

CHAPTER I

INTRODUCTION

A. The Background of The Research

Language is an instrument to express feeling, thought and ideas. By language, people can enlarge their words, their ideas to express, increase knowledge and communicate each other. Human is an individual and social creatures, as a social creature, they need a tool to communicate that is a language, language is the power tool for relating and cooperating, besides, language can be used as a tool of communication.

Language has very important role to develop the science and technology. In this world, there are so many different languages, especially English. English as international language is very important in information era and global competition. English is also the most dominant language used in the world. At present, English learning from elementary school to university.

By the time students learn English at school, they will learn the four skills namely, listening, speaking, reading and writing. All of these skills must be practiced by students and cannot be separated from one to another if one expects to be able to communicate freely in English. However, it cannot be denied that English is still a crucial problem for Indonesian students. As a matter of fact, until today most students at junior high school up to the university have difficulties in all of these skills.

According to Harmer “Reading is used for language acquisition. Proped that students more or less understand what they read, the more they read, the better they get it”.¹ To do it successfully, the students have to understand what the words means, and see the words, and the students must also develop this skill. The students must be able to read beyond the clause markers and preposition in other structure. To study English we need at least ability in writing, speaking, listening and reading. Being able to reading English is very important, because are many books and literature written in English.

Then Jeremy Harmer claims to “Reading becomes important skill of language teaching. Its purpose is to enable student to read and understand text material correctly”.²

MTs Madarijul Ulum, located at JL. Raya Serang. Desa taktakan as a formal education which provides many things of subjects that have been determined by government curriculum in teaching learning process, such English subject. On the contrary, the students of MTs MA Madarijul Ulum still have many difficulties in learning reading skill. In addition, English teaching learning process has been facilitated by many kinds of teaching medias such as student’s text book, students’ exercises book, dictionaries as well as multimedia. Rationally, the teacher can make the students enjoy in English teaching learning process and understand the reading subject materials.

But the students aren’t knowing the technique of reading well, thus the writer uses guided reading to improve their reading. From guided reading students can enrich their knowledge for reading

¹Jeremy Harmer, *How to Teach English*, Longman, p.99

²Jeremy Harmer, *The Practice of The English Teaching*, (Third Edition: Longman: Cambridge, 2001) p. 265

technique, after observed the writer founds that students are less of motivation from environment to study in learning English especially reading. And the writer founds the equipment is not facilitated by school such as laboratory of language and the less of teacher in English lesson. So for the students there is no interest to English lesson because the fact above.

Related to the experience in teaching of some students difficult to learn English, especially reading, students think English is not interest and bored.

Students felt nervous and difficulties to pronounce word by word when they read in the class, the writer has a concept to make student interest learn English in the class through guided reading to improve students' reading skill. In this method students will be comfortable and focus to read. It can motivate to English practice and also can be habitual action in daily activity. Student will be spontaneity to practice in daily activity.

Teaching reading skill through guided reading is not something easy or difficult for to do. It will be easy to do if English teacher knows methods to do. So, it is not difficult for English teacher to understand the meaning of the text and teaching reading skill through guided reading for students learning English in guided reading

According to Ontario, guided reading is a way to help children understand how reading works and learn techniques to figure out words and comprehend texts that are just a little too challenging for them to read without support.³

³Ontario Ministry of Education. (2001). *Early Reading: A Guide to Setting Targets for student Achievement*. Toronto: Author p. 146

In this paper the writer focus on make student interesting in studying English in order they can communicative in reading through guided reading technique. In language learning, the guided reading is very important to student, especially to improve their reading skill. Beside that, the students follow to thinks to problem which is discussed. Guided reading is a method that can help teacher in teaching reading.

From the explanation above, the writer interest to the guided reading is highly focussed and fightly planned to teach reading skills. Reading is one of English language skills. Reading is a good way to develop and understand English, to study English we need at least ability in writing, speaking, listening and reading. Reading English is very important because are many books and literature written in English, reading gives many benefits for us. By reading, the student can get more knowledge and information from books, magazine, newspaper and other. The writer chooses the guided reading technique to improve students reading skill, with the title: **“Improving Students Reading Skill through Guided Reading at Junior High School of MTs Madarijul Ulum”**. The writer hopes that the students are able to improve their English skill.

B. The Statement of the Problem

The statement of the problems in this research is:

1. How is students reading skill?
2. How is guided reading method applied to improve the students reading skill?

C. The Objective of the Research

In this case, the objective of research is :

1. To know the improve of students reading skill.
2. To know whether guided reading can be used to improve the students Junior High School of MTs Madarijul Ulum.

D. The Importance of the Research

1. Writer
 - a. The writer hopes the result of the research will be advantageous to her especially and the reader generally.
 - b. The writer want to know what is the method used for improve reading of students and writer hopes that this research can be helped for others especially for students in the class.

In study reading she realizes that many interesting things to research.
2. Teacher
 - a. The teachers expect the students will get more support to learn language skill.
 - b. The teachers needs much attention to teach the students especially in learning reading, to improve their reading and people or learner can communicate fluently.
3. Students
 - a. The students hope can improve their reading skill through guided reading method. This activity is not only to entertain but also to improve their knowledge.

Finally, the result of this researcher can motivate other research to do the same study but different of object research.

E. Clarification of Key Terms

The paper has organized in twelve points are Research title, research focus, background of study, statement of the problem and problem solving, research objective, research significance, clarification of key term, review of research theories, research procedure include plan, research design and method, research procedure, technique of data analysis.

