CHAPTER I

INTRODUCTION

In this chapter, the researcher presents background of the research, formulation of the research question, the objective of the research, the significance of research, scope and limitation of research, and definition of key term.

A. Background of the Research

Indonesian people are covered by more than one language in use. In the first environment called family, most of children hear Javanese as their mother tongue. In the next phase, they start to hear a little communication with Indonesian Language. Commonly, the children know and study Indonesian Language from their school interaction. The children's knowledge continuously improved, and then they started to study another language such as English and Arabic. All those language is needed to the children's communication. Language is one of the most uniquely human capacities that our species possesses, and one that is involved in all others, including consciousness, sociality and culture (Ortega: 2008). In line with the statement, language is very urgent to be mastered by human in every nation.

In daily conversation, Indonesian people use Javanese and Indonesian language. Actually, most of children often practice Indonesian language when they come to formal education. The children introduced also with English and Arabic in the school. As happened in MI Al- Islah Tulungagung that include Javanese, Indonesian language, English, and Arabic in its' learning program.

Javanese is the children's mother tongue, so that way they have to study it well. The children have t study Indonesian because it is the medium of instruction in Indonesia. Arabic is the Qur'an language which obliged to be learned. And English is one of the languages that utilized in international interaction, so it has to be mastered by all children and people to enrich their knowledge. The teachers in that school have variety of way to make the teaching and learning of language effective and run well.

Teaching English in many schools is not something new as like in MI Al-Islah Tulungagung. According to Aminudin (2010) although teaching English has been taught for many years, the fact shows that the process of teaching English does not always get good output. The English language teaching and learning often face the problems related to the teachers who do not have effective method in teaching and the students who get difficulties in learning English because it is unfamiliar language in their social community.

In conveying the subject matter, the teacher must be able to organize all of the lessons components, which one of them is teaching strategy. Teaching and learning English to children should be fun and natural, the language should be first presented through sound not written symbols only, children are more sensitive to anything that touches the senses, meaning should be made perceptible through concrete object or by presented of experience, the idea that teaching should start from what the students already know in order to encourage association process seem to favor children (Freeman: 2000, Mackey: 1957, Richard and Rogers: 2001). In line with those, the teacher has to be more creative in find out the best way to encourage the students' need.

In teaching English, teacher should realize about students' condition and know the student's ability. By knowing this, it is expected that teacher will be ready to teach their students and get their objective course. Moreover, it is expected that teacher can find the good strategy in teaching learning process. As occurred in MI Al- Islah Tulungagung, which the students feel motivated after, the students applied a new strategy in the teaching English especially in reading comprehension. The teacher tries to looking for the appropriate strategy to make the students' having good respond to the reading comprehension.

Reading, which is one of the four language skills, can be classified into two types: initial reading and reading comprehension. Initial reading is an effort made by those who have not been able to read to learn reading (e.g., how to read the alphabets and combination of letters or simple words), whereas reading comprehension is an activity aimed to understand the messages of a particular text (Williams, 1998). The teaching of reading as a foreign language (EFL reading) in Indonesia can be generally included in the teaching of reading comprehension. This is because it aims to improve the skills of students, who have been able to read in their first language and in EFL, in understanding the meaning of a written text. Thus, the study of reading is important to students in every level including at MI Al- Islah Tulungagung.

The highest predictor of students' reading comprehension level is their ability to decode text (Terblanche, 2002). It means that the students have high comprehension in reading when they can transfer the language in text to be their own word based n their understanding. If they can understand the meaning of spoken language, they should be able to understand the meaning of written

language. And the only way to be able to understand the meaning of written language is to be able to read it accurately and fluently. Because reading comprehension is the ultimate goal of reading, we can place too much emphasis on its direct instruction. This usually happens at the expense of teaching phonemic awareness, alphabetic principal and oral reading fluency.

