# CHAPTER I
# INTRODUCTION

This chapter presents the background of the research such as research questions, research purposes, research significances, framework, and previous study.

## A. Background

Reading is one of the important fields of teaching (Mardiana, 2016). Most Indonesian students have problems in reading English texts because English is a foreign language (Hamra and Syafitriana, 2010 cited in Khairunnisa, 2018). Therefore, reading skills must be mastered so that students can understand text and assignments that are more sophisticated, precisely, quickly, efficiently, and can handle texts and skillfully (Utami, Syarif, & Refnaldi, 2014a). Reading skills terms and reading strategies are central to how someone conceptualizes and teach (Afflerbach et al., 2008).

Based on the researcher's experience in Junior high School, the students in Junior high school south 2 Cikarang especially in the 8th grade show their difficulty in reading fluency because, In the learning process, they were just asked to read and answers the questions. There were no students reading fluency activity such as read aloud. So, because of that, the students are less in reading fluency. According to Hidayat (2018), reading fluency is one of the factors for the students in decoding the word and understanding the text.

According to the theory by Merimee (2017), Whole-Class Choral reading is one of the strategies that involve a small and whole class reading text at the same time to improve fluency. It can be seen in the study by Newsome (2008) indicates that using WCCR through poetry was added to the curriculum. This research examined the effects of repeated choral reading of poetry on fluency and comprehension of third-grade students in the southeastern United States.

According to Allo (2020), during the pandemic COVID-19, all of the teaching activities in the world should be closed. It should make all the students study in

their homes to avoid the fast spread of COVID-19. Most of all teaching education in the world uses online learning to solve the problem from the pandemic COVID-19. Online learning is one of the necessary methods that should do in this pandemic. According to Basak et al. (2018), some benefits can be gotten by using online learning such as easy for getting the information and materials for the teachers and students, the students can use so many different learning styles, it is flexible to do, and motivating and interesting for the students in learning.

This study aims to investigate the students' reading fluency by using WCCR as a reading strategy. This study is essential to find out the effectiveness of WCCR in helping students master their reading. Moreover, this study can help teachers to teach reading material especially about reading fluency.

Due to the reasons, this study focuses on investigating the use of the Whole-Class Reading (WCCR) Strategy to engage students' in reading activities for 8th grade in Junior High School south 2 Cikarang.

This research is different from three previous types of research, while the previous researches focus on indicating WCCR strategy through poetry, reading comprehension on descriptive text, and repetitive reading techniques for 12 days but this research focus on Exploring Students' Reading Fluency through Whole-Class Choral Reading (WCCR) Strategy in Online Learning Class using narrative text.

B. Research Questions

From the research background above, the problems are formulated into the three following questions:

1. How is the WCCR strategy implemented to engage students in reading activities in an online learning class?

2. How is the students' reading fluency using WCCR strategy in Online Learning Class.?

3. What are the students' responses toward the use of WCCR strategy in Online Learning Class.?

C.   Research Purposes

From the research questions, this research is formulated into three following purposes:

1.   To know the implementation of WCCR strategy in engaging students' reading activities in online learning class

2.   To know the students' reading fluency using the WCCR strategy in Online Learning Class.

3.   To describe the students' responses toward the use of WCCR strategy in Online Learning Class

D.   The Significances of the Research

This research will be beneficial both theoretically, practically and the study will give significance such as:

Theoretically, the results of this study will support curriculum planners to improve the quality of programs for English to get better results.

Practically, this research will be beneficial for:

1.   Students

The result of this study is expected to help students to explore their reading skills by using the WCCR strategy in Online Learning Class.

2.   Teachers

This study can assist all teachers to allow students' reading skills and decided the best strategies in the teaching and learning process to minimize student gaps and maximize their potential in learning English, especially in reading skills.

