy to master because the reader should have an ability to comprehend the author's message, the main idea, etc. And to support that purpose, the students definitely need to have a reading fluency.

Fluency is an important aspect to connect reading with the material being read. Fluency is an essential skill in reading that should be mastered by students in order that they can enjoy reading as much as texts they want to. Vaughn and Sylvia state that to be fluent in reading, students need to decode words rapidly and accurately, in isolation as well as in connected text and to increase reading speed while maintaining accuracy.² It means that reading is not only how to complete or to finish the reading material but

¹ H Douglas Brown, *Teaching by Principle, an Interactive Approach to Language Pedagogy*. (New Jersey: State University England Cliffs, 1994), p. 18

²Sharon Vaughn and Sylvia Linan Thompson, *Research Based Methods of Reading Instruction, Grades K-3*. (Beauregard St: Association for Supervision and Curriculum Development, 2004), p.50.

also how we can enjoy reading and avoid the error in order to understand the reading text by the fluent reading skill we have mastered. In addition, fluency is related to the increase of the speed rate in reading and connecting words in the text.

MTs Ponpes Darel Hikmah, located in Pekanbaru, is one of the Islamic junior high schools. As an Islamic junior high school, English is one of the subjects that should be mastered by the students, and English subject is taught twice a week in 2 x 40 minutes. The curriculum used in that school is KTSP (School Based Curriculum) on which school or an institution has authority to implement system in learning and teaching activity. Based on this curriculum, students should read aloud of short functional text in descriptive, narrative, and recount with utterance, stressing and good intonation which are related to environment.³ The success of the teaching learning process especially in reading at MTs Ponpes Darel Hikmah Pekanbaru is determined by many aspects such as; materials of the reading text, facilities, teachers, students, and the ways of teaching method used by the teachers. This is hoped to achieve the goal of teaching reading that is to make students able to read the text accurately, with good intonation, and appropriate expression.⁴

³ Department of National Education, *School Based Curriculum Syllabus of English Subject for Second of Junior High School*. (Jakarta: Unpublished, 2006), pp. 307-309.

⁴ Syllabus of second year students of MTS Darel Hikmah. (Pekanbaru: Unpublished, 2013).

To develop students' reading fluency, the teacher applied three-phase technique and at the other way teacher asked students to read some parts of reading text and gave correct feedback about the accuracy, intonation and expression of the text. Teacher also supported the learning process by providing the students English text book for each. Ideally, the students of MTs Ponpes Darel Hikmah Pekanbaru were able to read text fluently and had no problem with their fluency in reading text.

However, based on the preliminary observation at MTs Ponpes Darel Hikmah Pekanbaru, the writer found that it was contrary to the reality in the class. Some of the students had still problems to read the text accurately and they also got wrong intepretation and meaning because of their misunderstading of punctuation.It is still far from the target of the curriculum which had 75 as Passing Grade (KKM) of the reading skill. It could be seen from the unsatisfactory reading score and some problems that the students confronted in reading. It is generally performed by the following phenomena:

- a. Some of the students could not read the text accurately.
- b. Some of the students could not recognize the reading text spontaneously and quickly.
- c. Some of the students could not identify the punctuation of the text.
- d. Some of the students could not read the text by appropriate rate.

- e. Some of the students could not read the text by appropriate phrase, intonation, and stress.

Considering the problems above and in order to help the students to improve their reading fluency, teachers are expected to provide students with appropriate technique and material. Here, writer proposed a technique that can encourage the students' reading fluency that is called listening passage preview technique. Listening passage preview is suitable to be applied in the classroom because the students have the model of the reading text from the teacher. This is also simple to apply in the classroom with a small group or classroom setting. Wright says that in listening passage preview technique, the students follow along silently as accomplished readers read a passage aloud. Then the students read the passage aloud, receiving corrective feedback as needed.⁵ In addition, Begeny *et.al.* says that listening passage preview is commonly used to increase students reading fluency.⁶

Based on the phenomena found in that school and on how to apply an appropriate technique to overcome the problems, the writer conducted a research entitled **“The Effect of Using Listening Passage Preview Technique on Students’ Reading Fluencyat MTs Ponpes Darel Hikmah Pekanbaru.”**

⁵ Jim Wright, *The Savvy Teacher’s Guide: Reading Interventions That Work*, (Washington, DC: National Institute of Child Health and Human Development, 2001), p. 15

⁶ John C. Begency. *et.al. Increasing Elementary Aged Students’ Reading Fluency With Small Group Interventions: A comparison of Repeated Reading, Listening Passage Preview, and Listening Only Strategies*. Journal of Behavioral Education, Sep 2009, Vol. 18 Issue 3, p.211

B. The Definition of the Term

1. Effect

According to Hornby, effect is a change produced by an action or a cause, a result, an outcome.⁷ In addition, Richards and Schmidt state that effect is used to measure the strength of one variables' effect on another or the relationship between two or more variables.⁸ In this research, effect is defined as the result of teaching reading fluency treated by listening passage preview technique of the second year students at MTs Ponpes Darel Hikmah Pekanbaru.

