

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the research question, the research objective, the research hypothesis, the significance of study, the scope of study, the definition of key terms, and the structure of the thesis.

A. Background of The Study

Reading is a vital tool for achieving global academic success and access to a good quality of life in the 21st century. According to Cekiso, reading is the core of school and the basis for academic advancement.¹ Through reading, students can enrich knowledge, enhance language skills, and develop critical thinking skills necessary to understand complex subjects.² Reading involves decoding written text and constructing meaning, enabling individuals to engage with information critically and effectively. According to Grabe, reading is not only about understanding text but also analyzing, replaying, and drawing conclusions from the information presented³. Thus, reading activities help students develop critical thinking skills that are essential for academic and professional life.⁴

¹ Cekiso, M. (2017). Teachers' perceptions of reading instruction in selected primary schools in the Eastern Cape. *Reading & Writing*, 8(1).

² Taylor Hicks. (2023). *The Effect of Reading Habits on Academic Success*.

³ Grabe, William, Stoller, & Fredricka L. *Teaching and Researching: Reading*.

⁴ Pardede, P. *Developing Critical Reading in EFL Classroom Developing Critical Reading in EFL Classroom 1*.

The development of reading skills includes encompassing components such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. According to Griffin, these components are interdependent and contribute to the overall ability to read proficiently.⁵ Among them, reading comprehension is particularly significant because it transforms reading from a mechanical process to an intellectual activity.

Reading is one of the skills that can be done anywhere, any time, and without regard to time and space constraints. Reading is an activity absolutely essential for everyone who wants to advance and better themselves. According to Stanovich, Learning to read especially in various types of texts, readers can expand their vocabulary and critical thinking.⁶ This is very useful in everyday communication and in academic contexts especially in English language skills as a foreign language. People who read frequently are exposed to a variety of ideas and perspectives which enhances their capacity for learning and integrate their knowledge.

The contemporary context, the benefit and implementation are now out of sync, which presents challenges. Understanding English is something that is not easy for students. There are still many students who experience difficulties in understanding English reading texts, which has a negative impact on their overall academic achievement. In many schools, the reading teaching methods used are still conventional, such as reading quietly or

⁵ Snow, C. E. Griffin, P., Burns, M. S., & . Preventing reading difficulties in young children. *National Academy Press*.

⁶ Keith E, Stanovich, K. E. (1986). *Matthew effects in reading: Some Consequences Of Individual Differences In The Acquisition Of Literacy*.

listening to the teacher read without any meaningful interaction. According to Hikmah (2020), teachers require students to read on their own without any interaction. These methods are often ineffective in improving students' reading skills and reading comprehension because of the lack of active involvement of students in the learning process.

To support reading skills in learners and attract interest in capturing reading comprehension, there are many strategies that can be used, one strategy that is starting to get attention is Interactive Reading Aloud Strategy (IRAS) in the classroom. IRAS provides an important opportunity to support students in building knowledge about the world. According to Vygotsky, L. (1986) in the theory of constructivism, states that the process of learning knowledge is built through collaboration and social interaction. Where the teacher becomes a facilitator who can help students build understanding. In IRAS, teachers teach students reading strategies for comprehension before, during, and after reading with many interactive skills.⁷ The reading activity used will recreate images, make connections, ask questions, identify main themes, summarize, check predictions, evaluate, and learn new vocabulary. At the end of this process, IRAS can train students to be fluent readers, motivated to read, and able to comprehend when they read on their own.

⁷ Listiana Dewi.pembelajaran Tematik di Sekolah Dasar dalam Pandangan Teori Konstruktivisme Vygotsky. Jurnal Papeda. Vol 3.

The effectiveness of IRAS has been discussed by researchers in various countries. The previous study conducted by Ceyhan & Yıldız (2020) stated that IRAS is a reading strategy that can improve Turkish students to be more motivated, fluent, and able to understand what they read.⁸ Opeoluwa Olagbaju & Racheal Babalola (2020) have researched the effectiveness of IRA in Gambian schools and stated that Gambian students can improve achievement and interest in reading by using IRAS strategies in schools.⁹ Lea (2016) also researched the effectiveness of IRA which includes teacher implementation of IRA in kindergarten classes in the United States and the results found that the use of IRA in the classroom is a good way as an interactive learning model in kindergarten classes whose average age is 5-6 years old.¹⁰ Another researcher Ayu et al., (2017) a researcher from Indonesia who also examined IRA in junior high schools and found that IRA can increase the English literacy of students. Therefore, this can be used as a foundation that IRA is a strategy that is very possible to be accepted by students.¹¹

⁸ Sumeyra Ceyhan., & Mustafa Yıldız. (2020). The effect of interactive reading aloud on student reading comprehension, reading motivation and reading fluency*. *International Electronic Journal of Elementary Education*, 13(4), 421–431.

⁹ Olagbaju Opeoluwa, O., & Babalola Racheal, O. (2020a). Effects of Interactive Read-Aloud and Sustained Silent Reading Strategies on Achievement and Interest in Reading in Gambian Secondary Schools. *Studies in Literature and Language*, 20(3), 52–62.

