

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the receptive skills. It is one of the language skills that must be mastered by the students. Students get problem in reading because reading is not an easy work, it is due to the fact that reading is a complex activity. In reading activity a reader has to catch the point or message of what he/she reads.

In teaching and learning English, reading is an necessary skill that should be number one skill in learning English to get information and knowledge from English texts. According to Hasibuan, reading is an activity with a purpose.¹ The purpose of the reading will be achieved not only when the reader comprehends the reading text but also when the reader knows which skill and technique are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

The purpose of teaching reading is to make students able to read the text effectively, efficiently, enables them to interpret what they read, and also to gain information or knowledge, information and, etc. According to Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to built

¹ Kalayo Hasibuan & Muhammad Fauzan Ansyari, *Teaching English as Foreign Language* (TEFL). (Pekanbaru: Alfa Riau Graha UNRI Press, 2007). P. 114

meaning². On the other hand, Reading is also one of the common ways to get information and knowledge from written form and one of the basic skills to be achieved during language course.

Fluency is necessary skill in reading. According to Vaughn and Sylvia, to become fluent, students need to learn to decode words rapidly and accurately, in isolation as well as in connected text, and to increase reading speed while maintaining accuracy³. It means that, in teaching text, fluency is an important skill to connect reading with the material. Fluency is related to the increase of the speed in reading and connecting words in text.

In junior high school, reading fluency is one of the components that has been taught based on school curriculum (KTSP). Based on this curriculum, students should read aloud of short functional texts in descriptive, narrative, and recount with utterance, stressing and good intonation related to environment⁴. This research only focuses on reading narrative text.

SMPN 1 Tualang is one of the state schools that uses school based curriculum (KTSP) in teaching and learning process. In teaching and learning process, students are expected to be able to read fluently and accurately, with good intonation and appropriate expression.

² David, Nunan, *Practical English Language Teaching* (New York.: McGraw Hill Companies, 2003), p. 68

³ Sharon Vaughn & Sylvia, Linan-thomson, *Research-Based Method of Reading Instruction, Grades K-3*. Beauregard St: Association for Supervision and Curriculum Development. 2004. P 50

⁴ Department of Nasional Education, *School Based Curriculum Development*, 2006), p

To implement the curriculum, the students are expected to be able to understand English text and answer the questions. However, based on the preliminary observation at SMPN 1 Tualang perawang, the writer found that it was contrary to the reality in the class. Some of the students still had problems in reading the text accurately and they also got wrong intepretation and meaning because of their misunderstanding of punctuation. It was still far from the target of the curriculum which had score 70 as minimum standard (KKM).

Based on the writer's preliminary study at the Second Year students of Junior High School 1 Tualang, the writer found a lot of problems as follows :

1. Some of the students are not able to pronounce the words well.
2. Some of the students are ignoring punctuation in reading text.
3. Some of the students can not read with appropriate expression, intonation in reading text.
4. Some of the students have problem with their pause in reading.
5. Some of the students are lack of fluency in reading text.

Therefore, to improve students' reading fluency needs an appropriate strategy or technique required to help students as solution

for their problems. In this case, the writer gives a solution by using Fluency Oriented Reading Instruction (FORI).

Fluency oriented Reading Instruction is a classroom approach to facilitate automatic word recognition and fluency components involving fluency, through free reading at school and at home⁵. In other words, this strategy is dividing students into two groups based on their reading levels, and then with modification of fluency, the school and home components can increase the amount of time spent in reading connected text.

By using this strategy, clearly improves fluency in reading. Based on the explanation above, the writer is interested in conducting a research entitled **“The Effect of Using Fluency Oriented Reading Instruction(fori) on Students’ Reading Fluency in Narrative Text at SMPN 1 Tualang Perawang”**.

B. The Definition of the Term

In order to avoid misunderstanding and misinterpretation, it would be better for the writer to define a number of terms used in this study.