E.   Research Framework

Reading is a process of problem-solving in which the reader makes an effort to understand meaning not only from words but also from an argument, information, main ideas in a text (Karabuga & Kaya, 2013). Reading can be described as a process to enhance the purpose of a written text (Richards and Schmidt, 2010, quoted in (Ferdila, 2016). There is a few reading, there will be little language learning (Karabuga & Kaya, 2013) In addition, reading is one of the initial

steps to sustain learners with language input and a chance to comprehend the structure of the target language (Karabuga & Kaya, 2013)  Reading needs comprehension. Comprehension should teach students how to continually interact with the text to show the meaning (Chard & Santoro, 2008; in Mardiana, 2016).
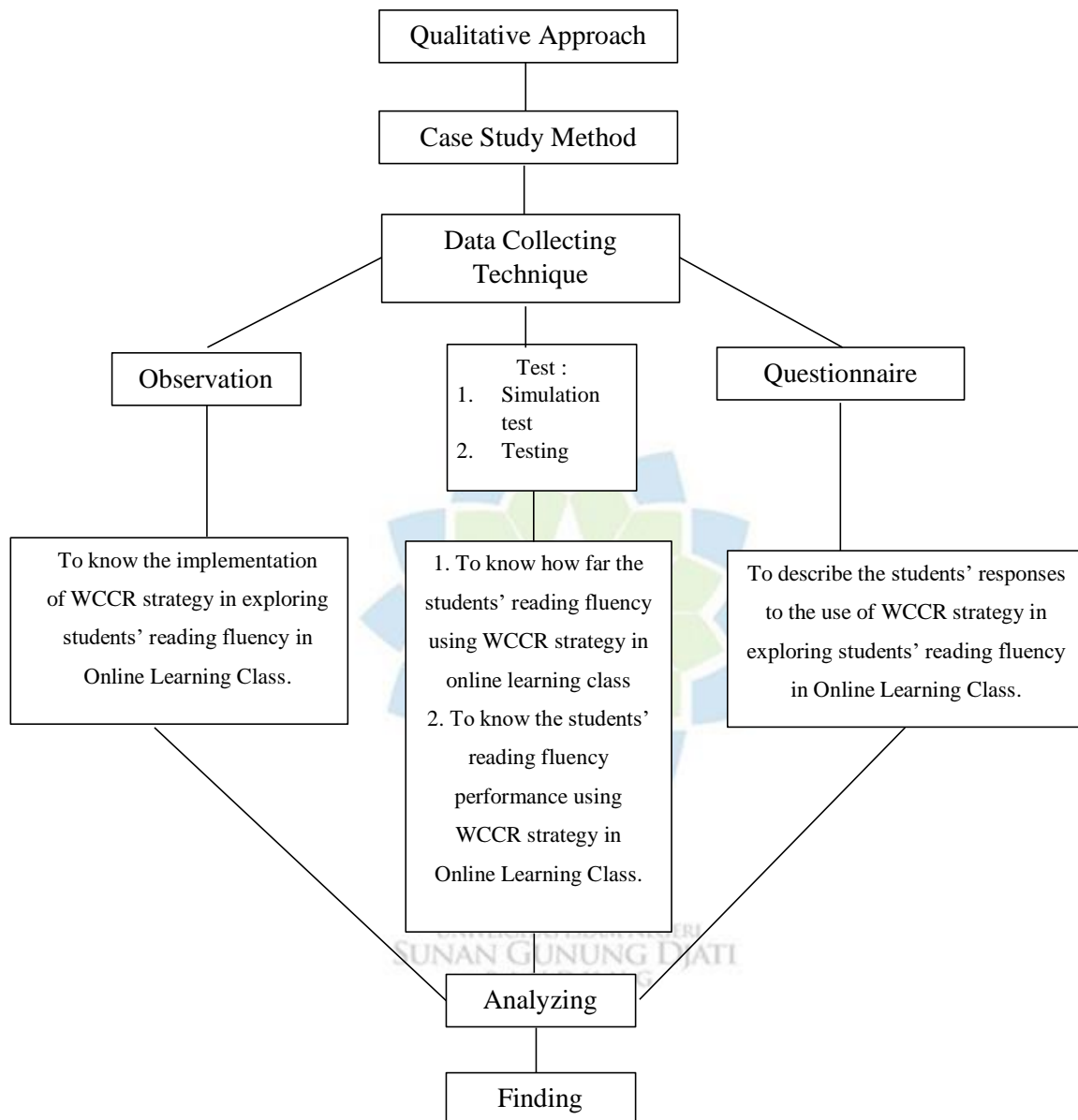
Reading Fluency (RF) has been identified as one of the major constituents of reading proficiency (NRP, 2000 cited in Dolean, Damsa, & Pop, 2017). The national reading panel (2000) as cited in Kamil, Pearson, Moje, & Afflerbach (2011) again pointed reading fluency recording that omits fluency in classroom instruction denied the reality that is a critical constituent of reading ability. Though concern paid to the topic of reading fluency has intensified over the past few years, a consensus has not yet been reached on how to establish it. Breznitz (2006) cited in Kamil et al., (2011) noted that standing definitions of reading fluency can be classified in three different ways: (a) as an estimated consistency of learning pre-skills to reading, (b)  as a linguistic and cultivation result, and (c) as systemic processing the result. These classify are interrelated and their difference reflects characteristics researchers' theoretical or conceptual view on the role of fluency in reading expansion.