2. Listening Passage Preview

Listening passage preview technique is a reading intervention to help improve reading fluency in a small group or classroom setting.⁹ This intervention uses reading passages that are appropriate for the students' reading levels. In this research, listening passage preview is a technique that was used by the writer in teaching reading fluency of the second year students at MTs Ponpes Darel Hikmah Pekanbaru.

⁷ A.S. Hornby, *Oxford Advanced Learner's Dictionary*. (Oxford: Oxford University Press, 1987), p.369

⁸ Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics; Third Edition*. (New York: Pearson Education, 2002), p.175

⁹ Rose, T. L., and Sherry, L., "Relative effects of two previewing procedures on LD adolescents' oral reading performance", *Learning Disability Quarterly*, 7(1), (1984), p.39

3. Reading Fluency

According to Rasinski, fluency in reading is an indication of automaticity—the ability to read words with little effort, resulting in an increased capacity used for comprehension process.¹⁰ In addition, based on National Reading Panel (NRP), reading fluency is defined as the ability to orally read quickly, accurately, and with proper expression.¹¹ In this research, reading fluency is the ability of the students to read fluently by using listening passage preview technique of the second year students at MTs Ponpes Darel Hikmah Pekanbaru.

4. Recount Text

According to Wardiman *et.al*, recount text is a text that telling the reader about one story, action, or activity.¹² It means that recount text is the text contains sequence of happening events in the past time to entertain the readers. In this research, recount text refers to the type of text that is used to apply listening passage preview technique.

¹⁰ Timothy V. Rasinski. *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension*. (New York: Scholastic Publishers, 2003), p.12

¹¹ National Reading Panel. *Report of The National Reading Panel Teaching Children to Read: An-Evidence-Based Assesment of the Scientific Research Literature on Reading and its Implications for Reading Instruction*. (Washington, DC: National Academy Press, 2000), p.25

¹² Artono Wardiman *et.al*, *English in Focus for Grade VII*, (Surakarta: Putra Nugraha, 2008), p.61

C. The Problem

1. The Identification of the Problem

The identification of problems in this research is as follows:

- a. Why are some of the students not able to read the text accurately?
- b. Why are some of the students not able to recognize the reading text spontaneously and quickly?
- c. Why are some of the students not able to identify the punctuation of the text?
- d. Why are some of the students not able to read the text by appropriate rate?
- e. Why are some of the students not able to read the text by appropriate phrase, intonation, and stress?

2. The Limitation of the Problem

Because the problems were quite broad, the writer limited the problems of the research are only about:

- a. The students' reading fluency before being taught by using Listening Passage Preview Technique for experimental class and without using Listening Passage Preview Technique for control class at MTs Ponpes Darel Hikmah Pekanbaru.
- b. The students' reading fluency after being taught by using Listening Passage Preview Technique for experimental class and without

using Listening Passage Preview Technique for control class at MTs Ponpes Darel Hikmah Pekanbaru.

- c. The effect of using Listening Passage Preview Technique on students' reading fluency at MTs Ponpes Darel Hikmah Pekanbaru.

3. Formulation of the Problem

The problem of this research can be formulated in the following questions:

- a. Is there any significant difference between the students' reading fluency before being taught by using Listening Passage Preview Technique for experimental class and without using Listening Passage Preview Technique for control class at MTs Ponpes Darel Hikmah Pekanbaru?
- b. Is there any significant difference between the students' reading fluency after being taught by using Listening Passage Preview Technique for experimental class and without using Listening Passage Preview Technique for control class at MTs Ponpes Darel Hikmah Pekanbaru?
- c. Is there any significant effect of using Listening Passage Preview Technique on students' reading fluency at MTs Ponpes Darel Hikmah Pekanbaru?

D. The Objective and the Significance of the Research

1. The Objective of the Research

Based on the formulation of the problem previously, there are objectives reached in this research as follows:

- a. To find out whether there is a significant difference between the students' reading fluency before being taught by using Listening Passage Preview Technique for experimental class and without using Listening Passage Preview Technique for control class at MTs Ponpes Darel Hikmah Pekanbaru.
- b. To find out whether there is a significant difference between the students' reading fluency after being taught by using Listening Passage Preview Technique for experimental class and without using Listening Passage Preview Technique for control class at MTs Ponpes Darel Hikmah Pekanbaru.
- c. To find out whether there is a significant effect of using Listening Passage Preview Technique on students' reading fluency at MTs Ponpes Darel Hikmah Pekanbaru?

2. The Significance of the Research

Related to the objectives of the research above, the significances of the research are as follows:

- a. The research findings are to give the valuable input to the teachers of English at MTs Ponpes Darel Hikmah Pekanbaru particularly and all English teachers generally, as attempt to improve students' reading fluency.
- b. The research findings are expected to provide both theoretical and practical benefits in teaching English as a foreign language, especially for those who have great concerns in teaching reading.
- c. To attract students' participation that to study English is enjoyable.
- d. To be an academic requirement to get an undergraduate degree.