

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research and the last is definition of key terms.

A. Background of the research

English has been taught in educational institution as one of the important skill globally. To know English well, student must be able to read, speak, write, and listen. The way to master English is through reading skill. Because reading can cover the three other skills, students can get information and entertainment beside for their business and study target. Harmer (125) states “Reading brings together visual information from written symbols, phonological information from the sounds those symbols make when spoken, and semantic information from the sounds and symbol.”

Study English in schools not only to make students be able to communicate with English speaker or friends, but also has an educational function, therefore students can read English book fluently, increase their knowledge and achievement, improve vocabulary and writing skill, can write down an article or essay with English language to distribute in the competition or just share in their social media, and can be a tool to reach their next level of school or carrier. Teacher will introduce English language and teach how to read a word/ phrase/ sentence/ paragraph firstly. Besides, teacher will manage their

student to be active in the class especially in how to improve their comprehension in reading.

Biddulph (2002:3) states “Reading is an interactive process in which readers actively engage with text, building their own understanding of the author’s message.” To make students understanding about the meaning of the text, teacher must pay attention with their comprehension in reading. By comprehend their reading, students will be understand what the content of they read, knowing what the mean of the text clearly by connected with their prior knowledge, and they get conclusion explicitly.

The RAND Reading Study Group (2002) stated that comprehension is the process of encouraging creating a conclusion and constructing meaning through interaction with written language. In the other hand, comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text. Reader must use their sense in the text, not only better in the articulation in reading a text. So, it can develop their ability in critical thinking in what they read.

There are many practices to teaching reading comprehension, that are use reading comprehension strategies, identify and use the text’s organizational structure, guide them through focused, high quality discussion, providing exposure to a volume and range of texts, and use interest surveys or observations. To make the practices organize well, teacher must support students to become competent comprehenders. It can through some of ways such as build and activate

prior knowledge, teach vocabulary, help build fluency, good spelling and writing, and also give motivation. After students comprehend, instantly they get new information that changes their knowledge for increase their comprehension.

Majority in the junior high school there are large classes than in elementary school. Teacher has to think carefully about the most appropriate ways to encourage every student to active as long as possible in the process of teaching learning. Teacher should teach reading comprehension to make students get benefit from this. Because from the content Bouchard (2005:8) mentioned that it will give an opportunity to develop important knowledge in different subject areas they learn, student are able to practice the language functions and skills needed to understand, discuss, read about, write about the concept developed, it will increase their motivation to learn when they are learning content, the content provides meaningful context for teaching learning strategies.

The most complicated problem in teaching and learning English is the teacher ability in applying appropriate approaches, methods, strategies or techniques in the process of teaching and learning itself. Teacher had duty from school to make their teaching especially teaching reading is appropriate to their class, like organized systematically and exciting their students to study. The material must be considered for students' level. The teacher should make a decision when any part of the material is unsatisfactory, either to change the material and find something more suitable, or to organize his class activities by changing teaching techniques or strategies before. When students begin sleepy, ignored or bored with our teaching in the class, teacher should be flexible,

sensitive, and anticipated by changing the strategy from conventional teaching strategy to the exciting teaching strategy. If the teacher did not do it, the class will become extremely bored or extremely undisciplined.

Some of the problems faced by the students in teaching reading comprehension at MTs Darussalam Kademangan based on English teacher there is that the students do not focus during learning process, lack understand about information on material, lack of vocabulary, they are passive, almost all of them sleepy and unmotivated in the class. They are also shy to reading in front of the class because they were not confident. Solution to make students focus during teaching and learning process is through appropriate strategies. The researcher decided to use Guided Reading strategy to improve their reading comprehension.

Figuera (2003:70) states “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.” This strategy gives opportunity to all of the students to apply the strategies to explore their reading abilities. Students get support from the teacher, but it is constantly obtain in independent reading. They will more focus on meaning but use problem solving strategies to explain the words they don’t know, faced difficult sentence structure, and understand concepts or ideas never find before. The students know how to monitor their own reading to self-corrections or find the possibilities and alternatives if they faced a problem during reading. It help students to get the information from the text, improve the students reading

comprehension and help students to know more the new text. In the result, it will be a powerful way to support the development of reading comprehension strategy.

Fountas and Pinnel (2012:4) states “Guided reading has shifted the lens in the teaching of reading to a focus on a deeper understanding of how readers build effective processing systems over time and examination of the critical role of texts and expert teaching in the process.” It is an approach that focuses on developing of students’ comprehension. The purpose of this strategy is to control of oral language in the process of understanding the content and the meaning of the text, build their own understandings of the text by connecting with their prior knowledge, find new information, and self correction. Teacher will consider the text or the book which they will use in the process of teaching reading based on student’s knowledge ability or level. Teacher should be check students understanding from some activities, like questions for testing their understanding and choose an appropriate text to build up students reading competence.

The procedure of Guided Reading strategy is first, teacher introduces the activity, selecting the text suitable with student’s level, introduce the text, it can begin by writing down the title of the text, students predict what will they learn, before the students’ begins to read, the researcher would be make sure that all the words in the title/ theme/ topic are known by the students’, then students reading the text part by part and the researcher check their understanding about the text, ask them to close their books and list as much information as they can remember about the text, ask for a volunteer or point the student to write down the results on the board, discussing the list on the board, students reread the text to correct

statements in the board which relevant to the text or not, teacher ask the students to answer some questions that relevant with the text, students submit the task, the last make conclusion and give a feedback. By this strategy students will be more active, and can understand the deep meaning of the text. Thus, they will not be sleepy or bored, because they must keep their concentration to the text if they are suddenly pointed by teacher to read the passage of the text.

