

CHAPTE I

INTRODUCTION

1.1 Background of the Research

Language is a set of rules that humans use to communicate with one another. The use of the language is determined by the shared conventions of the language's speakers. They all must follow the rules. Otherwise, they will not be able to use it effectively for communication. They are unable to communicate effectively. Furthermore, they are unable to communicate with one another. As a result, in order to be successful in a communicative interaction, participants of a speech community must use their language in accordance with the shared conventions (Siahaan, 2008).

Listening, speaking, reading, and writing are the four language abilities needed to communicate in English. However, the researcher does not discuss all of the skills in this study, only reading. According to Harmer (2003) Reading is a very energetic activity, to do so successfully, we must first comprehend the meaning of the words. As a result, if their reading skills are inadequate, they are very likely to fail their studies or at the very least struggle to keep up (Harmer, 2003). If they can read well, on the other hand, they will have a better chance of succeeding in their studies.

In Thailand, reading habits have been buried, students have lost interest in reading, due to the fact that reading is the foundation of all learning. Increasing students' motivation to learn is a something that must be mastered as a teacher. Students develop their knowledge by reading, and the most

important thing to do to succeed in learning is to read a lot. One of the goals of reading instruction is comprehension (Ricard, 2002). Students will not be able to progress academically from one learning phase to the next unless they are familiar with the written content. As a result, students must learn to interpret written text in order to extract information and ideas from the text they are reading. The relationship between the printed words and the reader determines understanding. Humans are thought to have a fixed reserve, or a defined threshold, for information attention and absorption, which is known as processing capacity. As a result, it is often assumed that the capacity to detect words rapidly and smoothly is dependent on effective learning.

Reading becomes the primary goal of language instruction, and it is both a skill and a component of the curriculum. Its goals are to help students accurately read and comprehend literary materials. Then, in order to understand the target language, it's critical to read correctly. Students who read the book in their native language find it rather easy to comprehend. When they read it in a foreign language, however, they have difficulty reading it. The factors that cause the difficulties are lack of vocabulary, lack of background information about the topic, and lack of interest toward reading (Syatriana in Hamra 2010)

Teachers should put reading at the top of their priority list. Reading encourages students to think critically and creatively, and it makes it easier for them to solve challenges in the classroom (Khairuddin, 2013). There are a variety of ways to improve students' reading comprehension, one of which is "shared reading." The importance of shared reading in a balanced

literacy framework cannot be overstated. Along with reading aloud to students and guided reading, one of the teaching methods we employ to help students become independent readers is shared reading (Stanley et al, 2002). Creating an environment and atmosphere that encourages students to read is an effort that may be made in order for students to get interested in reading and to become accustomed to reading.

The previous study is conducted by Eka Resty Novieta Sari under title “The Effectiveness of Shared Reading Strategy in Teaching Reading Viewed from Students’ Self-Esteem (An Experimental Research at the Eight Grade of SMP Negeri 1 Jiwan, Madiun)”. This study concluded that Shared Reading strategy was effective than direct instruction to teach reading. The other study conducted by Mudasir under the title “The Use of Shared Reading to Improve Students Reading Comprehension (A Quasi Experimental Study Involving seventh Grade Students of Junior High School in Cirebon, West Java)”. It was found that the students’ in the activity Shared Reading strategy can improve the students’ reading comprehension. There are some differences between previous studies and present study.

The differences among previous study and this study are the material to conduct it, the first previous study concerned to find out whether implementation Shared Reading strategy to improve students reading comprehension in descriptive text. The second previous study concerned on the effect of using Shared Reading strategy Reading viewed from students’ reading skill narrative text. It means that in this study was used

Shared Reading strategy for significant improving in reading comprehension in narrative text. In this study, researcher focused to find what are the difficulties that teacher face during learning activity using shared reading.

Based on the observation, the writer observed the Junior High School Salihyyah and meet the English teacher. The teacher said that some students still having trouble in reading skill. The teacher have used the shared reading to improve students readingskill. That is the reason why the writer conduct the research in this school to analyse teacher's difficulty using shared reading for 3rd grade junior high school salihyyah

1.2 Problem of the Research

Based on the background of the study above, the writer proposes the research problem

1. How does teacher teach reading using shared reading?
2. What are the difficulties faced by teacher in teaching reading using shared reading?

1.3 Purpose of the Research

The purposes of this research are

1. To know how teacher teach reading using shared reading
2. To know what the difficulties face by teacher in teaching reading using shared reading

1.4 Significance of the Research

The writer hopes that the findings of this research can give contribution to the English teaching and learning. It has two major significances, they are theoretical and practical significances:

1.4.1 Theoretical Significance

The result of this research is generally to investigate teachers' difficulty in teaching using shared reading.

1.4.2 Practical Significance

For the teachers the result of this research can give an overview to assist teacher in teaching using shared reading.

1.5 Scope of the Research

This research is focused to investigate shared reading that used by English teacher for 8th-grade students of Junior High School Salihyyah, Thailand

1.6 Operational Definition of the Research

In order to prevent misunderstandings, the researcher should define the following main terms:

1.6.1 Reading Comprehension

Reading is the act of divining meaning from written text. The reader must be able to interpret the written words into understandable language. The reader can recognize the text and use it to build the meaning

of the material that he or she is reading. The ability to find a way through smaller idea segments and grasp the meaning of a larger unity idea are all part of comprehension. It also includes the correct association of meanings with word symbols, the selection of the correct meaning suggested by the context, the organization and achievement of meanings, and the ability to find a way through smaller idea segments. It implies that the reader and the text work together to extract meaning. As a result, by combining the information gathered via their knowledge, the reader will be able to deduce the true meaning of a text.

1.6.2 Shared Reading Method

Shared Reading is an interactive reading experience in which students take turns reading a book or other enlarged text while being directed and assisted by a teacher or other experienced reader. Students watch while a professional reads the book with fluency and expression. The text must be large enough for all students to see clearly in order for them to participate in the reading. The shared reading method is simple to implement, yet it will stimulate students' interest in reading together.