⁵ Jack. M. Fletcher at,al. *Learning Disabilities. From Identification to Intervention*. (New York: The Guilford Press. 2007.) P. 180

1. Effect

Effect is change somebody/ something caused in somebody/something else, result.⁶

2. Fluency Oriented Reading Instructions

Fluency Oriented Reading Instruction is a strategy to develop a weekly lesson plan that would help make the material more accessible for students⁷. In this research, this strategy is applied in one week by using the same lesson plan. In applying this strategy, students can choose the material by themselves.

3. Reading Fluency

According to Vaughn and Sylvia, Fluency is the accurate and rapid naming or reading of letter, sounds, words, sentences, or passages⁸. In addition, 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 process⁹.

In this research, reading fluency means the ability to read text fluently, accurately with appropriate expression, especially at second year students of SMPN 1 Tualang Perawang.

⁶ A.S. Hornby, *Oxford Advanced Learner's Dictionary*. (New York: Oxford University Press 2000). P.422

⁷ Melanie. R. Khun and Paula. *Fluency in the Classroom*. (New York: The Guilford Press. 2008.) P. 21

⁸ Sharon Vaughn and Sylvia Linan Thompson, *Research Based Methods of Reading Instruction*, (Virginia: Association for Supervision and Curriculum Development, 2004.) p.50

⁹ Timothy V. Rasinski. *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension*. (New York: Scholastic Publishers, 2003), p.12

4. Narrative Text

Narrative text tells about what is happening or what has happened. A narrative text gives an account of one or more experiences. The purpose of this text is to amuse or to entertain the readers with actual or imaginary experiences in different ways. According to Syafi'i, Narration is storytelling whether tells a true story or fiction.¹⁰

In this research, Narrative text refers to the type of paragraph that will be used in applying fluency oriented reading instructions.

C. The Problem

1. The Identification of the Problem

Based on the background and some phenomena above, most of the students of the second year at Junior High School 1 Tualang still have problems in English, especially in reading fluency. So, to make clear, the writer identifies the problems as follows:

- a. What makes some of the students unable to pronounce the words well?
- b. What makes some of the students unable to read with appropriate expression, intonation in reading text?
- c. What makes some of the students ignore punctuation in reading text?

¹⁰ M.syafi'i s, et al, *The Effective Paragraph Developments: The Process of Writing for Classroom Setting* (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI), 2007.) P.53

- d. What makes some of the students have problem with their pause in reading?
- e. What makes some of the students lack of fluency in reading text?
- f. What makes some of the students unable to read the text accurately?
- g. What makes some of the students unable to read the text fluently?

2. The Limitation of the Problem

In this research, it is very important for writer to limit and focus on the problems in this research, the writer limits the problem on students' reading fluency, and the writer focuses on the effect of using fluency oriented reading instructions on reading fluency in narrative text of the second year at SMPN 1 Tualang Perawang.

3. The Formulation of the Problem

Referring to the limitation of the problem above, the problem of this research can be formulated in the following research questions:

- a. How is students' reading fluency in narrative text taught by using fluency oriented reading instruction of the second year at SMPN 1 Tualang?
- b. How is students' reading fluency in narrative text taught without using fluency oriented reading instruction of the second year at SMPN 1 Tualang?

- c. Is there any significant effect of using fluency oriented reading instruction on students' reading fluency in narrative text of the second year at SMPN 1 Tualang?

D. The Objectives and Significance of the Research

1. The Objectives of the Research

- a. To find out the students' reading fluency taught by using fluency oriented reading instructions on reading fluency in narrative text of the second year at SMPN 1 Tualang.
- b. To find out the students' reading fluency taught without using fluency oriented reading instructions on reading fluency in narrative text of the second year at SMPN 1 Tualang.
- c. To find out the significant effect of fluency oriented reading instructions on reading fluency in narrative text of the second year students at SMPN 1 Tualang.

2. The Significance of the Research

- a. To give a contribution to English Teacher concerning with reading fluency.
- b. To provide useful information for the readers in conducting researches.
- c. To fulfill one of the requirements to finish writer's study at State Islamic University of Sultan Syarif Kasim Riau.
- d. To be beneficial finding in education.