According to D. D. Paige (2011), WCCR is a classroom strategy in which all students read vehemently from the same text in simultaneity with the teacher, who right models pronunciation, suitable reading value, and prosody (expression). At the end of the reading, the teacher supplies improvement feedback to the class through explication and modeling by analyzing  problematic words and phrases, noting the right concern to prosodic markers, and encouraging the class to read with "one voice." Moreover, WCCR can be performed through repeated readings (Samuels, 1979/1997), in which the same text is read multiple times, or through extensive reading, in which several texts of identical complexity are read (Kuhn et al., 2006). Studies using WCCR as a fluency strategy recommend that readers impression improved decoding skills and more fluent reading (Paige, in press-a) and that it is effective at improving oral reading fluency (Rasinski, 2003; Samuels,

2006).  The student learns the sound and feel of fluent reading is one of the benefits of WCCR ( Klenk and Kibby, 2000; T. Rasinski in D. D. Paige, 2008). According to Itani (2017), putting pressure on struggling readers is one of the advantages. According to D. D. Paige (2014), choosing text from the curriculum is one of the implementation procedures for the WCCR strategy. There are two advantages to using a text-based curriculum such as the first one the students know how to read the important word correctly. Second, the students can reach prior knowledge based on the topic (D. D. Paige, 2014).

The teacher chooses the text that was above the student's level. In WCCR theory there are two objectives, the first is repeated reading and the second is wide-reading. However, the teacher chooses wide reading so students read different texts both in content and level every day (D. Paige, 2013b).

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| Observation | Test : 1. Simulation test 2. Testing | Questionnaire |
|---|---|---|
| To know the implementation of WCCR strategy in exploring students' reading fluency in Online Learning Class. | 1. To know how far the students' reading fluency using WCCR strategy in online learning class 2. To know the students' reading fluency performance using WCCR strategy in Online Learning Class. | To describe the students' responses to the use of WCCR strategy in exploring students' reading fluency in Online Learning Class. |

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Schema 1. 1 of the Research

In the schema above, the researcher explains the procedure for Exploring Students' Reading Fluency through Whole-Class Choral Reading (WCCR) Strategy in Online Learning Class. The first step, simulation test, and observation conduct in this step using the Whole-Class Choral Reading (WCCR) strategy in Online Learning Class. It conducts to know the implementation of the WCCR strategy in exploring students' reading fluency in Online Learning Class. In the

second meeting, the researcher explores the text that was given in the first meeting to the students such as practicing how they read the text in every sentence and explain the meaning of the text. In the last meeting, the researcher gives the students test, and also in the last meeting the researcher gives the students a questionnaire to describe the students' responses toward the use of the WCCR strategy in exploring students' reading fluency in Online Learning Class. Then, the researcher analyzes the data from observation, test, and interview. The last, the researcher gets the result from the research.

F. Previous Studies

There are several types of research regarding using WCCR as a reading strategy. First, research by Newsome (2008) indicates that using WCCR through poetry was then added to the curriculum. This research examined the effects of repeated choral reading of poetry on fluency and comprehension of third-grade students in the southeastern United States. Second, a research by Ningsih (2018), it indicates using WCCR through reading comprehension on descriptive text. This research has a purpose to know the significant influence of using choral reading towards students' reading comprehension on descriptive text. The third a research by Hidayat (2018) Researcher provided repetitive reading techniques for 12 days, repetitive reading techniques can improve reading fluency.

So, it can be seen that this research is different from three previous types of research, while the previous researches focus on indicating WCCR strategy through poetry, reading comprehension on descriptive text, and repetitive reading techniques for 12 days but this research focus on Exploring Students' Reading Fluency through Whole-Class Choral Reading (WCCR) Strategy in Online Learning Class using narrative text.