

# CHAPTER I

## INTRODUCTION

This chapter shows the reasons why this research is needed to be accomplished. It consists of the research question which is the root of this research, formulation of the research, formulation of hypothesis, significance of the research, scope and limitation, and definition of the key terms.

### **A. Background of the Research**

English is an important language for people around the world. In this global era, public awareness of the importance of English as the main communication tool is increasing (Nurhayati, 2018). English is one of the most studied and used international languages in communicating between nations. This is in accordance with the role of English as a global language, as stated by Crystal (2003: 3) that English plays a role as a global or world language because English is learned and used as a means of communication in various countries both as a first language, second language, as well as a foreign language.

By having the ability to speak English, we can easily access and obtain information from around the world because most of the information is written in English. This happens because English functions as the language of science, technology and commerce. English proficiency is also one of the most determining abilities in obtaining employment because the top companies in

Indonesia always include English proficiency requirements, both oral and written, as one of the requirements for becoming an employee in the company.

In Indonesia, English is only learned at school but is not used in everyday life. This is why English in Indonesia is generally taught as a foreign language. The term foreign language in the field of language teaching is different from 'second language. A foreign language is a language that is not used as a means of communication in a certain country where it is taught, while a second language is a language that is not the main language but is one of the languages commonly used in a country. Even though in Indonesia English is a foreign language, it occupies an important position in the daily life of our society. This is clearly seen in the world of education in Indonesia. The government has made efforts to improve English language skills by introducing English earlier in formal educational institutions by making it one of the lessons taught to students from elementary to tertiary levels.

Like other skills, a language user is required to have language skills. In integrated English learning with four language skills; namely listening, speaking, reading and writing. These four skills are very important to master when you want to learn English. They are completed one each other (Nurhayati, 2019). Those who want to be proficient in English must adopt the four basic principles as a complete learning process, but keep in mind that these four basics have different characteristics, and of course with different methods.

One of the basic skills that is very important to learn is reading. Reading is form of non verbal communication (Nurhayati & Fitriana: 2018). Therefore, Patel & Jain (2008: 113) state that reading is a very important and useful skill for people. in fact these skills are more important than writing and speaking. Reading skills are a very helpful skill to improve the ability in the other three aspects, namely listening, speaking and writing. This is because when reading the text, a reader will find vocabulary words that may not have been known before. This new vocabulary can be used in applying active skills such as speaking and writing. Besides that, the more familiar with the vocabulary, the reader will not feel strange when listening to the vocabulary when used by other people.

A good way of reading is the main requirement that must be met for someone who wants to master the language. When looking at the writing on paper, banners, posters, stickers and so on, it is often the first time someone sees language. Even though he didn't understand it, at least he knew that it was a language. In the principle of reading, readers will immediately know how language is used, how each sentence is structured, and how each word that is combined can have meaning and taste. Reading is a process for someone to understand every piece of writing.

Reading competence must be mastered by students in order to achieve the goals of reading, as well as to increase learning achievement related to the understanding of these students. competencies that must be mastered are comprehensive or comprehensive competencies. This comprehensive reading

competence must be possessed by students because it is very important for students in the reading process and has an effect on improving their learning achievement. Comprehension is an active process which the reader actively engages in a text to construct meaning. Someone can be said to have comprehension in reading if understands content of reading and all of information. Explicitly and implicitly by using knowledge and reasoning to understand the idea of the author. Therefore, a reading comprehension is required.

At the junior high school level, there are generally classes that are larger than at the primary school level. The large number of students is certainly a separate task for an educator to be able to condition the students he teaches. Adjusting the delivery of subject matter to the situations and conditions of the class is one of the requirements for the realization of a good learning process. Of course, the teacher must think of the most appropriate teaching method to encourage students to be active and have high motivation in the learning process.

One of the activities that cannot be separated from learning English is reading activity. The purpose of reading activity is to find out the meaning of a reading. In this case, the teacher's task is to teach reading comprehension so that students benefit from the reading. Bouchard (2005: 8) stated that reading will provide opportunities to develop important knowledge in the various subjects they research, students are able to practice the language functions and skills needed to understand, discuss, read, write about the concepts developed,

it will improve their motivation to learn when they are learning content, content provides meaningful context for teaching and learning strategies.

