CHAPTER I

INTRODUCTION

This chapter suggests background of the study, research problem, objectives of the study, research hypothesis, significance of the study, scope and limitation of the study and definition of the key terms.

A.   Background of the Study

Reading is vital skill as a tool to access worldwide information. Silberstain (1994, in Audira, W., Gani, S. A., & Sari, D. F., 2020) state that an action when the reader intensively interacts with the text in order to establish meaningful discourse is called as reading. According to Tarigan (1998, in Ayu, E. Ni Gusti., Marhum, M., & Wahyudin, 2015) reading is process finished and used by the readers in order to get some information or messages they needed. it can be concluded that reading help the readers to gain the information or messages they needed. In addition, reading also has a vital role in teaching reading which is to enhance students' English ability. Suryanta and Fitrawati (2016) state that reading is one of skills that students have to be mastered. Through reading, the students can get information and knowledge from sources. From the explanation above, it shows that reading has a vital role in education which is in teaching and learning language, especially English, and it can be used to help to increase students' knowledge of some information. Moreover, reading always refers to the process of gaining understanding called comprehension.

Reading comprehension is an activity in which the reader trying to find the content of the reading the text as a whole text. Healy (2002, in Sahara, A., Bahri,

S., & Erdiana, N., 2018) states that reading comprehension is about understanding the whole text, there are understanding the word, the content and understanding the construction of the meaning in a text. Reading comprehension is a complex process in which the readers have to implement their mental content to get or to recognize the meanings from written texts (Ayu et al., 2015). Audira et al. (2020) state that reading comprehension is an active action/movement of understanding the text, extracting and constructing the meaning of the text, interaction with the text, and interaction between students and teachers. With this process, students can figure out what is interpret in the text they are read. The dilemma or obstacle that many students have to deal with reading comprehension is that many teachers still use conventional strategies in teaching and learning reading process, which make students tired of the explanation from the teachers. This can make the students loss an insight of the meaning of the text that student study.

From the explanation above, it can be concluded that one of the skills that must be picked up by Indonesia students as a foreign language is reading. Students must be able to make reading as their need because reading is highly essential. Through learning reading comprehension, the students can develop their vocabularies or words and gain their understanding of the text. Besides that, with reading comprehension, the students will get more ideas and information. However, the fact is, most of students cannot and do not like reading comprehension because they could not find strategies in learning reading comprehensions.

Based on the researchers' pre-study at MTsN 6 Nganjuk, many ninth-graders students have weak reading achievement. It is because the students have a lack of

vocabulary, so that they read the text without understanding the content of the text they are read. Furthermore, the low reading achievement of ninth-graders at MTsN 6 Nganjuk are causes by some of the teachers that still use conventional strategies that more give explanation about the text in teaching reading to the students that makes students feel bored and do not pay attention to what they have read. Although, they are a lot of reading strategies that can be implemented in teaching and learning process, but the teachers still find it difficult to implemented in their teaching and learning process.

In teaching reading, there are a lot of strategies and methods that can be used by the teacher. One of the strategies in teaching reading is Guided Reading strategy. Guided Reading Strategy is a teaching reading strategy in which students are work in common to read a text in a small-group with instruction of the teacher. Founts and Pennell (1996, in Syahputera, 2016) state that Guided Reading strategy is small-group reading method following guidance designed to provide diverse teaching-learning that support the student's development of better reading comprehension and fluency from the text based on the level. Spiegel (1980, in Audira et al., 2020) states that guided reading strategy is a strategy that design to enhance readers' reading comprehension by stressing attitudinal factors accuracy in comprehension, understanding grammar features and vocabulary in context. Through Guided Reading strategy, the students will enjoy the text they read. It is in line as Wati, H. S., Raja, P., & Kadaryanto, B. (2015) state that the aims of Guided reading strategy is to make the readers understand the text, so that it makes the students enjoy the text they read because they can grasp what they are read.

Based on the explication above, the researcher will conduct research by implementing a strategy that is Guided Reading strategy in teaching reading comprehension to aid the students enhance their reading ability. By implementing Guided Reading strategy, students will find it interesting in reading the whole text. In addition, with Guided Reading strategy, students also will find it helpful to understand the content of the text through proper learning easily.

