

# CHAPTER I

## INTRODUCTION

### 1.1 Basic Consideration

English is essential to be taught for the younger people, for this case, students from the beginner up to the junior high school. There are some reasons why English is very essential to be taught. Firstly, English has been programmed from elementary school up to university curriculum. All students in these schools must program English in their subject or lesson. Secondly, English is one of the interactional languages. In Indonesia English is the first foreign language must be taught.

In teaching English, there are four language skills should be taught they are listening, speaking, writing and reading. Among these skills have related each other. For example, reading skill. We will be able to increase our knowledge on culture, if we read every rule in written English from our country; we will know what our country is like. So, by reading, we can get the information.

Reading skill is very important to be mastered. The importance is because of many advantages from study reading. Reading is one of the language skills to be learned by the students. According to Grabe and stoller (2002, P. 13) state that reading is one of the language skill to communicated that meaning of word and give information about the knowledge in the world. Reading is important skill for the alt student to help their get the information about the all things. Whether the information from median or whatever source they read. In teaching reading comprehension there are some problems faced by the students when they read a reading passage. First, sometimes, the students are misunderstanding the content of reading

they read. Second they are lack in vocabulary mastery. Third, they can not answer the test of reading text well. Next, the students is low in reading of comprehending the reading text and the last but not least, the students cannot identify the parts of reading consisting of main idea controlling idea, topic sentence, supporting sentence and concluding sentence. In conclusion, the student is low in reading comprehension ability.

According to my observation in SMP 3 Limboto, especially, I observed the teaching learning process in class VIII. When the teacher gives a text of reading for students, I look that their students is not active. They are only read and read again without getting the important thing about the text. When the teacher gives some question about the text, most of the student passive and give not respond. I look that the teacher more active than students. In this case, teacher give no change for student to give their argument or what their comprehension about the text. The students not fun and looks like bored to learn in class. Besides that, I also interview to their teacher about the student ability in reading. And In my interview I found that some fact of English learning process still low, especially in reading skill. The student in this class still difficult to comprehend the meaning of reading and sometimes they are just waited the explanation and the teacher answer.

It is necessary to measure how is the students' reading comprehension of the text given by the teacher because it is the basic step in order to teach the student and increase their ability in reading comprehension. Because, by knowing the students basic knowledge it can be think and choose what step is the next will be done.

Measuring the students' reading comprehension is aimed to know how is the students reading comprehension, what is the factor of reading compression, how fluent is their reading,

and it can be the useful information of the students ability in reading. It is need a strategy or a model in order to measure the students' reading comprehension, in this research I would like to use interactive Instructional Model in order to know how is the students reading comprehension. Bos and Anders (in Klingner et al, 2007: 95) “developed the instructional model to enhance the text comprehension and content area learning of students with LD”. Based on this statement, it can be said that instructional model can be used in order to enhance the text comprehension.

Based on the reason above, I would like to conduct a research with the title of research “The Application of Interactive Instructional Model on Students' Reading Comprehension (A study will be conducted at SMP 3 Gorontalo)”

## **1.2 Problem Statement**

This research is composed based on the problem statement as how is the application of interactive instructional model on students' reading comprehension?

## **1.3 The Objective of Study**

The objective of this study is to find out how is the application of interactive instructional model on students' reading comprehension.

## **1.4 The Significance of Study**

After this research done, this research is expected has the significance as follows:

1. For the students, this research is expected can be the useful information for the students in order to know their reading comprehension

2. For the teacher, it is expected to be useful information for the teacher in order to know the application of interactive instructional model on reading comprehension
3. For the researcher, it can be the meaningful experience in measuring students comprehension and the application of interactive instructional model

### **1.5 The Scope and Delimitation of Research**

In this research, I limit the study in sentence especially based on the students' reading comprehension by using interactive instructional model