

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Research

Nowadays, English has been learning from elementary school up to university level. The government has added English in the high curriculum. Many high schools include English as a local content subject. Learning English in high school could give good effect of education development for the young learners. Learning English in high school is to provide students good command of English. So, they are able to participate in higher level.

Teaching reading to young learners is hard because we have to be patient and understand the mood of the students, so we should be able to find or find ways to teach reading to young learners in a fun way but can deliver the material we teach. By using these games we can teach reading to students in a fun way. Besides playing they can also gain knowledge that will be beneficial for his future. Because when students feel happy with the learning method that is obtained then the material given will also get to them. For today many teachers are less innovative in teaching students so using games is perfect for teaching students including reading teaching.

The objective of learning English is able to communicate in English. English teaching and learning process should be focused on developing students' four language skills; listening, speaking, reading, and writing. It is to

achieve the objective of teaching and learning process. Among the four language skills, reading which has the most important role in the students' mastery. In high school, reading is one of skill which is needed to learn.

It is important that children understand what they read, learnt what they read, enjoy the experience of reading and realize what they have learned and what they have read. In fact, learning to read in English is a hard work for the highschool students. They find some difficulties to learn reading in English. Many of them are in the process of learning to read in their own language. Some of the students also assumed that reading was too boring to be learnt. Students do not have interest in reading and has not been favored by the students. It makes the students do not have a reading habit. It is impacted on their reading comprehension.

According to Nunan (2005,p.68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. While, Israel & Duffy (2009, p.32) stated "Given the importance of reading comprehension for children's literacy and learning, it is surprising that there are so few theories about it." Comprehension is the essence of reading because the goal of written language is communication of messages. If everyone do not understand the message, they are not reading. In other words, comprehension is the important aspect of reading.

As a result, making errors in reading English as foreign language is common. It is natural in the early stage of second/foreign language learning process. The researcher wants to develop reading aloud as the enjoyable

teaching strategy. Kailani (1998, p. 281) in Indriati (2018, p. 38) states that reading aloud is characterized by the clear articulation of words, flexibility in stress, intonation, and rhythm, and the effective use of pauses. Therefore, by reading aloud, the students will be able to recognize how to produce the English sounds appropriately, and the researcher can easily know whether the sound that produced by the students is correct or not.

Reading aloud can motivate the students to read, enticing them with good a short story and providing a model of excellent reading, phrasing, expression, and pronunciation. When the teacher reading aloud to students, the teacher engages them in texts that they might not be able to teach. In the process, the teacher expands their imagination, provide new knowledge, support language acquisition, build vocabulary, promote reading as a worthwhile, enjoyable activity. All students, from elementary through senior school, can benefit from being read to.

For some students who do not have the confidence to practice spoken English, reading aloud can help them overcome the faults of dissiliency, repeat, improper pause, and develop natural and good pronunciation habit. Try to read with expression, change the pitch (high-low), tone (gentlerough), and volume (soft-loud) of our voice to show different characters or create a mood. Reading aloud can not only helps us open our mouths, but also improve our oral English evidently.

Reading aloud is a classroom activity which has fallen in and out of favor with teachers at various times. The main argument against it is that it can interfere with successful pronunciation; spelling clearly affects pronunciation performance adversely. But reading aloud offers opportunities for the study of the link between spelling and pronunciation, of stress and intonation, and of the linking of sounds between words in connected speech; all of these can be highlighted and investigated further in fun and interesting ways through reading aloud.

Children love playing and they are learning things when they are playing. The use of games in classroom activity for junior school students is a significant. Games are fun and students like playing games as their activities. By using games, children can experiment and discover new things with the environment they use. On the process of playing games, the students can improve their language skills. Games help the teacher to attract students' interest in the teaching and learning process. Using games make students more have variation in the teaching learning process.

This research study aimed to improve the students' reading comprehension by using reading aloud technique at ninth grade of SMPN 11 Tambun Selatan in academic year of 2019/2020 through playing games as a medium. By using some techniques and conducting actions in the research, it was expected that through language games, the students' involvement would increase.

Based on the problems and the proposed solution above the researcher is interested in conducting a study entitled “The Impact Of Using Reading Aloud Technique Through Playing Games In Student’s Reading Comprehension At The Ninth Grade Of Smpn 11 Tambun Selatan”

## **B. Questions and Scopes of the Research**

### **a.) Question of the Research**

Based on the objective of experimental research to know the effectiveness of the technique that used to teach, the research will be conducted to discover the answer of these following questions: Is there a significant influent of the impact of student’s ability in reading comprehension by using reading aloud technique through playing games?

### **b.) Scope of the Resarch**

The scope of this study is about the impact of using reading aloud technique through playing games as a medium in teaching reading comprehension of the ninth grade at SMPN 11 Tambun Selatan. However, in order to get focus in conducting the study, the writer limited the study on teaching reading comprehension by using reading aloud technique through playing games. The researcher take one class of twenty students in this research. However, in order to get focus in conducting the study, the writer limited the study on:

1. Teaching reading by using reading aloud technique through playing games.

2. Some considerations, the writer choose playing games are:

- a. Based on the Standard Competence and Basic Competence for the Ninth Grade Junior High School students for this semester.
- b. Playing games has simple way, because most students love to playing. So the writer wants to combined playing with learning.

### **C. Research Hypothesis**

According to Creswell (2018, p.188), hypotheses are prediction The writer makes about the expected relationships among variables. They are numeric estimates of population values based on data collective from sample.

