

CHAPTER 1

INTRODUCTION

A. Background of The Study

The ability to communicate with others makes language a vital component of human existence. The world is full of languages, English being one of the most widely utilized for worldwide communication. Without language, communication would be quite impossible. At every educational level, from elementary school to university, English is taught as a foreign language in Indonesia. Depending the Indonesian curriculum, the purpose of English teaching is the four skills of English. Those are reading, speaking, writing and listening. All these skills should be learned by students as the basis for communication. It's important not to neglect any of these skills. Reading is an important ability that gives the reader access to information and insightful perspectives, which helps to extend and improve their knowledge. It is through reading that individuals learn to process information from texts, interact with and understand the information presented. Reading also plays an important role in academic settings, as evidenced by researchers' interest in studying students' reading comprehension.

One of the basic skills that is very important to learn is reading. Reading is form of non verbal communication (Nurhayati & Fitriana, 2018). Therefore, Seyler (2014) states that reading is when you understand the words and make sense of them. It involves being able to understand and interpret the words in a written text. Having good reading skills is beneficial for improving listening, speaking, and writing abilities. Reading exposes the reader to new vocabulary, which can then be

applied in speaking and writing. Additionally, becoming familiar with vocabulary allows the reader to feel comfortable when listening to others use those words. Mastering the skill of reading is crucial for anyone who wants to become proficient in a language. When we encounter written language, such as on paper, banners, posters, or stickers, it may be the first time we are exposed to it. Even if we don't understand it, we can recognize that it is a form of language. By reading, we learn how language is used, the structure of sentences, and how words combine to convey meaning and expression. Reading allows us to comprehend and make sense of any piece of writing.

Students must acquire reading competence in order to achieve their reading goals and improve their understanding. This competence includes comprehensive skills that enable students to fully grasp the content of a text. It is essential for the reading process and has a direct impact on their academic performance. Comprehensive reading involves actively engaging with a text to construct meaning. To demonstrate comprehension, one must understand both explicit and implicit information, using knowledge and reasoning to grasp the author's ideas. The purpose of reading is comprehension, which involves actively constructing meaning from written text. Reading is an important skill that enables students to further develop other skills they have learned in the classroom. Through reading, students can connect information from different sources, enriching their ability to create and derive meaning from text. Reading comprehension skills are essential not only for academic and career success, but also for productive social and civic

life. This underscores the importance of continued research and the use of cognitive frameworks to improve reading comprehension.

One essential aspect of learning English is reading activity. The main goal of reading is to comprehend the meaning of the text. In this situation, the teacher's role is to teach reading comprehension so that students can benefit from their reading. Reading is an important aspect of a student's educational journey as it serves as a gateway to knowledge and understanding written text. It involves engaging in activities to comprehend written communication, making it an essential tool for acquiring knowledge (Arpa & Kaya, 2020:91). Reading is a crucial activity in language learning that must be prioritized. According to Sapaeva and Xujaniyazova (2019:269) engaging in reading activities can facilitate enhancement in students' speaking abilities by increasing their vocabulary. With a wide range of vocabulary at their disposal, learners may find it easier to converse in English. Moreover, Attiyat (2019) recognizes that reading aids in the development of writing skills by allowing students to expand their vocabulary and grammatical knowledge. As a result, the act of reading can also contribute to the improvement of various other language learning proficiencies. Understanding is inseparable from the act of reading, as reading without comprehension is pointless. Comprehension involves absorbing information from the text and grasping the implied meaning in order to effectively convey it to the reader. To be considered skilled in reading, one must comprehend the content and all the information presented explicitly or implicitly. Thus, reading comprehension is essential in the learning process.

Learners of English as a foreign language may face challenges when reading academic texts because they need strong comprehension skills to understand the content. For example, students may struggle to read a text in its entirety, focusing on individual paragraphs or sections, and may find it difficult to locate the correct information within the text. In addition, a lack of vocabulary is another barrier, as unfamiliar words can hinder successful text comprehension. This difficulty is compounded by the wider range of vocabulary encountered when reading in a foreign language, making it difficult for learners to engage effectively with the material. These challenges in reading and comprehension have been the subject of research and have significant implications for language education and training. Understanding the specific difficulties learners face can inform the development of effective reading programmes and teaching strategies to support their language learning.

