

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Problem

The world has been full with information and knowledge everywhere. Unfortunately, not all information and knowledge is good to be understood and absorbed by human especially for educated people. Much knowledge that people faced today directs them to be confused and then fall into the temptation. Information and knowledge should bring people into the deep and clear understanding of something; however the fact has been happened is the opposite. Therefore, teacher and parents need to be firm in selecting the right sources of learning for their children.

To get to know more knowledge, students fulfil their cognitive by reading a book, task, and etc. Their ability to read fluently will help them to select and filter the true knowledge and also, it will gain their understanding of the text. Through the true knowledge that they have been read, they use it to communicate with others so they can build good relationship. In the bible, knowledge is relational. It originates with our relating to God with awe and wonder (Proverb 1:7) (Van Brummelen, 2008 p.79). Therefore, our relationship with God influence with how do we interpret and use knowledge itself.

We need to understand that a consequence we see in Genesis of being created in God's image is that we work in relationship with God and one another. We have already seen that God is inherently relational (Gen. 1:26), so as images of a relational God, we are connected with one another too. Students also created

in God's image with the unique ability to communicate, create, and express ideas still in purpose to build a good relationship.

Language develops these abilities to understand and influence God's world for His glory through words whether oral or written (O'Malley, 1999). Teacher as a facilitator hopes that students can be a better reader for others, not only academic sources but they can early to start reading with bible as the true knowledge of all. By reading a bible fluently and comprehensively, they can communicate about the true knowledge for many people who never knows bible and build a good relationship with them.

Based on observations at a Christian school in Tangerang, therefore problems related to their difficulties in reading fluently of the first grade students undergoing the learning process in schools. At least eight to ten students of grade onewere still struggling with how to read a word or sentence fluently in a question prepared by the teacher during the learning process. They usually interrupted the teacher during the explanation time while they were reading a text or disturbing friend who is sitting beside them. The students finished the task later than other students, so the teacher had to guide them almost 80 percent of the questions. When checking to see that they paused in the correct location while reading, often they stopped where they should not or did not pause. This inconsistent pausing happened because they did not know how the word should be read. If they correctly understood how to read it, they would pause in the proper location.

Facing these problems, the teacher more aware of how behind they are to be able to read fluently as the other seventeen students in the classroom. From the statement above, there was an idea to apply read-aloud strategies which can be

used to improve the English reading fluency of the students. Read aloud is when children listen to an adult read different types and genres of texts (Franzese, 2002) and then engage in talking about the book. Read aloud is the foundation for literacy development. It is single most important activity for reading success (Newman, Bredekamp, & Copple, 2000). If teachers read frequently to students, they learn that reading aloud is for the enjoyment and the information of the listeners. Then by the time, they will get the benefit of read aloud. Jacobs (2011) points out that when students read aloud, they can improve their fluency and pronunciation. What should be targeted in this research is the ability to read English in the given word order and quickly gain an accurate and not rough during the process of reading the text. For this reason, the researcher was interested to apply Read-aloud to improve English reading fluency.

## **1.2 Research Question**

The research problem that will be investigated in this study is related to implementing read aloud to enhance English reading fluency in grade 1. The research questions are:

1. Does the implementation of read-aloud improve English reading fluency for Grade 1 at SD XYZ Tangerang?
2. How does the implementation of read-aloud improve English reading fluency for Grade 1 at SD XYZ Tangerang?

## **1.3 Purpose of The Study**

The main purposes of this study are:

1. To find out whether the implementation of read-aloud will be able to improve the English reading fluency of grade 1.
2. To find out how the implementation of read-aloud will be able to improve the English reading fluency of grade 1.

#### 1.4 Benefit of The Study

In this research there are some benefits which are expected to give contribution to teachers, school and researcher.

##### 1. Teachers:

- a) Teachers will know the benefits of implementing read-aloud strategy to enrich student's literacy with strong, joyful, and deeply meaningful habits.
- b) Teachers are able to help students to develop their reading fluency skills by applying read-aloud strategy.

##### 2. School:

- a) The research is directed to provide guidance for all students in the school to conduct read-aloud session by asking questions of the text and not just read-aloud.

##### 3. Researcher

- a) It will be one of the reference methods used in the research in other places with similar backgrounds.

## 1.5 Definition of Term

### 1. Reading

Reading is the process of constructing meaning from text, whether written or graphic, paper-based or digital (Winch et al. 2006 p.3).

### 2. Read-aloud

Read aloud is when children listen to an adult read different types and genres of texts (Franzese, 2002) and then engage in talking about the book. Typically the adult and the children interact in the form of questions, comments, predictions, and connections.

### 3. Reading Fluency

Reading fluency is the ability to read text accurately and quickly (Hudson, Lane, & Pullen, 2005). Fluent reading is comprised of three key elements: accurate reading of connected text at a conversational rate with appropriate prosody (Hudson, Mercer, & Lane, 2000).