Teaching English to elementary school level, the teachers should know how to manage the classroom activities to be more meaningful and interesting because teaching English to young learners is not the same as adults in some ways. To make the students enjoy and fun in learning English, the teachers must be able to select the appropriate strategies for teaching English to them and know the characteristics of young learners in order that it can help them in understanding the lesson and automatically the goals of teaching and learning English can succeed.

In addition, in doing the teaching learning process, the teachers are expected to use teaching strategies that make the students' proficiency increases. As Cohen and Macaro (2007:76) state that the improvement of learner's proficiency deals with how the teachers strategy in teaching, because teaching strategy applied by every teachers has to be able to improve the students language performance in term of four skills. Strategy is defined as outline in doing something to achieve established goals. The strategy is intended as the teachers' efforts in creating environment that enables for students to be involved in teaching and learning process. So, the teachers are expected to improve their skills for organizing some components of teaching learning, such as material and method.

At MI Al- Islah Tulungagung, in the teaching learning process, especially in reading class, IRAS (Interactive Read Aloud Strategy) is one of daily routines that recommended applying. It is one of strategies which allow the students to be aware with the literacy around them (Razinski & Padak, 2000; Wood & Salvetti, 2001). Reading aloud is the activity where the teacher read some of text or story books, poems, articles or book chapters, while the students listen to the teacher (Franzese, 2002; Razinski & Padak, 2000). In the level of elementary school, the reading material can be used by the teacher such as; English book, story book, or newspaper.

Today's classrooms are bombarded with demands of all kinds. Teachers work to find balance to provide time to play and time to assess, time to rest and time to run, time for technology and time to teach about health and wellness. In the midst of this balancing act, teachers seek time to interact with students in meaningful ways. Positive interactions between caregivers and students are important for language development (Boschee & Jacobs, 1997; Copple & Bredekamp, 2009; Dickinson & Tabors, 2002). In short, the interactions provide opportunities to use words and engage in their conversations.

Interaction at school is an important part of language development because language in the classroom is different than language at home. Classroom language is not as familiar and is often focused on learning content, including new concepts and vocabulary. Using language in these more abstract and academic ways encourages children to interact with their teachers and classmates. They have multiple opportunities to use new words and engage in conversation even in reading class with interactive reading strategy.

An IRAS (Interactive Read Aloud Strategy) is comprised of a series of purposeful activities that also incorporates reciprocal teaching. The general activity for interactive reading aloud are previewing the book, scaffolding on prior knowledge, modeling vocabulary development, teaching reading fluency, emphasizing elements of the story, asking purposeful questions, using think-aloud to assist comprehension, and summarizing the story to bring closure (Layne, S. L.: 2015). According to English teacher in MI Al- Islah Tulungagung, interactive Read Aloud is a strategy in which a teacher sets aside time to read orally to students on a consistent basis from texts above their independent reading level and their listening level. The teacher in this scool uses this strategy because it is pleasurable and invites visualization and imagination. It supports reading and writing lessons, is relevant to all curriculums, coaches' students so they can be successful in their book reading.

IRAS (Interactive Read Aloud Strategy) was associated with a part of literacy skills and cognitive advantages. Reading to children in the kindergarten school was getting relation with the reading achievement and emergent literacy (Bus et al., 1995). There was important benefits of reading aloud such as acknowledgement that the frequency of reading to children at a young age has a direct causal effect on their schooling outcomes regardless of their family background and home environment (Kalb & van Ours, 2014; Mol & Bus, 2011). In Another advantages appeared from the explanation of students in MI Al- Islah Tulungagung, such as 1) Develops stronger vocabulary, 2) Builds connections between the spoken and written word, 3) Provides enjoyment, 4) Increases attention and motivation, 5) Strengthens cognition, 6) Provides a safe way of

exploring strong emotions, 7) Promotes bonding. Reading aloud with children provided benefits for adults too. The quality time spent together promotes bonding and strengthens relationships, making it easier for children to develop their social, communication and interpersonal skills. Therefore, interactive reading aloud can lead to attitudinal and motivational outcomes for young people.