¹⁰ Ann Christenson Lea (2016). Class interactive reading aloud (CIRA): A holistic lens on interactive reading aloud sessions in kindergarten. *Educational Research and Reviews*, 11(23), 2138–2145.

¹¹ Mutiara Ayu., DaDiem, C., & Vianty, M. (2017). Secondary School Students' English Literacy: Use of Interactive Read Aloud Instructional Strategy. *International Journal of Applied Linguistics and English Literature*, 6(7), 292.

Based on the description above, although the potential benefits of IRAS have been widely discussed in various countries such as Turkey, Gambian, and the United States, there is still little research in Indonesian educational fields that evaluates the effectiveness of IRAS empirically, especially in the educational context on the side of Islamic Boarding School. Therefore, it is important to explore more about the extent to which IRAS can improve students' reading comprehension abilities in this context. This current research is interested in evaluating the effectiveness of using Interactive Reading Aloud Strategy (IRAS) in improving students' reading comprehension in English by identifying differences in reading comprehension levels before and after implementing IRAS using quasi experimental research design. This research is conducted on 7th grade students' at MTs Al Huda Bandung. Therefore, the researcher is prepared it in the form of a thesis, entitled **“THE EFFECTIVENESS OF USING INTERACTIVE READING ALOUD STRATEGY (IRAS) ON STUDENTS’ READING COMPREHENSION AT MTs AL-HUDA BANDUNG.**

B. Research Question

This research question is formulated as: How is the effectiveness of interactive reading aloud strategies (IRAS) on reading comprehension skills of 7th grade students of MTs Al Huda Bandung?

C. Research Objective

Based on the statement of the research question above, the purpose of the research is to find out the effectiveness of the interactive reading aloud strategy on students' reading comprehension of the 7th grade students of MTs Al-Huda Bandung.

D. Research Hypothesis

There are two hypotheses in this study, namely the null hypothesis (H_0) and alternative hypothesis (H_a).

1. The Null Hypothesis (H_0) that interactive reading aloud strategy is not effective on improving reading comprehension of the 7th grade students in MTs Al-Huda Bandung.
2. The Alternative Hypothesis (H_a) that interactive reading aloud strategy is effective on improving reading comprehension of the 7th grade students in MTs Al-Huda Bandung.

E. The Significance of Study

This thesis is expected to contribute to students, teacher, researcher

1. The Students

The students are intended to acquire experience by enhancing their reading comprehension abilities through this strategy. Hopefully, it can improve their reading comprehension skills.

2. The Teachers

Teachers are expected to improve their skills and abilities through implementation of effective approaches, especially utilization of interactive reading aloud strategies, to improve students' abilities and proficiency in reading comprehension.

3. The Others Researchers

This research is expected to be used as a new reference for next researchers to develop the use of learning strategies and students' comprehension in the learning and teaching process.

F. Scope of The Study

This study focused on the 7th grade students of MTs Al-Huda Bandung, the researcher used Interactive Reading Aloud Strategy as the learning strategy. The researcher wanted to provide more emphasis on students' reading comprehension by using Interactive Reading Aloud Strategy (IRAS).

G. The Definition of Key Term

Defining key terms is highly crucial for grasping the meaning of the topic. The key terminologies of this study are elucidated as follows: Reading Strategy, Interactive reading aloud strategy and reading comprehension.

1. Interactive Reading Aloud Strategy (IRAS)

IRAS (Interactive Read Aloud Strategy) is the general activity for interactive reading aloud are previewing the text, making images,

teaching reading fluency, emphasizing elements of the text, asking purposeful questions, predicting, visualizing, questioning and answering, comprehending, and summarizing the text to bring closure.¹²

2. Reading Comprehension

According to Snow (2002), Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹³

H. The Structure of The Thesis

This thesis is structured as follows:

1. Chapter I discusses the introduction of the thesis. It contains the background of the study, the research question and research objective, the significance of the study, the definition of key terms, and the structure of the thesis.
2. Chapter II discusses a literature review. It contains some related information about the recent study. It is intended to provide some theoretical concepts that could support this investigation. This discussion is presented under the following subheadings: The concept of reading strategy, interactive reading aloud strategy, reading comprehension, and previous study.

¹² Steven L Layne, (2015). In defense of read-aloud: Sustaining best practice. Stenhouse Publishers.

¹³ Catherine Snow. (2002). *Reading for Understanding Toward an R & D Program in Reading Comprehension*. Distributed by ERIC Clearinghouse.

3. Chapter III discusses the research method. It contains the design of the study, subject of the study, variable of the study, instrument of the study, validity and reliability testing, technique for collecting data, and data analysis.
4. Chapter IV discusses the research finding of this study. This consists of the description of data, result of normality and homogeneity testing, analysis data, and hypothesis testing.
5. Chapter V discusses about explanation of findings and reinforcement of the overall result of the study.
6. Chapter VI discusses the conclusion that summarize the findings based on the result of the study, the limitation of this study and the suggestion for the students, teacher and further researchers.