

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

In English teaching there are some skills that the students have to comprehend, one of which is reading. The students will be easy to learn foreign language if they are fluent in reading English. Zare and Othman (2013:188) state that, “reading is a cognitive activity in which the reader takes part in a conversation with the author through the text”. Through this activity, the author’s thought will be transferred to the reader, thus will make a conversation between the author and the reader. The process to get an information and finding the idea can make the reader enjoying the activity.

According to Alfassi (in Zare and Othman, 2013:187), “reading is a complex cognitive activity that is crucial for adequate functioning and for obtaining information in current society and requires an integration of memory and meaning construction”. Through reading the reader is easy to find an idea. Reading is a source of knowledge and it is one of the important skills to communication. The students can get a lot of information if they often read books or other media. The purposes of reading are to find an information, get something new, get more knowledge, and, the most important one, develop their idea after reading a book.

Gilakjani (2016:229) states that, “reading is an interactive process in which readers construct a meaningful representation of a text ...”. It means that by using certain text, the readers have their own construction in reading. On the other

hand, Hirsch, Jr. (2003:10) states that, "the students have problem in reading score of low-income and they slump in poor students' reading comprehension".

Because the students' reading comprehension is low, the improvement of reading comprehension in young generation is needed. The low reading comprehension makes students difficult to improve their reading ability and understanding the text quickly.

Before the research goes any further, the first that must be done is the researcher searches some information by interviewing the teacher about the class's condition and the problem that students face. It is essential that the researcher is aware of the weakness of each students in reading comprehension, so that the problem students' reading comprehension can be solved appropriately.

Biddulph (2002:2) states that "guided reading is an approach to literacy learning education that can help overcome that confusion". Guided reading is one of alternative to increase students comprehension in reading, guided reading often used in conjunction with other approaches such as reading aloud and independent reading. It helps students to solve their problem when students have difficulty in reading. On the other hand, Richardson (2010:3) states that "guided reading strategies are often used to help students who struggle with reading comprehension". It means the students are easily to understand the text and help to increase their score in reading. Guided reading is one of effective way to develop students reading comprehension by grouping and select appropriate text.

## **1.2 Problem of the Research**

Based on the background of the study above, the research problem is formulated as how can the use of guided reading strategy improve students's reading comprehension of SMP Muhammadiyah 6 Wuluhan in the 2017/2018 academic years?

## **1.3 Purpose of the Research**

Based on the research problem above, the purpose of the research is to find out how the use of guided reading strategy can improve the students's reading comprehension of SMP Muhammadiyah 6 Wuluhan in the 2017/2018 academic years.

## **1.4 Operational Definition**

In this research, there are two variables; they are independent and dependent variables. The independent variable is teaching reading comprehension using guided reading strategy and the dependent variable is the students's reading comprehension. These terms, need to be clarified operationally to avoid misunderstanding of the meaning between the writer and readers.

### **1.4.1 Guided Reading Strategy**

Guided reading strategy is an approach in which the teacher have to selects an appropriate text to the students and in the teaching and learning process the students divided in some small groups, minimum each group consist of two members.

### **1.4.2 The Students's Reading Comprehension**

Reading comprehension in this research refers to the students's reading ability to *catch words comprehension, text comprehension, and paragraph comprehension*. Those are the indicator that the students have to achieve by using guided reading strategy. Thus, the reading comprehension test will be held after the students are taught using guided reading strategy.

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

The result is expected to be theoretically and practically significant for the following parts:

#### **1.5.1 Theoretical Significance**

The result of this research will be useful in English teaching learning process particularly for teaching reading by using guided reading strategy. The finding of the research can be used a reference for future researchers to conduct a study of improving students's reading comprehension by using guided reading strategy in English teaching and learning process.

### **1.6 The Scope of the Research**

This research focus to improve students' reading comprehension using guided reading strategy. This research is intended to students who need more attention to improve students ability of reading.