Based on observation and interview with the English teacher at SMP Negeri 3 Medan, in the second semester of the seventh grade English syllabus, students are expected to be able to understand descriptive texts, but the researcher found that students in that school especially at the seventh grade students were low in reading descriptive text. However, seventh grade students often face difficulties in understanding descriptive texts.

Related to these problems, it is necessary to use strategy in learning to read comprehension. Along with developments in the world of education, there are several kinds of innovative learning strategies in learning. Various strategies can be a solution to the problems faced by teachers and to make students active and

creative during learning activities. Some learning strategies that can be used as solutions include guided reading strategy. Dewi Nirmala (2018: 56) in her research states that the guided reading strategy is proven to improve critical thinking skills in reading comprehension. In the guided reading strategy, all students read and discuss the material discussed in learning activities. The teacher becomes an observer and facilitator and provides opportunities for students to ask and answer questions in turn (Fauziah, 2016: 15). Also supported by previous research, namely research conducted by Pongdatu (2021) and (Zuhari et al., 2018) has experienced an increase in reading comprehension skills through the guided reading strategy. Fountas and Pinnel (2012:4) argue that guided reading shifts the focus of reading instruction towards a deeper understanding of how readers develop effective processing systems and the crucial role of texts and expert teaching in this process. This approach aims to enhance students' comprehension by facilitating their control of oral language, connecting new information with prior knowledge, and promoting self-correction. Teachers select texts based on students' abilities and assess their comprehension through activities such as questioning. By choosing appropriate texts, teachers can support the development of students' reading skills and competence.

Based on the background described above, the researcher is interested in choosing the title **"The Implementation of Guided Reading Strategy in Teaching Reading Descriptive Text at the Seventh Grade at SMP Negeri 3 Medan"**.

B. The Problems of the Study

Based on the description of the background of the study stated above, the research problems are formulated as follow :

1. How is guided reading strategy implemented in teaching reading descriptive text at the seventh grade at SMP Negeri 3 Medan?
2. How does the teacher implemented the components of guided reading strategy in teaching reading descriptive text at the seventh grade at SMP Negeri 3 Medan?

C. The Objectives of the Study

Based on the above research question, the researcher formulates the objectives of study as follows :

1. To find out information about implementation of guided reading strategy in teaching descriptive text at the seventh grade at SMP Negeri 3 Medan.
2. To know the components of guided reading strategy in teaching reading descriptive text at the seventh grade at SMP Negeri 3 Medan.

D. The Scopes of the Study

There are many learning strategies that can be used in classroom learning, such as active debate, peer lesson, guided reading, role play, and others. However, this research focuses only on the use of guided reading. In addition, there are several skills that must be possessed to master English, namely writing, reading, speaking and listening, but this research is limited to reading skills. In addition, there are many genres in reading, such as descriptive text, narrative text, procedure text,

report text, explanation text, and many more. However, the genre in this study is limited to analyzing the descriptive text genre on the use of reading guide.

E. The Significances of the Study

The significances of this research are expected to give benefit both theoretically and practically :

1. Theoretically

Theoretically, the researcher hopes that this study can provide useful information for readers regarding the use of reading guide strategy in teaching descriptive text reading comprehension. This research can be used as a reference regarding the use of reading guide strategy as a strategy in learning reading, especially understanding descriptive text. In addition, the results of this study can also provide additional input regarding the use of reading guide strategy as a strategy in learning to read.

2. Practically

- a. For students, students can use guided reading as a strategy to practice reading comprehension and also when students can understand a text they can write well.
- b. For teachers, teachers can use guided reading in the classroom as a strategy to help students in practicing reading skills in the learning process.
- c. For researchers, this research can be a reference for making more complete or better research in the future.