Reading is an important activity in learning and is one of the skills in language that must be fulfilled. But, there are still many obstacles in its application. According to Nurhayati (2014) building enthusiasm among students to read is not easy. These constraints of reading can come from internal and external factors. Internal factors come from within the students themselves, such as interest and motivation. The external factors come from outside such as the role of educators and the learning environment. Teacher quality is one of the important factors in determining student success. One of the school variables that is very influential in student learning is teacher quality. In this case, educating students can cultivate independent, innovative and effective students by creating an atmosphere, so that students can actively ask questions, build ideas, and be proactive, which means that they can directly experience any activity (Nurhayati: 2019). As for efforts to improve the quality of students' reading activities, it can be done by building student motivation and increasing the teacher's role in delivering subject matter, especially in the selection of learning methods.

Patel and Jain (2008: 114) state that reading activity is not only a means of obtaining information and enjoyment, but also as a means of stability and development of ones' knowledge of language. Reading cannot be separated from understanding, because reading without understanding is useless. Comprehension is an activity to absorb information from the reading material

and understand or know the implied meaning of the reading so that it can be conveyed properly to the reader. A person is said to have understanding in reading if he is able to understand the content of the reading and all information, either explicitly or implicitly. Therefore, reading comprehension is needed.

In the second semester of the first grade English syllabus students are expected to be able to understand descriptive texts, but there are still many students who have difficulty understanding the text, especially what happened at MTs Darissulamaniyyah Durenan. Descriptive Text is a type of text that has the purpose of providing clear information about a person, place, object, or event. This text has a generic structure consisting of identification and description. reading descriptive texts is intended to encourage students to obtain a clear and detailed understanding of a text.

The learning process produces different outputs. According to Nurhayati, et al., (2020) In general, factors that affect learning outcomes can be divided into 2 (two) types, namely subjective factors (factors originating from students) and external factors (factors originating from outside students). Subjective factors that affect learning outcomes are student characteristics, attitudes towards teaching, learning concentration, processing of learning materials, exploration of learning outcomes, self-confidence, study habits and motivation. Motivation is anything that drives someone to take action to do something. In learning, motivation is very important. Motivation is an absolute requirement for learning. While external factors that affect learning outcomes are the social

environment (including the peer environment), curriculum, facilities and teachers.

Based on the results of observations and interviews with English teachers and first grade students of MTs Darissulaimaniyyah, the researchers decided to use an active learning approach that can make students more active in literacy training for student-centered learning. Students can practice reading the text that has been provided to support knowledge before the teacher explains the material. Moreover, according to Nurhayati (2018), Commonly, as educators and teachers, they are definitely required to improve their ability, knowledge, thought and attention.

In the use of active learning strategies, researchers chose Guided Reading as a strategy that guides students to read texts that have been prepared and in accordance with the material to be taught. In addition, the implementation time is determined and the teacher also gives questions according to the content of the text. Guided reading strategies can be used by anyone, anywhere with the provision that students are accustomed to reading and also if there is a lack of time in the teaching and learning process. The research is to find out that the guided reading strategy is effectively used in teaching reading, especially in descriptive texts.

Guided reading is a reading teaching method designed to help students learn how to process a wide variety of texts in order to find reading comprehension. In this strategy the teacher has a big role but students must still have reading independence. Richardson (1986) defines guided reading as: “A

group of pre-prepared activities designed to help students organize information from chapters and suggest the use of skills that can be applied to assignments”.

Teaching guided reading strategies to students provide them with the tools to enhance reading comprehension. In guided reading, the teacher provides specific demonstrations and teaches comprehension strategies such as determining ideas, synthesizing, investigating, and criticizing. The teacher encourages readers to think and speak in these strategic ways. The National Reading Panel (NICH: 2000) have proposed that the combination of teaching reading comprehension techniques are very effective in helping students remember information, generate questions, and summarize text.

According to research conducted by Susilowati, (2012) shows that using GRASP in teaching reading comprehension of descriptive text can improve students' reading comprehension. The same research was conducted by Sulistyani, (2018), the results showed that Guided Reading Strategy was effective for teaching reading comprehension. She states that the students in experimental class has higher achievement than the students in control class. t-test calculation. The results of the t-test in the post-test. This is indicated by the t-observed value is higher than t table ( $3.445 > 1.668$ ) for a significance level of 0.05 (5%). Another study conducted by Mustafidah, (2018), the result of this study is that the Guided Reading strategy is an effective strategy and can be used as an alternative strategy to teach reading skills at the MTs level, especially in seventh grade. The same result was also found in a study conducted by Dwi, (2017) which stated that there is a significant influence of

Guided Reading Procedure strategy towards students' reading comprehension. The same results were also shown in a study conducted by Mandi S. and Nola S. (2019). The results showed that Guided Reading has a positive effect. In this study, it was stated that student scores and an increase in reading scores were found.

