

# **CHAPTER 1**

## **INTRODUCTION**

This chapter discusses about background of the study, formulation of research question, purpose of the study, scope and limitation of the study, significant of the study and definition of key term.

### **A. Background Of The Study**

Teaching English as foreign language is not easier than teaching mother tongue language. Teacher should taught students efficiently and effectively, in order teaching and learning process is useful and meaningful for students.

According to Meirafoni, et. al. (2014:151), reading is one of the language skills which is very essential, besides listening, speaking and writing that must be mastered by English language learners. It can help the learner to enhance their knowledge because they can learn many things through reading. It means that by reading the learners will get information or new knowledge about things that happen surround them also get involved many aspect of life such as science, technology business, politics, educational system and etc.

Nasution (2013:1) states that reading is the ability to draw meaning from the print page and interpret this information appropriately. Reading is also interactive in the sense that linguistic information from the text interacts with information accurate by the reader from long-term memory, as background knowledge. It means that reading is ability to find the meaning of the text to

know what are the information is about. by reading the learners can interact with information accurate such as background knowledge.

Teso (2014:1) stated that reading is cognitive process that a reader uses in making sense of a text. In this skill the students are expected to comprehend ideational, interpersonal and contextual meaning within the text to identify the main ideas and supporting details, factual information and meaning of the words. It means that the learners are expected to be able to understand what passage is about and the information that is given by the teacher can be understood by the learners.

Based on the explanation above reading is very important skill to improve the students' ability in gaining knowledge of the world. It is one of the activities in comprehending the writer's idea to communicate with the readers. It can increase and improve the students' knowledge in other language skill. Students will reach all of these aims if they understand and comprehend the text that they read. In addition comprehension occurs when new information interacts with the old one that has already been stored in their memory.

Defrioka (2013:74) explain that reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head. To teach comprehension effectively, we need to understand what the process involves. Based on the ideas above, it is clear that reading involves comprehension, and successful comprehension depends on the reader, the text and the reading context.

Ortlieb (2013:147) stated that comprehension improves through extensive reading, research has concluded that comprehension could improve more if all readers were taught to use the comprehension strategies that good readers use. The study's eight reading comprehension strategies were (1) predicting/infering, (2) visualizing, (3) making connections, (4) questioning, (5) determining main idea, (6) summarizing, (7) checking predictions, and (8) making judgments (evaluating). Recognizing the difference between reading skills; an acquired ability to perform well and strategies; systematic plans to improve education, was pivotal in the idea that strategies support skills.

Nasution (2013:3) states that reading comprehension as a complex behavior which involves conscious and unconscious use of strategies, including problem solving strategies, to build a model of the meaning which the writer is assume to have intended . in teaching reading, instructors need to be involved in helping language learner acquire the literate skill which aid them in comprehending texts in English standard.

Based on the observation in the classroom, the researcher found the problem of the tenth grade students of SMK PGRI 1 Tulungagung especially in reading comprehension. The students had problem in finding main idea and detail information. When the class discussion was started they cannot convey the information of the text. It caused the students become passive in the classroom.

When the student passive in reading learning, it caused the student cannot understand the text that given by the teacher. In other words, the students'

ability was still low in reading comprehension. The lowness of students' reading comprehension ability showed that the students felt difficult to understand more the reading learning. Based on the observation in the classroom, the teacher has a solution to solve the problems by applying reading comprehension strategy. Here the teacher uses Anticipation Guide Strategy (henceforth AGS) that can help student to understand the reading material. The use of reading strategy can increase students' motivation to gets a critical idea. Harvey (2013:5) Stated that "reading comprehension strategies also encourage student to become more responsible for their own learning, once the student has mastered the strategy".

The use strategy in reading learning very important for students to help them more understand about their text. In this research, researcher observe Anticipation Guide Strategy to improve reading comprehension ability. Anticipation guide strategy is introduced first by Herber in 1978. He states that anticipation guide uses a series of statements to be actively involving students in making predictions about what will they read. To make predictions, students may rely on their prior knowledge. According to Meirafoni, et. al. (2014:154), AGS are typically a list of statements related to the topics presented in a section of text. The average number of statements will range from six to twelve. Before reading , the students review the AGS and indicate if they agree or disagree with each of statements.

The teacher must be able to make the students enjoy the reading activities in the classroom. It is very important to improve students' achievement of reading comprehension skills. Many reading strategies may be applied to the class to make the situation become active and one of them is AGS. This strategy is a comprehension strategy that is used before reading to help the students to activate their prior knowledge and build curiosity about a new topic. By learning a reading text with AGS, the learning activity in the classroom became fun and comfortable, so the students more active and they found a new fresh situation in the classroom and they get easier to understand a reading text (Teso, 2013:3).

