

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher presented research background, research questions, research purpose, research significance, limitations of the research, and terminologies of the research.

#### **A. Research Background**

English had a very vital role in the era of globalization because it was the most widely used international language. The ability to speak English opened up many opportunities for society. For example, English was required in education, employment, business, technology, and international communication. As a global language, some people used it as a profession, such as translators or tour guides. English was also important to learn because, at that time, many people competed in the world of work, both at home and abroad. Therefore, students needed to be taught the four skills of English: listening, speaking, reading, and writing. As already mentioned, students needed to master all these skills in the process of learning English. These four skills were very important for someone who wanted to master English, one of which was reading comprehension.

Reading was an important part of learning English, and how to improve reading skills could be done using the same techniques students used in their native language. One of the best tips for improving reading was to think about how students read in their own language. Reading was one of the basic tools in language learning, and reading skills in English language teaching for junior

high school students played a big role in supporting other English language skills. Therefore, reading was a very important language skill. In addition, comprehension was a key element in reading. Comprehension was a process of interaction between the reader and the reading material. Comprehension was the ability to associate meaning with printed symbols. Good comprehension allowed students to not only know the meaning of words and sentences, but also to interpret, analyze, and criticize the texts they read. Thus, improving reading comprehension also meant improving students' critical and analytical thinking skills about texts.

However, based on the results of pre-observations conducted by the researcher with the teacher and Eight Grade Students of SMP Negeri 05 Kayan Hulu, the researcher interviewed the English teacher and the students. When the teacher asked, students who lacked confidence in reading felt anxious or hesitant. In addition, some students said that they had difficulty in understanding the text and understanding the meaning of new words in the text, due to their knowledge of English structures and limited vocabulary. This led to a lack of participation during the learning process, for example, when the teacher asked some questions but there was no feedback from the students, and on the other hand, when the teacher invited the students to ask questions, they kept silent, especially in terms of identifying a text. Some students revealed that they faced difficulties in reading activities, such as understanding the meaning of the text, finding the main idea or important information, as well as feeling that reading was a boring activity both at school and at home. In

addition, they also had low motivation to read. Therefore, many of them lacked participation and vocabulary. This prompted this research to be conducted to improve students' ability, especially in English reading comprehension, particularly on narrative text. Therefore, students needed a learning strategy that could improve their reading comprehension.

In the scope of English language learning at the junior high school level, especially in Phase D of the Merdeka Curriculum, one of the materials taught was narrative text. Narrative text was a type of text that told a chronological story in the past tense. Students could narrate one familiar text that contained learned structures and familiar vocabulary independently. At the end of Phase D, students were expected to achieve the learning objectives of the Merdeka Curriculum, one of which was students' understanding of reading narrative text.

The importance of reading comprehension and its need in the development of English in the current era, made students required to master each component of reading itself. Based on this, the researcher tried to overcome the problems faced by eighth-grade students of SMP 05 Kayan Hulu in reading comprehension on narrative text by offering interactive learning strategies such as guided reading. The researcher found that there were still many students who had low reading comprehension and a lack of student participation in teaching and learning activities. Therefore, the researcher provided several ways to improve students' reading comprehension. One way

to improve students' reading comprehension, especially on narrative text, was the guided reading strategy.

Guided reading was a strategy of reading together with students who had the same ability. The guided reading strategy was also a learning strategy that was often used because this method could help students become more active in the classroom and during reading learning. For learning to run smoothly, teachers provided guidance to students that could help students become more active and interactive, by asking questions about the content of the reading text. With this guided reading strategy, learning in the classroom became more fun. Besides that, students would better understand the contents of the reading text. In this method, what encouraged the possibility of creating a system that could develop itself was guided reading. When students were helped to read, reflect, and converse as they went through a text, they developed a self-expanding system that made reading more educational each time. With this guided reading strategy, the researcher hoped to encourage students' participation and reading comprehension in teaching and learning activities.

Therefore, this research was very relevant to be conducted to overcome the problem of low reading comprehension at SMP Negeri 05 Kayan Hulu. With the application of guided reading strategies, it was expected that students could better understand reading texts, increase participation in teaching and learning activities, and ultimately improve their English language skills.

## **B. Research Questions**

The formulation of the research problem on how students' difficulties in reading. Here are the research questions:

1. How is the improvement of students' reading comprehension of narrative text through Guided Reading Strategy?
2. How is student participation during the teaching and learning process in reading comprehension on narrative text through Guided Reading Strategy in class VIII SMPN 5 Kayan Hulu?

## **C. Research Purposes**

The purpose of this research is to review a previous research question, the aim of course is to find answers to previous questions, the question researcher writes the following answer:

1. To explore the students' improvement in reading comprehension of narrative text through Guided Reading Strategy.
2. To determine students' participation during the teaching and learning process in reading comprehension on narrative text through Guided Reading Strategy in class VIII SMPN 5 Kayan Hulu?

## **D. Research Significance**

Significance of this research are alleged to be useful:

1. Theoretically

This research is expected to provide knowledge for students and readers, especially on the use of guided reading strategy to improve students' reading comprehension.

## 2. Practically

### a. For students

This research is expected to improve students' reading comprehension and increase students' reading participation as well as provide new experiences for students.

### b. For teachers

This research is expected to provide variations in teaching and can optimize students' reading skills through guided reading strategy and add insight into teaching strategy.

### c. For other researchers

The research is expected to provide experience and knowledge to other researchers about the strategy and materials studied to become a provision for teaching in the future.

### d. For STKIP Persada Khatulistiwa Sintang

The researcher hopes that this research can be an additional useful reference for future research. In addition, it is hoped that the results of this research can be a source of reading that contributes to expanding references for thesis writing or increasing understanding related to the English language learning process.

## **E. Limitation of the research**

The researcher focused on the use of the guide reading strategy in teaching reading comprehension in eight grade of SMPN 5 Kayan Hulu based on the explanation of the research background and problems. And this research

was conducted to describe the use of the guide reading strategy in teaching reading comprehension on narrative text in the eighth grade. In addition, the researcher will also show the students' improvement in reading comprehension on narrative text by applying the guide reading strategy.

## **F. Terminology**

Considering the title mentioned, the researcher provides the following definitions:

### **1. Reading comprehension**

Reading comprehension involves deeply understanding a text by identifying its main idea, details, references, conclusions, and vocabulary. Reading is a fluent process in which readers combine information from the text with their own background knowledge to construct meaning.

### **2. Guided Reading Strategy**

Guided reading strategies was a very useful method for teachers and students in the learning process. Guided Reading used a hands-on approach by guiding students in small groups. Guided reading strategy also has an important role in helping students to better understand the content of the text.

### **3. Narrative Text**

Narrative text in reading comprehension is a type of text that tells a story. It typically includes characters, a setting, a plot with a beginning, middle, and end, and often a problem and solution. The purpose of narrative

text is to entertain or inform readers through a structured and engaging story.

4. SMPN 05 Kayan Hulu

SMPN 05 Kayan Hulu is in Entogong Village, Kayan Hulu District, Sintang Regency. The subjects of this research were students of class VIII SMP 05 Kayan Hulu consisting of 27 students.