

## CHAPTER I

### INTRODUCTION

This chapter discusses several points of the research introduction. It deals with the research background, the research problems, the purposes of research, the significances, rationale, hypothesis, and methodology of research.

#### A. BACKGROUND

Indonesia, as a developing country, has a foreign language to communicate internationally. This language is English which requires four certain major language skills that should be mastered in learning: listening, speaking, reading and writing skills. They are important for English language learners. Reading skill is one of important language skills to acquire. It helps a reader to get information and knowledge.

The aim of this paper is to know the students' ability in reading comprehension and to improve students' ability. In Junior High School, reading is important because they are generally introduced how to learn more about reading how to read. Therefore, in order to understand more about reading, they do some practices to drill their mentality and physics harder than what they did in elementary school. Reading is needed for every student. Reading may add some knowledge. Is reading an important activity for actually those who study in Junior High School?

According to Burhan (2012:9) reading is a physic and mental activities that intent to reveal written texts. While in that activity there is a process of knowing letters. He concludes that the main goal of reading is a process of comprehending written texts.

Reading has been viewed as a process and a product. It can improve the students' ability in gaining knowledge. It is one of the activities to comprehend writers' ideas to communicate with the readers. It can increase and improve the students' knowledge in other language skills. Students will reach all of these aims if they understand and comprehend the text that they read. In addition, comprehension occurs when new information interacts with the old one that has already been stored in their memory. Therefore, the teacher should try to make reading interesting, enjoyable, meaningful and challenging.

Many reading techniques and strategies have been used in teaching English in the school. The result shows that some techniques are successful with some students but some others are not. Actually, what should be taken into consideration now is the way the knowledge is presented.

The preliminary study in one of the schools in Bandung reveals that there are some problems in reading comprehension on the part of students. Their reading comprehension is still poor. This case is generally caused by lack of strategies in teaching reading. The teachers tend to employ traditional method in the classroom. The students were only asked to answer the questions provided by the teacher and they were not active in teaching and learning activities.

One of reading strategies to develop reading comprehension is Guided Reading Strategy (GRS) that is a guided strategy instruction proposed by Founts and Pennell (1996:8). Founts and Pennell state that GRS is small-group reading method following instructions designed to provide differentiated teaching-learning that supports the development of better reading proficiency amongst the student in the group. The teacher uses a tightly structured framework that allows for the incorporation of several research based approaches into a coordinated whole. For the student, the GRS lesson means reading and talking (sometimes writing) about an interesting and engaging variety of fiction and nonfiction texts.

Considering the statement above, it is interesting to investigate the use of GRS to improve reading comprehension. In GRS, students' should engage with the text, critically evaluating it and reflecting on their responses to it, bringing prior knowledge to their understanding of the text. In guided reading, students develop the skills of inference, deduction, justification and evaluating.

The Guided Reading strategy in reading comprehension has been investigated by other researchers. One of them is providing the research based on reading problem in the school, the students' ability to read or to catch what is actually stated in the text (literal) and what is implied or meat in the text is low. The students need teaching strategy which can improve their skill in reading comprehension. The research tries to apply a strategy namely "Guided Reading Strategy". The strategy is appropriate to develop students' reading comprehension at the Teacher Training Faculty of the National Islamic University Ar-Raniry Darussalam, Banda Aceh in the academic year

2014-2015. He had two basic purposes of the research. First, it was aimed to find out the students current level of proficiency. Secondly, it was aimed to measure the baseline level of the reading ability of the students.

At least, there are three research activities regarding the use of GRS to teach reading comprehension (Founts and Pennell, 1996; Nanang, 2013; Kari A. Gabl, Kristi L. Kaiser, Julie K. Long, Jessica L. Roemer, 2007). However, there is most specific research on that area implemented, that was carried at Elementary School level. The present study tries to employ GRS to improve reading comprehension at Junior High School level.

Therefore, the research is given a title: **“The Use of Guided Reading Strategy to Improve Students’ Ability in Reading Comprehension”**.

## **B. RESEARCH PROBLEMS**

The problems in this study are formulated in the following questions:

1. What is the students’ ability in reading comprehension before using GRS?
2. What is the students’ ability in reading comprehension after using GRS?
3. How significant is the improvement of students’ ability in reading comprehension after using GRS?

