

# CHAPTER I INTRODUCTION

## A. The Background of the Study

Reading is one of the most important skills in language learning besides listening, speaking, and writing. Reading is much more than simply decoding words and text, it is a complex process of working to create meaning. According Westwood (2001:25), reading is a very complex skill and for this reason, it is not surprising to find that some children encounter difficulties in learning how to read.

The main purpose of reading text is comprehension. Comprehension is the essence of reading because the goal of producing a written language is communication of messages. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that includes word reading, word and world knowledge, and fluency.

According to Grabe et al (2002:29) states reading comprehension is an extraordinary feat of balancing and according many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers. It means that is not only recognizing words but also thinking responding. In Educational Unit Curriculum (Kurikulum Tingkat Satuan Pendidikan: KTSP) of Junior High School, reading comprehension is mentioned as one of the skills that the students should have. In line with it, reading comprehension has been compulsory subject in National Examination (Ujian Nasional: UN). At least, there are six reading comprehension texts that

have been tested within it.

([http://repository.uinjkt.ac.id/dspace/bitstream/123456789/1827/](http://repository.uinjkt.ac.id/dspace/bitstream/123456789/1827/1/103240-NURULIA%20DWI%20FEBRIANI-FITK.pdf)

[1/103240-NURULIA%20DWI%20FEBRIANI-FITK.pdf](http://repository.uinjkt.ac.id/dspace/bitstream/123456789/1827/1/103240-NURULIA%20DWI%20FEBRIANI-FITK.pdf)).

Based on the writer's observation in SMP Trisakti 2 Medan 2012, the writer found that the students' reading comprehension ability was still low. Of the 40 students in the classroom, there are only 10 students who reach the Minimum Completeness Criteria (Kriteria Ketuntasan Minimal : KKM) that was created by the teacher. It happens because there were many unfamiliar words that deal with complex sentence structures that they did not understand.

The process of reading comprehension cannot run well because of some factors. First, the teaching method that the teacher applied in teaching reading was not appropriate. The teacher asked some students to read the text and then invited the students to ask the meaning of difficult words and at the last asked the students to answer a question. Second, the students were not motivated to learn about the material given to them. And the last, the students did not master the sentence structure that are presented in the reading text.

There are many kinds of reading strategies. One of them is Guided Reading Strategy. Guided Reading Strategy is a teaching strategy that is designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency. The teacher provides supports for a small group of readers as they learn to use various reading strategies (motivation, context clues, letter, word structure, and so forth). This strategy to reading instruction provides teachers the opportunity to explicitly teach children

the skills and comprehension strategies students need, thus facilitating the acquisition of reading proficiency.

Based on Educational Unit Curriculum (kurikulum tingkat satuan pendidikan/KTSP) of Junior High School, students are expected to comprehend the meaning of written interpersonal and transactional text in descriptive, procedure, recount, narrative and report in daily life. According to the curriculum, students at grade VIII should be able to understand the meaning of narrative text in the context of daily life to access knowledge. The narrative text is a text which amuse, entertain and deal with actual or various experience in different ways. The purpose of narrative text is to certain or to amuse the readers or listeners about the story.

In the background of the study above the researchers has explained about several problems in teaching reading comprehension proposes one strategy as a solution. The writers interested in conducting the research about the effect of Guided Reading Strategy on Junior High School Students Reading Comprehension to find out if what the writer proposes is appropriate.

## **B. The Problem of the Study**

Based on the background, the problem of the students can be formulated as follows:

“Is there any significant effect of using Guided Reading Strategy on the Students’ Reading Comprehension.”

**C. The Objective of the Study**

Based on the problem of the study above, the objective of this study is to find out the significant effect of teaching reading using Guided Reading Strategy on Students Reading Comprehension.

**D. The Scope of the Study**

This study is focused on improving student's reading comprehension by finding the effect of Guided Reading on students' reading comprehension.

**E. The Significance of the Study**

The findings of this study are expected to be useful for:

1. The English teachers to improve their teaching strategy
2. The students to improve their ability in reading comprehension in order to learn English well.
3. Other researchers who are interested in this study to give them information about strategy in teaching reading.