

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

As a foreign language, English is very important in our country. A learner of English can be considered a proficient learner when he or she has an adequacy of language competence. Language competence refers to the mastery of the principles concerning the language behavior. In addition, he or she should be able to perform the competency on actual context. Therefore, learners of English have to attempt to master the four language skills. Alexander (1983;3) states that in learning English we have to learn the four language skills: (1) listening (2) speaking; (3) reading; and (4) writing.

Reading is one of the most important skills in learning language beside listening, speaking, and writing. To Indonesian students this is a bridge to understanding text books in various disciplines. It means that the students may still come across a lot of difficulties in comprehending scientific books such as sociology, biology, chemistry, etc. No wonder, the students of university frequently ask a professional translator for help to translate their English assignment. As they lack knowledge of English they often encounter difficulties when reading their compulsory books written in that language.

Reading in the students' native language and reading in a foreign language being learned is quite a different matter. Reading in their own language is easier than that of the language learned because they have mastered the vocabulary and

the structure of their own. Reading in the target language is difficult for them. They are required to have an adequate knowledge of the language, which has a different system in terms of vocabulary and structure.

Reading techniques play an important role in understanding reading materials. They facilitate students who want to read efficiently. Teachers should know some reading techniques that they need for their school work. There are some readings techniques that can be used in teaching reading; one of which is interactive read-aloud. Interactive read-aloud (Barrentine, 1996 cited in Herrell and Jordan, 2004) is the reading of books out aloud with the use of expression, different voices for different characters, gestures, and the active participation of the listener through predicting, discussion, and checking for understanding. It also involves the exploration of the structure of text and think-aloud strategies that demonstrate how the reader gains meaning from text.

Regarding this field, the previous researches have been done by many researchers; Delacruz (2008), examines the concept of utilizing interactive read-aloud in grades K-2 to increase student's reading comprehension. The purpose of his study is to explore the planning and implementation of interactive read-aloud that research has proven to enhance the comprehension skills of students in grades K-2. He found that the students who learn reading through interactive read-aloud have better achievement than the students who not learn reading through interactive read-aloud. Iannucci (2007) focuses on repeated interactive read-aloud on pre-school and kindergarten. In their research teachers allow scaffolding children's understanding of the book being read, model strategies for making

inferences and explanations, and teach vocabulary and concepts. He found that these techniques had shown to be effective in increasing children's engagement, understanding, and appreciation of literature in preschool and kindergarten settings. Bohause and Queini (2008) examined the impact of a read-aloud strategy on children's vocabulary development and comprehension skills by recording their conversations and writings as they responded to the stories. They found that the students were able to use the new vocabulary words and engage in analysis and synthesis as they participated in the discussions of the real read-aloud stories.

Regarding the problems, it seems that it is very essential to seek some factors bringing about the problems. Common factors influencing the success of teaching reading includes such as the teacher, the learners, the material, and the techniques of teaching. McGinnis and Smith (1983:45) have defined that materials must be appropriate to the needs, reading levels, interest and the goal of students.

Based on the reason above, this research was conducted by applying an interactive read-aloud with the expectation that it will be beneficial contribution to overcome the reading problems.

1.2 Statement of the Problem

From the explanation above, the problems that the writer will investigate in this section is how far the learning reading through interactive read-aloud influences the students' achievement. Based on the background, the problem of this writing is to find out the answer the following questions:

- 2.1. Does the use of interactive read aloud give better impact on students' reading comprehension achievement compared with three phase technique?
- 2.2. What are the students' responses towards the implementation of learning reading through the interactive read-aloud?

1.3 Research Variable

In this study, there are three variables, consisting of one independent variable and two dependent variables. The independent variable is an interactive read-aloud and the dependent variables are the students' activities, and the students' reading comprehension achievement.

1.4 The Objectives of the Research

In order to answer the research problems, the research objectives are proposed:

- 4.1. To find out the influence of learning reading through interactive read-aloud towards students' reading comprehension achievement.
- 4.2. To find out the students' attitudes towards the implementation of learning reading through interactive read-aloud.

1.5 Research Significance

This research is expected to be beneficial for the students, and English teacher.

For the students, they will get the positive benefits in learning reading through interactive read-aloud approach. As in his article, Delacruz, S. R. (2008) reports that on the actual use of read-aloud the students will: (1) afford better understanding of the context, (2) match learning style with teacher aptitude, (3) promote human relations, and (4) cultivate personal thinking.

For the English teachers, they can apply this research finding on the actual use in the classroom so that their reading class will be more various and motivating. Besides, the teachers will get much input from the students' activities.

In addition, the research findings are expected to give a contribution to the varieties of teaching reading which commonly tends to be monotonous, using lecturer or a conventional method. Through interactive read-aloud approach, it is expected that it can encourage the students' motivation to communicate their English knowledge. It is very essential to do as Brown (1994:20) defines that we may not need teachers if the learners have been intrinsically motivated to perform the whole classroom assignments.

1.6 Hypothesis

Ho : There is no difference between students who are taught using the interactive read-aloud and those who are taught with three phase technique.

Ha: There is significance difference between students who are taught using the interactive read-aloud and those who are taught with three phase technique.

1.7 Definition of the Terms

Interactive Read-Aloud

Interactive read-aloud (Barrentine, 1996 cited in Herrell and Jordan, 2004) is the reading of books out aloud with the use of expression, different voices for different characters, gestures, and the active participation of the listeners through predicting, discussion, and checking for understanding. It also involves the exploration of the structure of text and think-aloud strategies that demonstrate how the reader gains meaning from the text.

Although read-aloud has traditionally been used extensively with young children, its effectiveness with older students has been documented many times (Krashen, 1993 ; Trelease, 1995 cited in Herrell and Jordan, 2004).

Reading

Reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning (Reinking & Scheiner 1985). Reading is the instantaneous precognitive activities of various written symbols, simultaneous associations of these symbols with the existing knowledge, and

comprehension of the information and ideas communicated when a reader interacts with print, his or her prior knowledge combined with the print and the visual (written) information results in his or her comprehending the message (Goodman, 1976; Smith, 1982).

