CHAPTER I

INTRODUCTION

This chapter presents background of the study, formulation of the research problem, purpose of the study, significance of the study, definition of the key terms and organization of the study.

A. Background of the Study

Communication is a way to connect with other people, by communication they can get a new information or their exchange information with each other. And the key of communication is language. Language is a tool or system to interaction or communication, the meaning of language as a tool in here is to convey a certain of ideas like opinion, concepts, feeling etc. Meanwhile language as a system is a language are formed from a certain component which is sober in a complexs and constant condition. And a certain system of language are formed from components which is form of voice/sound. Every voice/sound it has a symbol. In another word symbol from the voice/sound it call a sense or concept, with a result that each language symbol it has a special sense/concept.

In addition, there are many kinds of language, each country and many place using the same or different language to communicate with other. Even in a certain country or place using two or more language to communicate. And everyone wants to interact / communicate with other

people in this world. With existence different language in use, so people needs to use international language in order to make his/her communication with other people with different languages from other country easily. International language which can be used in the world is English language. However, in ASIA has other international languages to communicate, there is Arabic language in Middle East, Mandarin language in Chinnese countries, And Malay Groupes languages ("Indonesian" in Indonesia, "Malay" in Malaysia, and so on).

According to Hordvanced (1995: 662), language is the most important means of communication. It has many roles such as to communicate with the others in order to make a relationship, to give information, to express the feeling, etc. Language is the key of communication, so by using language will help us to make easy in our life.

As an International language, in this era learning english can start from kindergarten level. Difficult step in learning English its so different since from Kindergarten stage to University stage. Success in study english are completly it can look from someone ability in dominating skills with exists in English, while English language skill are devided into four skills. They are Speaking, Listening, Reading, and Writing skill. And in every skills have the purpose in use.

Especially reading skill, because reading skill is very important in the education. In reading skill the students must be do more exercise and

training in order to have a good reading skill. Reading is useful for language acquisition. Provided that the students more or less understand, what they read, the more they read, the better they get at it. (Harmer, 2007, 99).

Reading is a significant part of learning. It is a fundamental requirement in any field or subject from language to science and math. However, many people fail to realize. Many students and even adults think that reading is boring and just a waste of time. They think that reading is boring because they don't know that by reading they can gain the knowledge of the world, and by reading they can learn new things, new places, new people, and new culture.

Besides, reading can enlarge their pronounciation and vocabulary. By reading the students learn about pronounciation in reading text and vocabulary from the text. It can help the students to read the text fluently and learn about that foreign language easily.

In reading class, the teacher may face some difficulties when the teacher teach reading skill. Based on Walker *et al* (2015 : 307) the teacher should to solve their problems and difficulties when they teach reading skill. The teacher difficulties get in teaching reading process, such as : difficulties to reading fluency, to get information and to make conclution from the passage. Because when the students have a good reading fluency, it can make the listeners understant about what the reader read, and it can help the reader to get the meaning of word, to get

information from reading the text, and it can help the reader to make a conclution after they read the text. All of those problem will effect the learners to reading a passage fluently, to comprehend the passage and reading achievement. Therefore, those students need strategies or techniques in order to overcome the problem.

Like in Indonesia, the students is in beginner level who find difficulties on reading a passage fluency. This statement based on Affandi (2008) on his article, he said that the students who sit in Kindergarten until 3 grade in Elementary, the students difficult to read the text fluently. It also occurs even in SMAN 1 NGUNUT. This fact was found when the researcher conducted preliminary study in his teaching practice. The evidence of it is the percentage of the researcher correcttion in SMAN 1 NGUNUT when the researcher conducted teaching practice in there is shown more than 50% of all students can't read a passage fluency, this percentages based on the score recapitulation for students got the scores under 75, (see Appendix I). The most of them are students in Second Grade at SMAN 1 NGUNUT who sit in Social Course Class. It happen because the students don't know about the correct word in speech when they read the error word in the text. Because they less mastering pronounciation. The evidence of this problem got by the researcher by observing the students when the student read the text in front of the researcher when the researcher as a teacher in his teaching practice. (see Appendix II)

The researcher opinion based on the problem that he got in his teaching practice, this problem need some techniques or strategy to improve the students in reading skill, especially when the students read the passage. So the researcher choose to use Sight Word strategy to improve the students reading fluency. This strategy used if the teacher listen an error word when the student read the text. And to use this strategy, the teacher only to ask the students to drill the error word in 3-7 times by giving the correct word, and if the drilling the error word are correct by the student, than the teacher ask to the students to continues to read the text, and if the teacher listen the error word again but different word, the teacher can replay this strategy.

Based on the above-mentioned problem, the researcher come to used Sight Word strategy that can be to solve the problem in XI S4 class at SMAN 1 NGUNUT. This suggestion streghtness by the successfull implementation of Sight Word Strategy who used by Jullie A. Betties in her research in Concordia Elementary School, she got a great diffirent result after she treat the students using Sight Word strategy. Finally, the students can read the text fluently and correctly after the teacher used Sight Word teaching strategy in teaching reading.

B. Formulation of the Research Problem

Based on the background of study, the problem of study is : How can Sight Word Teaching Strategy Improve the Student's Reading Fluency of SMAN 1 NGUNUT?

C. The Purpose of the Study

Based on the statement of the problem, the purpose of the study is to Improve Student's Reading Fluency by using Sight Word Teaching Strategy of SMAN 1 NGUNUT.

D. The Significance of the Study

The result of this study might be significance for field of education, in the form of giving information to the English teacher and students about How Sight Words is implemented at school especially at SMAN 1 NGUNUT. Furthermore, it might be able to help the English teacher to give the additional information about Sight Words and become an alternative technique in teaching reading. The result of this study to be able to widen the skill of teacher in using Sight Words strategy in order to improve the student's in Reading Fluency and to apply the Sight Words strategy to increase student's ability to read fluently in their Reading Skill.

E. Definition of Key Terms

The definition of key terms is provided in order to avoid misunderstanding. It is important to define the term used in the topic in this study, They are as follow :

a. Reading Fluency

Reading fluency can be defined as read fast, but fluently and accuratelly in reading the text. However, pronounciation mastery is

very important in here. In addition, a good reader must be have good speed, accuracy, intonation, and prosody when the reader read the text.

b. Sight Word

Sight word is the strategy with concent in reading and writing skill, in reading skill this strategy like drilling the word. This technique can help the student in reading activities. Because by using this strategy the students can read the words fluently and accuratelly.

F. Organitation of the Study

This thesis is written in five chapters, those are introduction, review of related literature, research method, findings and discussion, conclution and suggestion.

1. CHAPTER I. Introduction. It consists of background of study, formulation of the research problem, the purpose of the study, the significance of the study, definition of key term, and organization of the study.

2. CHAPTER II. Review of related literature. It includes Reading Fluency, The Factors Affecting Reading Fluency, Sight words, and Previous Studies.

3. CHAPTER III. Research method. It covers of research design, setting and subject of the study, procedure of the study, observing and reflecting.

4. CHAPTER IV. Findings and Discussions.

5. CHAPTER V. Conclusion and suggestions.