

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, six points will be explained. They are background of the research, research problem, purpose of the research, significance of the research, operational definition, and scope of the research.

### **1.1 Background of the Research**

English becomes an important language in Indonesia. Even though English is still as a foreign language, it is one of compulsory subjects in the national curriculum of Indonesia for junior high school students. Reading is the only one skill which is examined in the national examination. It means that the students should master English as well as they can. And the teacher who taught English at SMPN 1 Cermee said that the students still got difficulties in comprehending reading when the researcher did an interview with the English teacher.

English has four skills. They are: speaking, listening, reading, and writing. Reading is one of those skills that some of the students especially the young learners or beginners think is not so enjoyable as other skills. In line with that, Paul (2003:83) says “many teachers feel that reading and writing are too difficult for the children and that it is more enjoyable to just learn listening and speaking”. This happens because the teacher might gives inappropriate method in teaching reading.

Actually, reading is a kind of exciting skill which the young learners or beginners have to master. According to Grellet (1981:4), the reasons why the people read, the first is reading for pleasure and the second is reading for information (in order to find out something or in order to do something with the information that you get). On other hand, the students will get a lot of fun, if they read some literatures. Besides, reading is an important learning and the way to get success at school and college. Duglosz (2000:285) argues “if reading is emphasized in the young learners’ curriculum from the very beginning of their language education, these young children will progress faster not only in learning to read, but also in understanding and speaking the language”.

When selecting materials for use in the classroom teacher use many different criteria. Content, format, and language are all important element for establishing wheter materials are at an appropriate level of difficult for a student in reading instruction. The teacher says that most of students are struggling readers :

- a. The students can not correctly identify the main idea when they read.
- b. A students read two issues besides knowing how to identify the main idea.
- c. The difficult language in historical text
- d. Students are passively reading.

Teaching reading can be implemented by giving a Shared Reading strategy. The strategy is Shared Reading which is a kind of collaborative learning. The researcher is quite sure that the strategy can give a different atmosphere to students in learning reading, because this strategy allows the teacher to read a

story book or some kinds of book to the young learners or beginners. As Thomson (2001:14) says that if the learners are not yet able to read, they can work on listening skills by having the teacher or more advanced students read the text.

However, the students not only have to be able to read well, but they also have to comprehend the text as well, so that, they do not just read the text, but they have to try to comprehend the word, sentence, and paragraph in the text. Without comprehension, reading is simply following words on a page from left to right while sounding them out. The words on the page have no meaning. And while they read for many different reasons, the chief goal is to derive some understandings of what the writer is trying to convey and make use of that information – whether for fact gathering, learning a new skill, or for pleasure. Without them they cannot gather any information and use it to efficiently function and enjoy the richness of life.

Katherine A. Beauchat (2008: 20)'s study on Shared Reading in preschool found that shared storybook reading for children could increase the students' literacy skills.

Therefore, it is planned to apply Shared Reading Strategy on the students' comprehension of the reading text.

## **1.2 Problem of the Research**

Does the use of Shared Reading Strategy have a significant effect on the seventh year students' reading comprehension at SMPN 1 Cermee Bondowoso in the academic year of 2014/2015?

### **1.3 Purpose of the Research**

The research purposes is to know whether Shared Reading Strategy has any significant effect on the seventh year students' reading comprehension at SMPN 1 Cermee Bondowoso in the academic year of 2014/2015.

### **1.4 Significance of the Research**

#### **1.4.1 Theoretical Significance**

- a. This research can become another reference to other researchers who conduct the study on the same topic
- b. The result of this research can become an input in teaching process especially in teaching reading

#### **1.4.2 Practical Significance**

The results of this research are expected to be beneficial for the following people:

1. The English teacher

This strategy can give another way to teach reading attractively, and can teach the students easily in understanding the text. This research is also expected to give alternative to technique of teaching reading in order to create a more enjoyable atmosphere for the students.

2. The students

This strategy can make it easier for the students to develop their reading comprehension and understand the word, sentence, and paragraph well.

## **1.5 Operational Definition**

### **1.5.1 Reading Comprehension**

Reading comprehension is the students' understanding literally of the reading descriptive text. It refers to students' literal comprehension on word, sentence, and paragraph.

### **1.5.2 Shared Reading Strategy**

Shared Reading Strategy is one of the collaborative learnings that invites the students to discuss the text together , consisting of some steps in doing activity, such as: introducing a new text to the students, reading the text, asking the students to point or highlight certain words, then having the students discuss about the text/the meanings of the difficult words. Shared Reading Strategy in this study refers to a method in teaching a descriptive text to make the students understand much on word, sentence, and paragraph.

## **1.6 Scope of the Research**

This research focuses on investigating the effect of Shared Reading Strategy and the seventh year students' literal comprehension of descriptive text at SMPN 1 Cermee Bondowoso in year of 2014/2015 as the subject of the research.