## **C. THE PURPOSES OF RESEARCH**

1. To find out the students’ ability in reading comprehension before using GRS.
2. To find out the students’ ability in reading comprehension after using GRS.
3. To describe the improvement of students’ ability in reading comprehension after using GRS.

#### **D. THE SIGNIFICANCES OF RESEARCH**

Theoretically the study is significant in reading strategy to improve their reading ability. It can contribute to educational world. There will be a lot of knowledge about the best way to produce more confident students.

Practically, this study is significant in establishing a model of reading strategy inspired by principles of guided reading, and integrated activities of writing, speaking and listening. It also the researcher know more the best effective technique that can help students to comprehend reading texts more.

#### **E. RATIONALE**

Reading is a complex aspect of instruction for many educators. Due to this fact, so many educators are easily overwhelmed by the wide variety of student needs that should be addressed. In the process of trying to reach each student at his/her level, educators often become frustrated at their inability to do so effectively.

Founts and Pennell (1996:1) said that GRS is small group method following instructions designed to provide differentiate teaching learning that supports the development of better reading proficiency amongst the students in the group. The teacher uses a tightly structured framework that allows for the incorporation of several research-based approaches coordinated into a whole. For the students, the GRS lesson means reading and talking (and sometimes writing) about an interesting and engaging variety of fiction and nonfiction texts. For the teacher, GRS means taking the opportunity for careful text selection and intentional and intensive teaching of systems of strategic activity for proficient reading.

Some teachers choose to add guided reading as differentiated instruction when using a core or basal system that generally guides the whole-group instruction. Whatever the approach, guided reading makes it possible for students to effectively process an appropriate text every day, expanding their reading powers through supportive teaching that enables them gradually increase the difficulty level at which they can read proficiently.

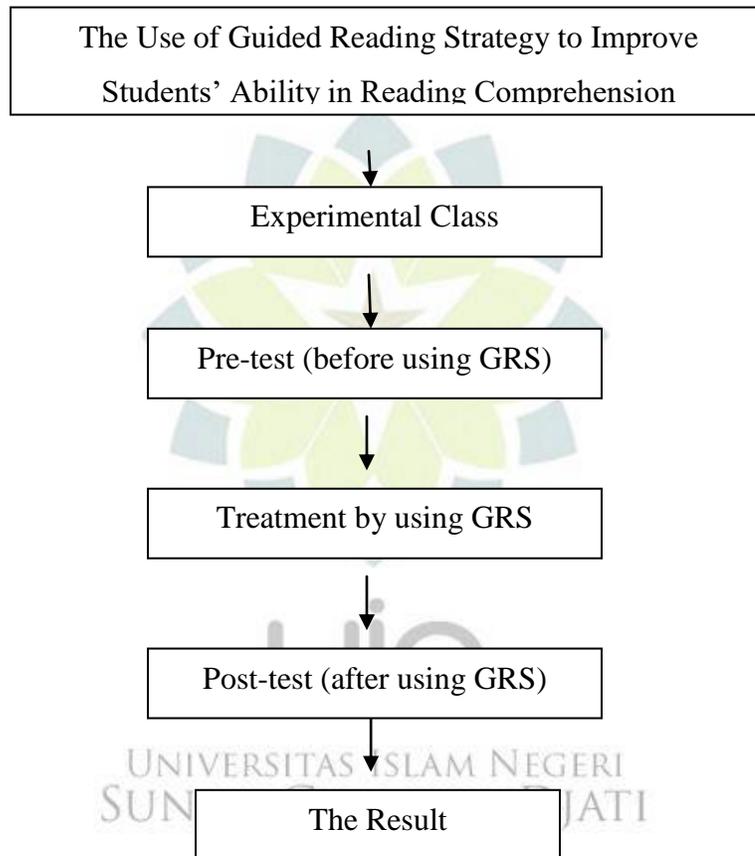
According to Myers (1991) proficiency depends on these qualities working together and creating the elaborate process of reading. Firstly, good readers develop an understanding of why they are reading a specific text, decide a goal for their reading such as educational, recreational, informational, and develop a high level of comprehension (Aarnoutse & Brand-Gruwel, 1997; Gunning, 1996; Pressley & Whatnot-McDonald, 1997). It is with this understanding of purpose that proficient readers gain ownership of the material and develop a love for reading. And then the ability of the readers to use their prior knowledge and apply it to what they are reading will increase their level of comprehension (Pressley & Whatnot-McDonald, 1997)

According to Anderson et al (1985), reading as the process of making meaning from written texts. It supported by Wixson, Peters, Weber, and Roeber (1987), reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context.

