

## **CHAPTER I**

### **INTRODUCTION**

Chapter I explains the research background, research problem (s), research objective (s), scope and limitations, research significance, and definitions of key terms. They are presented sequentially in the following sections.

#### **1.1 Research Background**

English has become an important subject for foreign languages. English is taught from elementary school to university education. Every teacher always helps their students to continue to understand and be fluent in English. There are four English language skills, namely: reading, listening, writing, and speaking contended by Galaczi (2018). Reading skills are very important for education, where reading can get information and increase knowledge for students. The success of a student's studies depends largely on the student's ability to read. If the student's reading skills are poor, the student's studies will likely fail and it is difficult to continue to develop. Conversely, if the student has good reading skills, then the student has the opportunity to succeed in learning.

Stoller (2020) stated that reading is one of the important skills in language education that plays an important role in language acquisition for beginners while simultaneously serving as the main input to accommodate a range of goals for advanced learners. Reading is considered a unique ability that is closely related to the functioning of the human brain. Then, reading can

develop vocabulary, reading fluency, and strategy learning. Meanwhile, according to Aliman (2021), the ability to read proficiently is an important skill needed to advance in school. Proficient readers are more likely to perform well academically, while students who have difficulty reading are less academically engaged. Improving reading comprehension requires efforts from both teachers and students in order to gain significant knowledge (Elleman & Oslund, 2019).

According to Zaiturrahmi (2021), teacher perspectives play an important role in improving learning. Because there are teaching practice strategies that affect the quality of teaching. Teachers' perspective on learning play an important role in shaping students learning experiences. A teachers views and attitudes can influence how they approach the teaching process and relationships with students. Teachers who have a positive perspective on learning often have a greater impact on students academic and personal development. A teachers teaching style is also reflected in their perspective on learning. Teachers who believe in collaboration and active interaction in the classroom may be more likely to implement learning methods that involve student participation. They may view learning as a dynamic process that involves a two-way interaction between teacher and students, rather than simply channelling information.

Based on research by Milenia et al. (2022) entitled The Effect of the Repeated Reading Method (RRM) on Teaching Narrative Text Reading Comprehension to Eighth-Grade Students at SMP Negeri 1 Tanah Abang Pali showed that the Repeated Reading Method to know their reading

comprehension of narrative text. Thus, through the application of RRM students can understand and develop students knowledge. Many ways can be done so that students can understand the content of reading. One of them can be done by practicing reading the text that has been presented and students read the text repeatedly to understand the content of the reading. According to the National Reading Panel, RRM involves reading text repeatedly to know fluency and comprehension. The goal is to increase reading speed, accuracy, and expression.

The researcher wants to know how well RRM is implemented in class 8 of SMPN 2 Campurdarat Tulungagung. Obstacles or problems found by teachers and students when RRM is implemented. So, the researcher decided to choose one of the methods, namely, Repeated Reading Method (RRM). Furthermore, research by Milenia et al. (2022) that the application of RRM in grade 8 Junior High School can be done in various ways. Teachers can choose a text that suits the students reading level and interest, and have them read it several times over several weeks. In each reading session, students can be asked to focus on a different aspect of reading, such as speed, accuracy, or comprehension. Students should be ensured to be engaged and motivated during the implementation of RRM, teachers can use various strategies, such as peer feedback, timed reading, and rewards.

The implementation of RRM is expected to help students to know their reading skills. By having a positive view and openness to innovation in learning, teachers can obtain effective results in improving students reading

and comprehension skills through the application of RRM. Therefore, students can reread the reading text presented by the teacher. Based on the explanation above, researchers are interested in conducting research with the title Teachers' Perspective on the Application of Repeated Reading Method in Class 8 of SMPN 2 Campurdarat Tulungagung.

### **1.2 Research Problems**

Based on the above description of the problem background, the research question can be formulated as follows:

1. What is teachers' perspective on the implementation of RRM in class 8 of SMPN 2 Campurdarat Tulungagung?

### **1.3 Research Objectives**

Based on the above problems, research goals can be formulated as follows:

1. To find out teachers' perspective on the application of RRM in class 8 of SMPN 2 Campurdarat Tulungagung.

### **1.4 Scope and Limitations**

The scope of application of RRM in class 8 of SMPN 2 Campurdarat Tulungagung is to know student comprehension through reading. The focus of RRM is to read a particular passage several times until students can read the text accurately and easily. This study covers aspects related to the application of RRM in the classroom, the effectiveness of RRM in improving student comprehension and the obstacles faced by teachers in applying RRM in the classroom.

Limitations of this study may include several things, such as limited time and resources to conduct a more extensive and detailed research. In addition, this study will focus on the views of teachers only and not include the views of students or parents. In addition, this study will only involve class 8 junior high school teachers, so the generalizability of the results may be limited to that context and cannot be generalized to higher school levels or education levels.

### **1.5 Research Significance**

Teachers' perspectives on the application of the Repeated Reading Method (RRM) in class 8 of SMPN 2 Campurdarat Tulungagung tend to be significant. Where, the application of RRM in the classroom is very helpful in increasing students understanding of a topic. Through the application of RRM students can find out new vocabulary. Thus, students will continue to find out the meaning or meaning of vocabulary that is difficult to understand. Besides, teachers should also always provide encouragement and motivation to students so that the willingness to learn in English continues to increase.

The implementation of the Repeated Reading Method (RRM) in class 8 of SMPN 2 Campurdarat Tulungagung has a number of positive and negative aspects that should be noted. The positive aspects are first, this method can significantly improve students reading skills. Through repeated practice, students can strengthen their understanding of reading material, improve reading skills, and develop reading speed. Secondly, the repeated reading

method provides an opportunity for teachers to provide more detailed feedback to students. By regularly monitoring reading progress, teachers can provide specific guidance for improvement, creating a more responsive learning environment. Thirdly, involving students in repeated reading activities can increase the level of engagement and interaction in the classroom. Discussions about the texts read repeatedly provide opportunities for students to share their understanding and build a cooperative learning community.

While some negative aspects to consider are first, there is a risk of student boredom or saturation due to repetition in repeated reading activities. Secondly, the time required to implement this method can be a practical constraint, especially in the context of a crowded curriculum. Finally, over-reliance on this method can limit the space for creativity in the learning process, inhibiting the potential for students creative engagement. Therefore, there is a need for balance and constant evaluation in the implementation of the repeated reading method to maximize its benefits and overcome potential negative aspects.

## **1.6 Definition of Key Terms**

### **1. Repeated Reading Method (RRM)**

Repeated reading method is one of the fluency interventions designed to find reading fluency in below proficient students. Students who read frequently will have better pronunciation and comprehension of the text by the end of the lesson (Mcteer, 2020).

## 2. Implementation

Implementation is the implementation of planned and deliberate activities aimed at turning evidence and ideas into policies and practices that work for people in the real world (Sofia, 2021).

## 3. Teacher

The teacher is a professional who has the specialized knowledge, skills, and dispositions to create and sustain a safe, inclusive, and challenging learning environment that encourages the intellectual, social, emotional, and physical development of all students (Ingersoll et al., 2021)

## 4. Junior High School

Junior High School is a basic education level in formal education in Indonesia that is taken after graduating from elementary school (or equivalent). Junior High School is taken within 3 years, starting from grade 7 to grade 9. In the 1994/1995 to 2003/2004 school years, this school was called Sekolah Lanjutan Tingkat Pertama (SLTP) by (Ministry of Education and Culture, 2020).