IRAS (Interactive Read Aloud Strategy) already applied in MI AL-ISLAH Tulungagung as the writer explains above. The researcher chose this school based on the condition of students reading comprehension mastery. One of the English teacher in this school used interactive reading aloud strategy in reading class especially in the first grade. The students in this class are motivated to study reading lesson and enthusiasm when the teacher teaches the lesson. Based on the teacher's explanation, the students can catch up the topic and article while using this strategy. Moreover, it increased the number of students' vocabularies (Pimanmas, 2015). In addition, Hanane (2008) found that revealed gains in students' vocabularies and comprehension skills. Students were able to use the new vocabulary words and engage in analysis and synthesis as they participated in discussions of the real-aloud stories. In line with those previous studies, the researcher observes the class who the teacher taught reading by using interactive read- aloud. The researcher is curious to get the deep information about how the teacher applied the strategy named IRAS (Interactive Read Aloud Strategy) s that the students in this school feeling interested in. in this case, the researcher intended to observe the phenomena while teaching reading comprehension conducted in the classroom. Finally, the researcher is having a set of planning to

study about *"The Implementation of Interactive Read Aloud Strategy (IRAS) At MI Al- Islah Tulungagung"*.

B. Statement of Research Problems

The research problems of this study are:

1. How does the teacher design teaching reading applying IRAS (Interactive Read Aloud Strategy) at MI AL- ISLAH Tulungagung?

2. How does the practice of teaching reading applying IRAS (Interactive Read Aloud Strategy) at MI AL- ISLAH Tulungagung?

3. How are the employed IRAS (Interactive Read Aloud Strategy) contributive to the students' reading comprehension mastery at MI AL- ISLAH Tulungagung?

C. Objective of The Research

The aims of this study are:

1. To know the teacher design teaching reading applying IRAS (Interactive Read Aloud Strategy) at MI AL- ISLAH Tulungagung.

2. To know the practice of teaching reading applying IRAS (Interactive Read Aloud Strategy) at MI AL- ISLAH Tulungagung.

3. To know the employed IRAS (Interactive Read Aloud Strategy) contributive to the students' reading comprehension mastery at MI AL- ISLAH Tulungagung.

D. Significance of the Research

The researcher hopes that the result of this research can give information for the students'. Inferentially, the result of this research can give information about the intensity of the process of teaching and learning reading using interactive read aloud strategy. Moreover, the researcher hopes that the research of will be useful for the teachers, the researcher and other researcher.

E. Scope and Limitation of the Research

This study was conducted in Islamic elementary school that has an English teacher who implemented this strategy. The setting is that in MI AL- ISLAH Tiudan Gondang Tulungagung. The strategy is interactive read aloud practiced in elementary school. The limitation in this study is focus in the teacher's preparation in applying interactive reading aloud strategy. Second, focus on the teacher's design according to the use of interactive reading aloud strategy. Third, focus on the contribution of this strategy to the students reading comprehension mastery. The researcher chooses the subject of study based on the needed data until the data was saturated.

F. Definition of Key Terms

1. Teaching Reading

Teaching reading is teaching students to do this means that they must be taught to analyze texts for structure and authors purposes as well as

how words are used to elicit specific feelings and moods and to convey specific ideas and concepts.

2. **Interactive Read Aloud Strategy**

An IRAS (Interactive Read Aloud Strategy) is comprised of a series of purposeful activities that also incorporates reciprocal teaching. The general activity for interactive reading aloud are previewing the book, scaffolding on prior knowledge, modeling vocabulary development, teaching reading fluency, emphasizing elements of the story, asking purposeful questions, using think-aloud to assist comprehension, and summarizing the story to bring closure (Layne, S. L.: 2015)

3. **Reading Comprehension**

Reading comprehension is an activity aimed to understand the messages of a particular text (Williams, 1998). The teaching of reading as a foreign language (EFL reading) in Indonesia can be generally included in the teaching of reading comprehension.