Guided Reading strategy is one of the effective strategies used to teaching comprehension. Some researchers such as Ahmad Zakki Amani, Fredina Fransiska and Ana Dwi Lestari used this strategy in teaching reading. Ahmad Zakki Amani (2013) conducted the research entitled *Keefektifan Strategi Catatan Terbimbing Terhadap Hasil Belajar Materi Unsur Cerita pada Siswa Kelas V Sekolah Dasar Negeri Pesarean 01 Kabupaten Tegal*. The design research is quantitative approach in the nonequivalent control group design of quasi experimental design and using interview, test, and documentation technique. Researcher used pre-test and post-test to know the score of the students. The result of t-count is 2.251 and t-table is 2.013. It shows that t-count is higher than t-table. So, it conclude that teaching using *Catatan Terbimbing* is effective than without using *Catatan Terbimbing* strategy.

Then, Fredina Fransiska (2015) conducted the research entitled *Efektivitas Metode Reading Guide terhadap Keterampilan Membaca Bahasa Arab Siswa Kelas XI IPS MAN Demak*. The design research is quantitative approach in the experimental research and using test technique. Researcher used pre-test and post-test to know the score of the students. The result of this research is effective, the

result in the control class of the mean score of pre-test is 60.74 and the mean score of post-test is 73.00, and the result in the experimental class of the mean score of pre-test is 65.06 and the mean score of post-test is 81.50. It can be seen that the mean score is more increased that without using *Reading Guide* strategy. Then, t-count is 5.952 whereas t-table 1.671. It shows that t-count is higher than t-table. So, it conclude that teaching using *Reading Guide* is effective than without using *Reading Guide* strategy.

Next, Ana Dwi Lestari (2013) conducted the research entitled *Keefektifan Prosedur Membaca Terbimbing (Guided Reading Procedure) dalam Pembelajaran Membaca Pemahaman Siswa Kelas VII SMP Negeri 2 Gombang*. The design research is quantitative approach in the experimental research and using test technique. Researcher used pre-test and post-test to know the score of the students. The result of this research is effective, t-count is 5.244. The significance value is 0.000 and the significance level is 0.05. It shows that the significance value is smaller than significance level ($0.000 < 0.05$). So, it conclude that teaching using *Guided Reading Procedure* is effective than without using *Guided Reading Procedure*.

Those arguments lead, the writer to do research based on the existing problems. The researcher want to know the effectiveness of Guided Reading on improving student's achievement in reading comprehension at MTs Darussalam Kademangan especially students grade VII A. So, the writer is interested in carrying out a research entitled: "The Effectiveness of Using Guided Reading

Strategy On Students' Achievement in Reading Comprehension at MTs Darussalam Kademangan”.

B. Research Problems

Based on the background of the study above, the writer can state the research problems as follows:

1. How is the students' achievement in reading comprehension before being taught by using Guided Reading strategy?
2. How is the students' achievement in reading comprehension after being taught by using Guided Reading strategy?
3. Is there any significant difference of students' achievement on students' reading comprehension before and after being taught by using Guided Reading strategy?

C. Objectives of the Research

1. To know the students' achievement in reading comprehension before being taught by using Guided Reading strategy.
2. To know the students' achievement in reading comprehension before after taught by using Guided Reading strategy.
3. To know the significant differences of students' achievement on students' reading comprehension before and after being taught by using Guided Reading strategy.

D. Research Hypothesis

Hypothesis is the most specific statements of problem, it is tentative answer to proposed research questions for certain behaviors, phenomena, or event

that occur or will occur. It states of the researcher's expectations. It is aimed to show the clear relationship between the research problem and the possible answer at one shot. There are two types of hypothesis that are null hypothesis and alternative hypothesis.

1. H_a (Alternative hypothesis): there is a significant influence of using Guided Reading strategy toward students' achievement in reading comprehension at MTs Darussalam Kademangan.
2. H_o (Null hypothesis): there is no a significant influence of using Guided Reading strategy toward students' achievement in reading comprehension at MTs Darussalam Kademangan.

E. Significance of the Research

1. The Teacher

The result of the study is expected to give contribution for the teacher as a feedback to improve their strategy and system in teaching English especially in reading comprehension. Besides, this research will be one of the simplest strategies to create active and attractive class in English especially in reading.

2. The Students

By this research, students will get stimulant that study English is fun, active, and attractive. In other hand, they will get motivation and enjoy for study English especially in reading. They will know how to monitor their own reading. They have the ability to check on themselves or search for possibilities and alternatives if they encounter a problem when reading.

And also, it is the one of way to improve the students' reading comprehension.

3. Researcher

That researcher hope that the result of this study is expected to give feedback to motivate the student's themselves to improve their English knowledge especially in reading comprehension. Besides, the finding of this research can provide more knowledge and experience for the writer or the researcher about the strategy that use in reading comprehension.

F. Scope and Limitation of the Research

The scope of this research is about the effectiveness of using Guided Reading strategy on student's achievement in reading comprehension.

The limitation of this research is the effectiveness of using Guided Reading strategy of the students grade VII A at MTs Darussalam Kademangan Blitar.

G. Definition of Key Terms

In order to clarify the key terms used in this research. Some definitions are put forward:

1. Effectiveness

James Ko states that "Effectiveness is a contested term that can evoke strong emotions because of its perceived link with notions of professional competency and high stakes accountability in some systems."

2. Guided Reading Strategy

Figuera (2003:70) states “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. Reading Comprehension

Reading comprehension is a process of interaction between the reader with the text and the reader relates the ideas of the text to prior experiences and their knowledge. In other words, reading comprehension is a process by which the reader constructs the understanding of ideas or meaning of the text.