Based on the definition above, the hypotheses are:

H<sub>0</sub>: There is no significant influence of the impact of using reading aloud technique through playing games in reading comprehension study toward students' reading comprehension mastery.

H<sub>a</sub>: There is significant influence of the impact of using reading aloud technique through playing games in reading comprehension study toward students' reading comprehension mastery.

### **D. Objective and Significance of the Research**

#### **1) Objective of the Research**

- a. To find out whether using reading aloud techniques through playing games as media in teaching English reading comprehension can improve reading ability of the ninth grade students of SMPN 11 Tambun Selatan.

## 2.) Significances of the Research

The researcher hopes that this study can be used and is useful for:

### a. The Students

The result of this study is expected to be useful for students to give alternative way to overcome their reading problems in teaching learning process especially in their reading comprehension.

### b. The English teacher

The result of this study is expected to help English teacher to overcome the students' difficulties and it will support the teacher to be creative and innovative in teaching learning process to help their students' in learning English.

### c. The next researcher

It is hoped that the result of this study will contribute the next researcher to conduct other research in similar study.

## E. Method of the Research

Based on Creswell (2018, p.295) the research problems and purposes, the quantitative method will be used in this research. Quantitative research is a means for testing objectives theories by examining the relationship among variable. Therefore, to prove the effectiveness of using reading aloud technique through playing games to teach reading

comprehension, the writer will use the experiment as the approach on conducting the research. According to Creswell (2018, p. 219), in experiments, treatment variables are independent variables that The writer manipulates to determine their effect on the outcome, or dependent variable. So, the subject will get a treatment to find out the effect of using reading aloud technique through playing games toward students' pronunciation mastery.

## **F. Operasional Definition**

### **1. Reading Comprehension**

Comprehension is the reason for reading. If reader can read the words but do not understand what they are reading, they are not really reading. Reading is an active and interactive activity to reproduce the word mentally and vocally and try to understand the content of reading text. It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills, which correspond to the many different purpose we have for reading. English as a subjects matter in school covers four language skills: speaking, reading and writing. Students' learning activity in every subject involves reading.

Reading is one of the complex ways in learning English as a foreign language. In reading activities, although the medium is the written word, work on pronunciation can be successfully integrated here too. Like listening, reading is a receptive activity (students receive the language rather than produce it), and so it provides a suitable means of bringing language features to students' attention. In this case, most of the reading activity have



done by reading aloud. So, teacher's reading aloud as the reception and the students' reading aloud as the production.

## **2. Reading Aloud**

Reading aloud means just that-reading aloud. When we read to students, we take advantage of the fact that until about the eighth grade, young people have a "listening level" that significantly surpasses their reading level. When we read aloud to students, we engage them in texts that they might not be able to read. In the process, we expand their imaginations, provide new knowledge, support language acquisition, build vocabulary, and promote reading as a worthwhile, enjoyable activity. All students, from pre-school through high school, can benefit from being read to. Listening to a fluent, expressive, and animated reader can help students make connections between written and spoken language.

For many students, ideas on the pages come alive when they are spoken. Reading text aloud provides a way to help all students access the material and develops their skills and active listeners. When doing a read aloud, it is best if all students have a copy of the text so that they can follow along, usually taking notes as they listen. The teacher or a researcher can begin reading the text, reading a few lines or a whole paragraph. Reading aloud is one of the ways in which pronunciation is practiced in the classroom. Also reading aloud is a simple technique in reading class which often used in class. Besides can improve students' ability in reading, this technique is also

can improve students' pronunciation. Because the students must to read something loudly and it can make the teacher correct the students' pronunciation easier. The researcher concludes that reading aloud is very simple technique to practice in class and do not waste time to prepare it. The teacher only enough prepares the text which appropriate the students' level, then give a model how to read the text correctly, and then asks the students one by one to imitate what the teacher's say.

## **2. Playing Games as a Medium**

Games are a way that is created and designed as a medium used to teach students by a teacher. Although using the games material will be conveyed to the students because in a games contains material that will be presented to the students. And also can access this games well, because they can play while learning easily.

Using games in teaching learning process provide students an opportunity to learn while engaging a competition. Students' participation has an intrinsic motivation to win the game. Students' motivation keeps them tuned in to the teaching and learning activity. Games are played with various techniques. Each games have their own technique. There are two kinds of games: competitive games and cooperative games. Competitive games are games in which players or teams race to be the first to reach the goal. Co-operative games are games in which players or teams work together to reach the goal. Children like to play games. It is interesting activities for them. They can create and explore their environment by themselves. Games also fun

activity to help children learn something. Children learn something by doing it.

For that reason, games are identical with children.

## **G. Systematization of The Research**

This research is written systematically using the following structure and organization. It is divided into five chapters.

Chapter I: Introduction presents the background of the study, questions and scopes of the research, objectives and significance of the research, operational definition, and systematization of the research.

Chapter II: Theoretical Description presents the result of the researcher's search on theories or related research studies on similar field. It provides the readers theories which they need to comprehend this present study.

Chapter III: Research Methodology describes about the research design, the setting and subject of the study, research procedures data and source of data, data collection method, and data analysis method.

Chapter IV: Findings and Discussion present about the data presentation, data analysis, and discuss the result of the study.

Chapter V: Conclusion and Suggestion present the concluding of the result of the study and gives suggestion based on the conclusion.