

# **CHAPTER I**

## **INTRODUCTION**

This chapter provides some aspects underpinning the topic of the research. They are background of the research, problem of the research, purpose of the research, operational of the research, significance of the research, scope of the research. They will be presented respectively.

### **1.1 Background of the Research**

In the English teaching, reading is one of the communication skills that need to be developed and mastered by the students. Reading has a great function of English mastery. According to Penry Ur (1996:138) reading does not mean reading or decoding the letters or words only; reading means reading and understanding. Understanding the meaning motivates students to interpret and analyze texts. Reading helps in learning vocabulary and in creating mental image even if we don't understand completely. Reading comprehension skill is the basic skill in learning English, because every activity in English class involves reading (Grellet, 1981:8). In addition, one of the most difficult tasks of a language teacher in the context of teaching English as a foreign language is to foster attitude toward reading. It is caused by the limited time and other constraints they face during the teaching and learning process. Teachers are often unable to encourage students to find entertaining and interesting information in reading materials. Therefore, it often creates a negative mind-set in students who consider the effort to interact

with reading materials as an unattractive activity compared to the process they may get from visual electronic media.

Grellet (1981:4) says that there are two reasons for reading. They are reading for getting information and reading for pleasure. The first, reading for information ( in order to find out something or in order to do something with the information you get). The second reason for reading is reading for pleasure ( in reading activity the students will be pleasure after they read the text).

Before doing this research, the researcher do activity called preliminary study. Preliminary study is conducted using documentary study from the English teacher. Students' score from the English teacher will be analyzed to know the real condition of reading comprehension in VIIB class at SMP Muhammadiyah 2 Kalisat. The result of the information showed that students have difficulties in comprehending reading because they lack of vocabulary. They don't understand what they are reading. In this case, students may be difficult in knowing the meaning of words because their memorized vocabulary is low. They usually translate English sentence into Bahasa Indonesia pointly so the meaning of sentence is incorrect. In addition, it is proved with the score of the student's reading comprehension test in SMP Muhammadiyah 2 Kalisat is low.

To overcome the problem, it is posential to implement guided reading procedure strategy. Guided reading procedure strategy is often used to help students who have difficulty in reading comprehension. Pre-reading, during-reading and post-reading strategies are combined to facilitate learning and enhance literacy. Through the implementation of guided reading procedure strategy, students become aware of how print works (Kasten, Kristo, & McClure,

2005), and students struggling with reading comprehension are better able to create meaning. Guided reading allows the teacher to meet each student and guide such students as they become independent readers.

So, the researcher believe that by using guided reading procedure strategy can improve reading comprehension. Therefore, a research entitled “ Improving the Eighth Grade Students’ Reading Comprehension by Using Guided Reading Procedure Strategy at SMP Muhammadiyah 2 Kalisat in the 2016/2017 Academic Year”.

## **1.2 Problem of the Research**

Based on the background of the study, the problem of the research is formulated as follows:

“How can the use of guided reading procedure strategy improve the eighth grade students’ reading comprehension at SMP Muhammadiyah 2 Kalisat in the 2016/2017 academic year?”

## **1.3 Purpose of the Research**

Based on the problem of the research above, the purpose of the research is formulated as follow: “to know how guided reading procedure strategy can improve the eighth grade students’ reading comprehension at SMP Muhammadiyah 2 Kalisat in the 2016/2017 academic years”.

## **1.4 Operational Definition of the Terms**

### **1. Reading comprehension**

Reading comprehension is an active attempt, on the part of reader, to understand a writer's message. In this research reading comprehension refers to the ability to comprehend word, sentence, paragraph and text.

### **2. Guided Reading Procedure Strategy**

Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and all read similar levels of texts.

## **1.5 The Significance of the Research**

The result of this research is expected to improve the student's reading comprehension by using guided reading procedure strategy.

The research is used to motivate the teacher to apply guided reading procedure as an strategy to help the students' improve their reading comprehension. For the students', they will know the important of reading comprehension and they can comprehend word, sentence, paragraph, and text.

## **1.6 Scope of the Research**

This research is intended on the use guided reading procedure strategy to improve the eighth grade students' reading comprehension at SMP Muhammadiyah 2 Kalisat in the 2016/2017 academic year.