Based on the data from the previous study above, it can be concluded that guided reading strategy has a good impact on teaching reading comprehension. Application of Guided Reading strategies for small group reading instruction is recommended in the First Grade Classroom. In previous studies, this strategy was not focused on certain types of texts, but in this study the application of Guided Reading strategies to teach reading comprehension focused on descriptive texts in the first grade of junior high school. This strategy was chosen because it gives students the opportunity to identify important vocabulary, make lists to get information from the text, find topics and main ideas which will ultimately improve their reading comprehension. Therefore, based on the reasons above, the researcher conducted a study entitled "the Effectiveness of Using Guided Reading Strategies on Students' Reading Comprehension of Descriptive Text at the First Grade of MTs Darissulaimaniyyah Durenan Trenggalek".

## **B. Formulation of Research Problem**

Based on the background of the research, the researcher can state the problem as follows: "Is there any significant different score on students' reading comprehension of descriptive text between student taught by using Guided Reading Strategy and those taught by using Conventional method?"

## **C. Objectives of the Research**

Every research certainly has a purpose. The objectives of the research is to find out whether guided reading strategies is effective used as strategy in studen't reading comprehensionof descirptive text at the first grade of MTs Darissulaimaniyyah Durenan Trenggalek.

## **D. Research Hypothesis**

To get the answer of the question, the researcher, the researcher proposed two hypothesis. They are Null hypothesis (Ho) and Alternative hypothesis (Ha):

1. Ho (Null hypothesis) states that there is no significant affect of using Guided Reading Strategy on Students' Reading Comprehension of Descriptive Text at the First Grade of MTs Darissulaimaniyah Durenan.

2. Ha (Alternative hypothesis) states that there is any significant affect of using Guided Reading strategy on students' reading comprehension in Descriptive Text at the First Grade of MTs Darissulaimaniyah Durenan.

## **E. Significance of the Research**

The result may contribute to the following parts:

### 1. Theoritically

- a. The results of this study are expected to be able to develop teachers' skills in using guided reading strategies to improve students' reading comprehension.
- b. As a basis and reference for further studies related to improving students' reading skills through guided reading strategies.

### 2. Practically

- a. For the English teacher of MTs Darissulaimaniyyah Durenan Trenggalek

The finding of this research are expected to be an additional strategy for teachers to improve their systems in teaching English, especially in reading comprehension. In addition, this research is also expected to motivate teachers to be more creative in applying learning strategies so that students are more enthusiastic about learning English in class.

- b. For students

The findings of this research are to get motivation that learning English is interesting and fun, especially in reading as a consequences this strategy is one way to improve students' reading comprehension.

c. For the researcher

The finding of this research can afford more experience and awareness for the writer or the researcher about the strategy that use in english teaching, especially in reading comprehension.

## **F. Scope and Limitation of the Research**

The scope of this research is about Reading Comprehension of students of MTs Darissulaimaniyyah Durenan Trenggalek. Researcher used Descriptive text as the topic of teaching reading by using Guided Strategy.

Furthermore, this research was limited to the first grade students of MTs Darissulaimaniyyah Durenan Trenggalek and was conducted in 4 meetings due to time constraints. Researchers focus on improving students' reading comprehension of descriptive text. The improvement was measured by comparing their scores of post-test in between experimental and control group.

## **E. Definitions of Key Terms**

In order to have the appropriate ideas and concepts in this research, then The researcher explains the terms used in this research as details is:

### 1. Effectiveness

Sharon (2009: 4) describes that The practice of effective teaching begins with instructional design thoughtful and deliberate involving students academically and intellectually.

### 2. Reading Comprehension

Reading comprehension is the reading that is done on purpose to gain an understanding of the basic information contained in the text. Woolley

(2011: 5), stated that reading comprehension is the process of interpretation of the text. Another explanation is confirmed by Snow (2002: 37). He explained that reading comprehension is a process where a reader designing meaning through interaction and involvement with written language.

### 3. Guided Reading Strategy

Figuera (2003: 70) describes that Guided Reading is an explicit instructional approach in which teachers support to the students development to problem solve during reading, they are develop comprehension and fluency from the text based on the level.

### 3. Descriptive Text

Descriptive text is text that describes people or things. Its purpose is to describe and reveal a particular person, place or thing in a clear and detailed manner.