There are some previous studies about AGS that found by the researcher. First, Elham Rahmani was conducted a study on title "*The Effect of Using Anticipation Guide Strategy on Iranian EFL Learners' Comprehension of Culturally Unfamiliar Texts*". In these study 40 EFL learners schools were selected. In his research he used quantitative approach, the design is experimental design; the findings revealed that pre-reading activity had positive effect on learners' comprehension.

Second, Yummi Meirafoni conducted their research on title "*The Effect of Using Anticipation Guide Strategy on Students' Reading Comprehension at Second Grade Of SMA N 1 Batusangkar*". In this research she used quantitative approach and used experimental design to know the result of reading comprehension using AGS. The result from research was found that the students' score in experimental group improved significantly, it was from

66.75 to 82.05. It was also found that the effect of AGS influenced the mean of four indicators (topic main idea, detail/specific information and reference words).

Third, Research from Maya Puspita Nasution was conducted with the title "*Improving Students' Reading Comprehension in Descriptive Text through Anticipation Guide at SMP swasta Taman Harapan Medan*". The researcher was conducted this research by using class action research method where the instruments for collecting data were quantitative and qualitative data (observation sheet and questionnaire sheet). The finding of the quantitative data showed that applying AGS significantly improved students' reading comprehension. The qualitative data show that the students were more interested and motivated on reading comprehension through AGS. It is suggested that teachers should apply AGS as one of strategy to improve students' reading comprehension.

Fourth, AGS was used by Margareta Urlyani Teso on his thesis. The title is "*Improving Reading Comprehension Through Anticipation Guide Strategy of The Eight Grade Students of SMPK Santo Yoseph Denpasar in Academic year 2013/2014*". The method of research that use by Margareta was same with Maya's method, it is class action research. The classroom action research study made use of pre-test and post-test in research data collection. It consisted of two cycles and each cycles consisted of two sessions. In summary, the result stated that reading comprehension of the eighth grade

students of SMPK Santo Yoseph Denpasar can gradually improve through AGS changed positively.

Based on the previous study above, the AGS was very important for reading comprehension to decrease some problems in reading learning. The writer decides to do a research the use of AGS in reading comprehension that used at SMK PGRI 1 Tulungagung, the English teacher teach on tenth grade. Considering the previous study that concerned superiority of AGS and the gap, the researcher was very motivated and interested to conducting this research.

## **B. Problem of The Study**

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

1. How does the teacher prepare in using AGS?
2. How does the teacher implement the AGS?
3. How does the teacher evaluate students by using AGS?

## **C. Research Objectives**

The aims of conducting the research are:

1. To investigate what the teacher prepare in using AGS.
2. To investigate how the teacher implement the AGS.
3. To investigate how the teacher evaluate students by using AGS.

#### **D. Significance of The Study**

The significance of this research is addressed for:

1. Institution

The finding result of this research can be applied by the institutions to use AGS as one strategy in reading comprehension to increase student's ability in reading comprehension especially on narrative text and to evaluated teaching and learning process. In other hand, it can be used to compare school progress with the previous school achievement or with other schools.

2. English Teacher

For the English teacher, they are able to use AGS for teaching English especially for teaching reading comprehension.

3. Students

For the tenth grade students, this is hoped to be useful for them to increase and strengthen their motivation and interest in learning English to increase their reading comprehension through AGS.

4. Future Researcher

The result of the study will become important input and can help the researcher to think a new strategy that is used in teaching reading through AGS.



## **E. Research Scopes**

The scope of this study focus on utilizing the AGS in reading comprehension on narrative text at Tenth grade students of SMK PGRI 1 Tulungagung.

## **F. Definition of Key Term**

### 1. Anticipation Guide Strategy

The strategy that use in students' reading comprehension. It is strategy that have purpose to activate students' background knowledge before the students read the text by using table form that consist of statements.

### 2. Teacher Preparation Using AGS

Preparation is the action or process of preparing or being prepared for using or consideration, it is one way of technique in which the teacher will make something ready or what are the teacher activities before teaching learning by using AGS.

### 3. Implementation of AGS

A process in which AGS can be used by the teacher in student's reading comprehension. Implementation is teacher's practice of a plan or any design for reading learning by using AGS.

#### 4. Evaluation Using AGS

Evaluation is a way of technique after uses AGS in which the teacher will give interpretation or actual impact after using AGS in students' reading comprehension.

#### 5. Reading Comprehension

Reading comprehension is defined as the ability of students in understanding the reading text, it is the peak of the reading skills and the bases for all reading process.

#### 6. Narrative Text

Narrative text is a reading material in which the students will comprehend it by using AGS. Narrative text is defined as a text which function is to amuse or to entertain the reader.