The researcher considers three things relevant to the study to support this research. The first research comes from Audira et al. (2020), the researchers wish to delve the effectiveness of guided reading strategy in improving students' scores in reading comprehension. Furthermore, the researchers look into eighth-graders of SMPN 16 Banda Aceh because all previous research has revealed that Guided Reading strategy can develop students' value in reading comprehension. The result indicates that there is a significant effect on students' score in reading comprehension in recount text by using Guided Reading strategy. It can be concluded that Guided Reading can enhance students' reading comprehension.

The second study was carried out by Mustafidah (2018) to understand students' reading comprehension ability before and after using guided reading strategy. Furthermore, this study also conducted to investigate the significant differences of students' reading comprehension achievement before and after being taught using guided reading strategy at first-graders of MTs Darussalam Kademangan. This study used pre-experimental design as its research design. This study showed that Guided Reading strategy is an effective alternative strategy for teaching reading skills at the MTs level, particularly in ninth grade.

Another study was carried out by Wati et al. (2015), investigating the improvement of eleventh-graders' of SMAN 1 Gadingrejo reading comprehension by using guided reading strategy. The researchers conducted the study by using recount text as the topic of the reading text. The results indicate that after taught by guided reading strategy, there is an improvement in students' reading comprehension.

All of those previous studies have proved that Guided Reading Strategy effective in teaching reading and have positive effects on students' reading achievement and what makes the difference from the previous research is that the researcher examines the ninth-graders of MTsN 6 Nganjuk, the difference lies in the subject, and the population. Therefore, based on the reasons above, the researcher is interested to conduct the research on the research "**The effectiveness of Guided Reading Strategy in Teaching Reading Comprehension of the Ninth-graders of MTsN 6 Nganjuk**."

B.   Research Problem

Based on the background of the study above, the problem is researcher's question can be followed "Is Guided Reading strategy effective in teaching reading comprehension at the ninth-graders of MTsN 6 Nganjuk?"

C.   Objective of the Study

Based on the research problem, the purpose of this research is to investigating the effectiveness of Guided Reading Strategy in teaching reading comprehension at the ninth-graders of MTsN 6 Nganjuk.

D. Significance of the Study

The result of this study is expected to be beneficial for the teachers, students and further researcher:

1. For teachers, using Guided Reading strategies in reading comprehension can be used to help teacher give alternative contribution and information about the strategy in teaching reading.

2. For students, using Guided Reading strategies in reading comprehension can give spirit and can help the English learners to master or increase their reading comprehension skill.

3. Further research, this study is expected to be used as an additional source especially for those who conduct a research on guided reading strategy in teaching reading comprehension.

E. Hypothesis

Based on the objective of the study, the researcher formulates the hypothesis of the study, as follows:

Ho: There is no significant difference between students taught by using Guided Reading strategy and the students taught by using reading aloud.

Ha: There is significant difference between students taught by using Guided Reading strategy and the students taught by using reading aloud.

F. Scope and Limitation

Based on the background and the statement of the problem above, this research focus on to find out the effectiveness of guided reading strategies in teaching reading comprehension at the ninth-graders of MTsN 6 Nganjuk. In this

research, the reseacher used narrative text as the topic that use in teaching reading by using Guided Strategy. Furthermore, this research is limited to the ninth-graders students of MTsN 6 Nganjuk.

G.   Definition of Key Term

In order to prevent misunderstanding of the terms used in this study, the following definitions are given:

1.   Reading Comprehension

Reading skill is way of trying to understand the content of the text thoroughly. It is influenced by the skill and ability to processing the information.

2.   Narrative text

Narrative text is a text that tell about imaginative story that can entertain or amuse the reader.

3.   Guided Reading Strategy

Guided reading strategy is an instructional strategy in which students read a text in small-group under the guidance of the teacher in order to enhance students' reading comprehension and fluency.

4.   Reading Aloud

Reading aloud is a reading aloud process that is consist pronouncing each word, group of words, and sentences from the text so that others can hear and comprehend its substance.