Dombey (2003:6) stated that reading comprehension is the process of understanding written text. The readers expected to be able to extract information by

using comprehension skills. However, the successes of reading depend on the capability of the reader with their language acquisitions and it is matched with the level of language acquisitions and the knowledge of the writer.

**Figure 1.1**



***Research Scheme***

## **F. HYPOTHESIS**

According to Oxford Learner's Pocket Dictionary, hypothesis is a supposition or proposed explanation made on the basis of limited evidence as a starting point for further investigation. It is the idea which is suggested as a possible explanation of a fact, but it is not the final yet, because it should be proved that the hypothesis is suitable to the reality.

On the other hand, Sudjana (1986:2130) states that hypothesis is a base assumption of something that clear the problem and guides to the next research.

In this research, there are two variable, those are the use of Guided Reading (variable X) and improving students' ability in reading comprehension (variable Y).

From those explanations above, the researcher formulates a hypothesis by using guided reading strategy to improve students' ability in reading comprehension. So, this research is starting from hypothesis the improving students' ability in reading comprehension by using guided reading strategy is higher than their improving students' ability without using guided reading strategy.

One effort to prove that hypothesis is done by examining null hypothesis ( $H_0$ ) which declares that there is no significant difference between improving students' ability before using GRS (Guided Reading Strategy) in reading comprehension, and examining alternative hypothesis ( $H_a$ ) which declares that there is a significant of improving students' ability after using GRS (Guided Reading Strategy) in reading comprehension.



## **G. METHODOLOGY OF RESEARCH**

Kothari (2004:8) explains that research methodology is a way of systematically solving the research problems. It may be understood as a science of studying how research is done scientifically.

The research adopt quantitative approach because it intends to observe and measure the influence of GRS given to students by controlling other variables affecting this study. This method also involves non random assignment because the research used the available class.

According to Sugiyono (2011:11), quantitative methodology is a research method that is based on positive philosophy that used to do a research on specific population or sample. Generally, the technique of removal sample is carried out randomly, gathering data by using instrument, data analysis is quantitative/statistic in order examine the created hypothesis.

### **1. The Method of Research**

This research uses a quasi-experimental method. Quasi-experimental method is a method used to prove the theory or hypothesis when the control class is difficult to get for the research (Sugiyono, 2008:77). It also happened in the research site where grade eight was one class.

The design of experimental can be shown in the following table:

**Table 1.1**

Design of Experimental

<b>Sample</b>	<b>Evaluation Pre-Test</b>	<b>Treatments</b>	<b>Evaluation Post-Test</b>
Classroom Experiment	O <sub>1</sub> (variable X <sub>1</sub> )	Using GRS	O <sub>2</sub> (variable X <sub>2</sub> )

## **2. Research Site and Subject**

This research is held at SMP Laboratorium Percontohan UPI Cibiru, Desa Cibiru. This school is chosen because it was found a problem relating to the eight students reading comprehension ability. This research has population and sample as the subjects of conducting the research.

### **a. Population**

Arikunto (2006:130) states the population is the overall subject of the research. The population of this research is 162 students of five classes and each class consist of 30 students from one class.

### **b. Sample**

Based on Arikunto (2006:131), sample is partly or representative the studied population. Creswell (2012) states that sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In an ideal situation, you can select a sample of individuals who are representative of the

entire population. Thus, for this research there is 1 class of five classes available that will be used as the sample.

### **3. Instruments**

The instrument used to collect the quantitative research data and in this quasi experimental research is using Nonequivalent (Pretest and Posttest) control group design. Creswell (1994:132) describes Nonequivalent (Pretest and Posttest) Control Group Design is used popularly to quasi experiments, the experimental group and the control group are selected without random assignment and both groups take a pretest and posttest, and only the experimental group received the treatment.

#### **a. Pretest**

According to Creswell (2012) pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive the treatment. The purpose of this research, a pretest is a test given to measure the outcome variable before the experimental manipulation is implemented. In this research, it is used the guided reading strategy in reading comprehension. The experimental class will be given once pretest which is texts consist 60 questions.

