

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background of the research, the problem of the research, the objective of the research, operational definition of terms, the significance of the research, and the scope of the research.

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

In English, there are four skills namely listening, speaking, reading, and writing. Reading is one of skills in English that should be mastered by everyone who learn it. One of the reason is everyone need to learn reading in English because it is an important skill to improve the students' ability in get knowledge or information of the world, and reading is the window of the world. Bernhardt (2000:6) said that reading is about how to understand a written text. It is a complex activity that involves both perception and thought. Reading consists of two related processes word recognition and comprehension. Students will know all of the content in the text if they understand the text that they read because it is one of the activity in comprehend the text. Snow (2002:11) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. By reading

comprehension, students are doing thinking process in understanding the meaning of the text, they can get new information about many knowledge without coming to those places directly.

Based on preliminary study at SMPN 5 Candipuro, most of the VIII B students still had difficulties in reading. The information was gained by interviewing the VIII B English teacher. The results of interview revealed that most of the VIII B students have difficulties in reading comprehension. Their average score of reading comprehension test was 64, 11 while the standard score of the researcher is 70. There was only around 39% of the students got score 70 in the reading comprehension test. Then, the English teacher said that only 45% of students who were active in reading class. To solve the students' problem, the English teachers are expected to be creative in applying teaching strategy or the media for students, English teacher should try to make reading interesting, enjoyable, meaningful and challenging during the teaching and learning process. Then, the English teacher must change situation in the class with new strategy, so students easier to comprehend the text.

In fact, most of the students found some difficulties in learning reading comprehension. They think that comprehending the text is a difficult task to do, need a lot of time to comprehend information in the text, and they do not understand the text. Consequently, the students become slow to comprehend the text, and do not focus in the text.

Thus, because of the problem detected, the researcher wanted to overcome this problem by using a new strategy that had never been used by the English teacher, this strategy is anticipation guide strategy. 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. According to Lawson (2002) in Kozen (2006:199), anticipation guide can easily fit into school improvement plans as part of a new reading strategy that might be introduced. Moreover, by learning a reading text with anticipation guide strategy, the learning activity in the classroom becomes fun and comfortable. Thus, the students can be active and they can find a new fresh situation in the classroom and they get easier to understand a reading text.

Based on the above information, it is known that anticipation guide strategy can help to improve the students in reading comprehension. Considering the above description, this classroom action research will be conducted. It is entitled “Improving Reading Comprehension by Using Anticipation Guide Strategy at VIII B Students of SMPN 5 Candipuro in the 2016/2017 Academic Year”.

## **1.2 Problem of the Research**

According to the background above, the problems of the research are :

1. How can the use of anticipation guide strategy improve students’ reading comprehension at the VIII B grade of SMPN 5 Candipuro in academic year 2016/2017?
2. How can the use of anticipation guide strategy improve students’ active participation at the VIII B grade of SMPN 5 Candipuro in academic year 2016/2017?

### **1.3 Objective of the Research**

According to the research problem above, the objectives of the research are:

1. To improve the students' reading comprehension at the VIII B grade of SMPN 5 Candipuro in academic year 2016/2017.
2. To improve the students' active participation at the VIII B grade of SMPN 5 Candipuro in academic year 2016/2017.

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

The operational definition will guide the researcher to understand the concept about the study. It enables the researcher and the readers to get mutual understanding of the concept studied. It also functions to avoid misunderstanding in interpreting the research. It is necessary to define operationally reading comprehension and Anticipation Guide strategy.

#### **1.4.1 Reading Comprehension**

The term of the students reading comprehension in this research refers to the reading comprehension test result achieved by the students after joining reading comprehension class that used anticipation guide strategy. Reading comprehension refers to the ability of the students to comprehend word, sentences, paragraph, and text.

#### **1.4.2 Anticipation Guide Strategy**

An anticipation guide is operationally defined as a strategy to teach reading for junior high school that is used before reading to activate students' prior knowledge and build curiosity about a new topic. It can be effective in promoting

decoding skills, enhancing word meaning, and strengthening comprehension. Before reading, students read several statements by teacher about key concepts presented in the text, they are often structured as a series of statements with which the students can choose to agree or disagree. Anticipation guides stimulate students' interest in a topic and set a purpose for reading. After reading, students verify their predictions or inspire a change in their thinking.

## **1.5 Significance of the Research**

The results of this classroom action research were expected to give important information for researcher, the English teacher, the students, and the future researcher.

### **1.5.1 Theoretical Significance**

The result of this research is useful for English teacher as reference to encourage them to use anticipation guide strategy in teaching reading to improve students reading comprehension.

### **1.5.2 Practical Significance**

The result of this research will be useful for the researcher, the students and the future researcher, in order to use it in teaching learning process to improve reading comprehension in studying English. In addition, they can have new learning experience by using anticipation guide strategy in process of reading that can help them to increase their reading comprehension.

### **1.5.2.1 For the English Teacher**

The result of this research are expected to be useful for the English teacher as input and consideration in teaching reading to improve the students reading comprehension by using new strategy, named Anticipation Guide strategy.

### **1.5.2.2 For the Students**

The result of this research are expected to give the students learning experiences in learning by anticipation guide strategy to improve their reading comprehension, especially in comprehending word, sentences, paragraph of the text.

### **1.5.2.3 For the Future Researcher**

The results of this research are expected to be used as a reference and the source of information to conduct further research in the similar field of study by using different research method.

## **1.6 Scope of the Research**

This study focuses on implementing Anticipation Guide strategy to the VIII B students at SMPN 5 Candipuro in the 2016/2017 academic year in learning Reading Comprehension.