CHAPTER I

INTRODUCTION

This chapter sets out the research background, research problems, research objectives, research hypotheses, research significance, research scope and limitations, and definitions of key terms.

A. Background of the Study

There are four language skills that students must master: reading, writing, listening, and speaking. With the renewal of the curriculum, there are new elements, namely, viewing and presenting. At all levels of education, reading ability is a priority scale that students must master, through reading, students will obtain various information that has never been obtained before. The more reading, the more information is obtained. Therefore, reading is the window to the world. Anyone who opens the window can see and know everything that happens, both events that occurred in the past, present, and even the future.

In junior or senior high school, there are more large classes than in elementary school. A teacher has to think carefully about the most appropriate ways to encourage every student to be as active as possible in the process of teaching and learning. Teachers should teach reading comprehension to make students benefit from it. Because of the content, Bouchard (2005:8) mentioned that it will allow students to develop important knowledge in the different subject areas they learn. Students can practice the language functions and skills needed to increase their motivation to learn when they are learning content.

The ability of the teacher to implement suitable approaches, methods, tactics, or procedures in the teaching and learning process itself is the most challenging issue in teaching the English language. Teachers were required by law to adapt their instruction, particularly when it came to reading instruction, to the needs of their students. This included keeping things orderly and motivating them to learn. The content needs to be suitable for the level of the student. When any aspect of the material is inadequate, the instructor should decide whether to replace it with something better or rearrange the curriculum to incorporate different teaching methods. Teachers need to be adaptable, sensitive, and proactive in recognizing when students are getting bored, drowsy, or uninterested in what they are learning in class. This can be achieved by switching from a traditional teaching approach to an engaging one. If the teacher doesn't do it, the students will get very disorganized or bored. Before carrying out research in MAN 3 KEDIRI, the researcher discovered certain gaps in the English language proficiency of many students, particularly in reading texts written in a foreign language. To enhance students' reading comprehension, the researcher intends to use the *Reading Guide* strategy as an appealing way to introduce English to students.

Reading guide is a strategy that requires students to read the text given by the teacher then understand it and be able to answer questions based on the text. The *Reading Guide* strategy can train students to become active learners, focus more on the problems at hand, and of course, make students not bored with learning that requires reading. This *Reading Guide* strategy can also help students eliminate lazy reading because this strategy leads students to read the material provided by the teacher about the material being taught (Hisyam Zaini, 2017).

Research that was done in the past by Nur Habibah Sulis Fatimah (2022) was published under the title "PENERAPAN STRATEGI READING GUIDE MELALUI

READING FOR FUN DALAM PEMBELAJARAN TEMATIK DI SDN CURAHLELE 03 KECAMATAN BALUNG KABUPATEN JEMBER TAHUN PELAJARAN 2021/2022" Research has proven the effectiveness of the *Reading Guide* strategy in teaching reading comprehension. She also claims that by using *The Reading Guide* strategy, students were able to answer the questions more analytically and imaginatively. She notes that this is because the technique offered the right categories, which made it easier for students to find the answer and helped them have less difficulty with reading comprehension. With the use of the *Reading Guide* strategy, the students could realize that the answers to the questions can be connected to their own past experiences and knowledge in addition to being based on the text itself. By using this approach, students can find it easier to understand the material that they read. Therefore, when students are learning reading comprehension, this method may be used as a strategy.

The researcher decided to use the *Reading Guide* strategy to teach reading comprehension after the previous research above showed that the *Reading Guide* strategy can be successfully implemented in reading learning and using this strategy can improve students' reading comprehension.

B. Research Problem

Considering the study's background information above, the issue is that the researcher's discovery can be discussed:

1. "Is the *Reading Guide* strategy improved students' reading comprehension in descriptive texts?"

2. "How is the implementation of the *Reading Guide* strategy that can improve students' reading comprehension?"

C. Objective of the Study

Based on the research problem, the objective of this research as stated in the research problem is to determine the implementation of the *Reading Guide* strategy to improve students' reading comprehension.

D. Significance of the Study

The subject is expected that the study's findings will be beneficial to teachers, students, and upcoming researchers:

1. For teachers, teachers can provide alternate contributions and information about the method used in teaching reading comprehension by applying the *Reading Guide* strategy.

2. For students, using the *Reading Guide* strategy in reading comprehension may build confidence in students and improve English language learners' mastery or improvement of their reading comprehension skills.

3. Further research, it is anticipated that this study will be utilized as a further resource, specifically by individuals researching the *Reading Guide* strategy for teaching reading comprehension.

E. Scope and Limitation

Based on the background and the statement of the problem above, this research focus to find out the scope of this study focuses on the use of the *Reading Guide* strategy to improve students' reading comprehension. To make it more effective, the researcher wants to focus on every material that uses reading skills.

F. Definition of Key Term

To make this thesis easier to comprehend, the researcher would like to explain some of the terms used in the title.

1. Reading Comprehension

Khoiriyah (2010) defines reading comprehension as the process that makes the meaning of a text by connecting information from it with prior knowledge. In addition, reading comprehension may be characterized as a thought process by which readers become aware of a concept, grasp it in terms of their experience background, and interpret it in connection to their wants and intentions.

2. *Reading Guide* Strategy

Reading guide is a strategy that requires students to read the text given by the teacher then understand it and be able to answer questions based on the text. The *Reading Guide* strategy can train students to become active learners, focus more on the issues at hand, and of course, make students not bored with learning that requires reading.