

CHAPTER I

INTRODUCTION

1.1 The Background of Study

English is an international language that almost everyone must master. Even some people make English their first or second language to communicate. Last but not less important is how to read English properly and correctly is also an important part of speaking English.

According to Byslina Maduwu (2016: 1) states that English is a universal language because it is used by most countries in the world as the main language. In addition, English is one of the most important international languages to be mastered or learned. Some countries, especially countries that are former colonies of the United Kingdom, place English as a mandatory second language after their native language. Even though in Indonesia English is a foreign language, it occupies an important position in the daily life of our society..

Each school is required to achieve the goal of learning English which must be supported by all components including reading. Many students can only read a text but not a few of them do not understand what they are read. Reading is something that is very important for everyone to learn. By reading we can understand the meaning of a word conveyed. Sabarti Akhadiyah et al (1991: 22) states that reading is a unity of activities such as recognizing letters

and words, connecting them with their sounds and meanings, and drawing conclusions about the meaning of answers.

Reading is something that must be mastered by all students in every school. Every student in school must be able to read in order to understand what the words are meant. By reading everyone can develop their academic abilities. Reading has many functions, one of which is by reading students at school will be easier to understand the lessons conveyed.

From Somadoyo (2011), explains that reading is one of the most important language skills besides the three other language skills. Reading comprehension is a complex intellectual process that includes two main abilities, namely mastery of the meaning of words and the ability to think about verbal concepts (Rubin: 2011).

Most of the students have low reading ability in English. Many of the students read the English not according to the correct spelling. Even many of the students do not understand the meaning of the words they read. Each student only read, but mispronounced the words.

And after going through the initial analysis stage, many of the students had very low interest in reading student English texts. And after being traced, the researcher got information that the learning method given by the teacher who taught is too boring and monotonous, so that it made the students feel bored and not interested in the English lessons given by the teacher at school.

There are many learning models that can be used by teacher in school to increase student's reading interest and ability, one of them is by using

WorkshopModel. Reading Workshop is an interesting learning model that can increase students' reading interest. By reading workshops the teacher can make learning to read English more interesting and less boring. So, it can make students feel at home and have an interest in English lessons.

When compared with other reading teaching models, this Reading Workshop (RW) has several advantages. First, the Reading Workshop model requires teachers to always introduce new vocabulary and concepts. Students are asked to read new words and concepts using textual cues to help them understand the meaning of words. Second, teachers are equipped with sufficient instructions or guidelines in the teaching and learning process. Third, the Reading Workshop model emphasizes skill development exercises to achieve understanding. Finally, this model is complemented and followed up with complementary activities to add to the richness of the students' reading experience (Solehudin, O 2007).

The Reading Workshop model is very capable of helping school teachers in teaching reading comprehension. With this Reading Workshop the teacher can design ways of learning to read to make it more interesting and can attract student's interest to prefer learning English. And teachers can also improve student's English scores, which initially are limit to the Minimum of Criteria Mastery Learning or even did not reach the Minimum of Criteria Mastery Learning to be even better.

Based on this problem, the researcher was interested in researching the application of reading workshops model to improve student's reading skills with

the title **"The Effect Of Reading Workshop Model On Students' Reading Comprehension"**.

1.2 The Problem of Study

Based on the background above, the problem of the research can be formulated as followed **"Is there any significant effect of Workshop Model on student's reading comprehension?"**

1.3 The Objectives of Study

Based on the research problem above, the purpose of this study was to determine of The Effect of Reading Workshop Model on Student's Reading Comprehension.

1.4 The Scope and Limitation of the Study

The researcher limited the problem to see the effects of reading workshop model on reading student's comprehension. This research was focused on seeing whether the reading workshop model could affected students on their reading comprehension.

1.5 The Significance of Study

The findings of the study were expected to be useful for

a. English Teachers

Teachers could be used an alternative model to teach reading comprehension. Teacher can use this learning model by applying in schools to improve student's reading comprehension.

b. Student's

With Workshop Model, is expected very helpful for the students to improve their reading competence to make them better and easier to learn English lessons at school.

c. Researchers

For other researchers, hoped this research is an insight for further research in order to improve student's English reading comprehension using the Reading Workshop model.