#### **b. Posttest**

Creswell (2012) a posttest is a measure on some attribute or characteristics that assessed for participants in an experiment after a treatment. A posttest is the same test as the pretest is given. In this research, the benefit of post-test is

to measure students' ability after learning by guided reading strategy. In post-test, the researcher will give 60 questions also same the pre-test.

#### 4. Research Procedures

##### a. Treatment

The experimental class will be given a treatment by using visualizing strategy. According to Creswell (2012) the experimental class might be provided with some treatment. Doing a treatment by using visualizing strategy, the researcher will be give 60 questions.

**Table 1.2**  
Research Procedures

Test	
Pre-test	The experimental class will be given once pretest which is texts consist 60 questions
Treatment Meeting 1 – Meeting 6	Teaching Learning
Post-test	The experimental class will be given once pretest which is texts consist 60 questions

## 5. Data Analysis

Data analysis in research is an important part in the research process, because with this analysis, the existing data would seem useful, especially in solving problems and achieve the objectives of the research study. (Suryana and Priatna, 2009)

### 1. N-Gain

After collecting the data from the pre-test and the post-test, the data can be analysed to know the development of students' ability in reading comprehension after the implementation of guided reading strategy. To know the improvement of the students' ability in reading comprehension, normal gain ( $d$ ) is used with the formula:

$$d = \frac{\text{Post - test score} - \text{Pre - test score}}{\text{Maximum score} - \text{Pre - test score}}$$

Normal gain score acquired is then interpreted into the table below:

**Table 1.3 Normal Gain Interpretation**

Score	Interpretation
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Average
$g < 0.3$	Low

(Arikunto, 2010: 19)

The conversion score of number and character scoring is stated below:

**Table 1.4 Conversion Score**

Score	Character	Value
80 – 100	A	Very good
66 – 79	B	Good
56 – 65	C	Enough
40 – 55	D	Minus
30 – 39	E	Failed

(Arikunto, 2010: 245)

## 2. Testing the Normality

Testing the normality is conducted by the procedure as follows:

- a) Calculating the range (R) of data

Formula:

$R = \text{the highest score} - \text{the lowest score} + 1$

$$R = H - L + 1$$

(Sugiyono, 2009: 55)

- b) Calculating the class interval (K)

Formula:

$$K = 1 + (3, 3) \log n$$

(Sugiyono, 2009: 35)

- c. Calculating the length of class interval (P)

Formula:

$$P = \frac{R}{K}$$

(Sugiyono, 2009: 40)

- a. Making the table of distribution of frequency

1)  $S = \sqrt{\frac{\sum f_i(x_i - \bar{x})^2}{(n-1)}}$       Counting deviation standard

(Sugiyono, 2009: 58)

$\bar{x} = \frac{\sum f_i \cdot x_i}{\sum f_i}$       With:

- 2) Calculating the degree of freedom with the formula:

$$dk = K - 3$$

- 3) Calculating the value of  $\chi^2$  from the table

$$\chi^2_{tabel} = \chi^2_{(1-\alpha)(dk)}$$

- e) Calculating normality test criteria

Normality test with determination:

- The data is normal if  $\chi^2_{count} < \chi^2_{table}$

- The data is abnormal if  $\chi^2_{count} > \chi^2_{table}$

### 3. Hypotheses Test

Hypothesis test is used to know the use of guided reading strategy to improve students' ability in reading comprehension. The hypothesis test is done by testing the statistic data. Testing hypotheses by using T-test formula as follows:

$$t = \frac{X_1 - X_2}{dsg \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$t$  = t-test

$X_1$  = mean of pre-test of the experimental class

$X_2$  = mean of post-test of the experimental class

$n$  = the total number of case

$dsg$  = cumulative standard deviation on f the experimental class

$$dsg = \sqrt{\frac{(n_1 - 1)V_1 + (n_2 - 1)V_2}{n_1 + n_2 - 2}}$$

$V_1$  = the pre-test standard deviation of the experimental class

$V_2$  = the post-test standard deviation of the experimental class

The next step is determining the table score:

- If  $t_{count} > t_{table}$ ,  $H_a$  is accepted and  $H_0$  is rejected, it means there is the significant The Use of Guided Reading Strategy to Improve Students' Ability in Reading Comprehension.
- If  $t_{count} < t_{table}$ ,  $H_a$  is rejected and  $H_0$  is accepted, it means that there is no significant The Use of Guided Reading Strategy to Improve Students' Ability in Reading Comprehension.