F. Previous Studies

The writer also takes from previous study entitled Macih Susilawati, 02431933, her title is Improving Reading Skill through TARP (Tape Assisted Reading Program) in his research using (A Classroom Action Research at MAN 2 Serang),

The after observing this research, the researcher found that Tape Assisted Reading Program are become potential art to improve students reading skill. What the researcher did in this research in adopting is using tape assisted as special equipment to improve students reading skill. Not more than a month. The students use tape assisted reading program. Because, this research is action research, which conducted by planning, acting, observing, and reflecting, the gradual development of the students' skill can be increase and analyze easily.

Siti Widiyanti, 06230063, her title is Improving Students' Reading Ability through Task-Based Language teaching in her research

using (A Classroom Action Research at the tenth grade of SMK PGRI Suka Mulya),

Having observed the activity, there was improvement self activity of the students become better than before, more struggle and active, although there were students who are weak in doing this.

The result of the assessment were 12 of the testers (27,3%) did well, (20,8%) of them were fair and (43,6%) of them were weak and did not understand well to read the map.

Mira Marlina, 092300756, her title is Improving Students Through Small Group Discussion in his research using (A Classroom Action Research at the first grade of Junior High school of SMP Negeri 3 Balaraja),

The students using small group discussion that is less than the average, the average before the writer done the treatment is 55 and after the treatment the average is 75. In order word that this research is effective, and the different between the result of using small group discussion in teaching reading ability is focus on reading group.

The different of those research and this research that those concerns on process guided reading, retelling the content of stories through novel of barbie, but this research will concern on guided reading as a media to improve student' reading in the class.

CHAPTER II

THEORETICAL FRAMEWORK

G. Reading

1. Definition of Reading

Considering of the fact that everyone has opinion and view about something, many reading experts give their opinions and view about reading. Reading can be defined in many ways. It depends on the one who will give the definition.

Whereas Anderson notes that reading is interactive. The reader makes use of information from his background knowledge as well as information from the printed page.⁴

According to Widowson “Reading is not as a reaction to a text but as interaction between writer and reader mediated through a text.”⁵ Meanwhile according to Bartoli and Botel in Ilzamudin’s book: “Reading is a process that involves the orchestration of the reader’s prior experience and knowledge about the world and about the language. It involves such interrelated strategies as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one’s own comprehension and reflecting.”⁶

Reading is one of basic skills in learning a language. To make sure that we know exactly what we read is here some definition of reading according to some experts. Reading is what happens when

⁴Anderson J, Neil, *Exploring Second Language Reading: Issues and Strategies*(ITP An International Publishing Company,1999),p.39

⁵Ilzamudin Ma’mur, *Membangun Budaya Literasi*, (Jakarta: IAIN Suhada dan Diadit Media, 2010), p.143

⁶Ilzamudin Ma’mur, *Pijar-Pijar Pemikiran Bahasa dan Budaya*, (Jakarta: Diadit Media, 2006), p.8

people look at a text and assign meaning to the written symbols in that text. The text and the reader are the two physical entities necessary for the reading process to begin.⁷

The only way you can become a good reader is through practice you cannot just read few paragraph in your English book once a fluent reader, you need to read constantly, you should carry something to read with you wherever you go.

The writer has to know to be selective in reading, so the reader will get back round what they read.

2. Kinds of Reading

When people read they read for a purpose determines how people read a text. Generally there are two kind of reading strategies although they are sometimes called reading skill which means reading for the purpose of getting out certain idea from the text according to the teachers need.

In reading lesson students must be capable to understand the text. There are two ways in reading to find pout the information of the texts. They are skimming and scanning:

a. Skimming

“Skimming is the other major type of selective reading. It differs from normal reading in that not all of the material is read. Chunks of material of various sizes are skipped over. It differs from scanning in that it is an effort to get general information rather than specific facts. According to Alton

⁷Jo Ann Aebersold and Field, *From Reader to Reading Teacher: Issues and Strategies for Second Language Classroom*, (New Work: Cambridge University Press, 1997), p.5-6

”skimming is particularly useful to students who have a great deal of supplementary reading in addition to required textbook reading. It is usually much better to skim a variety of materials on a topic than it is to cover one or two readings in depth. You tend to build up a better background on the topic that way.⁸

There are many kind to improve language. Such as reading, by reading we able to speak about opinion and see the students skill, and then interaction. It can do by text media so by reading we well knows happen.

b. Scanning

“Scanning, by definition, is the term used to describe a selective reading process in which you are searching for certain facts or information.”

Skimming and scanning are useful skills. They do not remove the need for careful reading but they enable the reader to select the texts that are worth spending time. Our goal is to enable you to skim when it is appropriate to the material and your purpose. Skimming will never be a complete substitute for reading and should not ever be confused with reading.

The primary aim of reading is to help the learner develop the skill of reading English. The means of achieving this aim are many but probably the most important is learner motivation. Reading in the mother tongue is such an

⁸Aton L. Raygor, Robin D. Raygor. *Effective Reading Improving Reading Rates and Comprehension Scanning and Skimming*, (America, 1985) p.107

enjoyable activity that it would seem highly desirable to recreate this enjoyment when the student starts to read in the foreign language. But the motivation to read in the mother tongue may often be different from the motivation to read in the foreign tongue.

The reader in the mother tongue has a reason for reading and the consequent motivation is self-directed. The reason may sometimes be spurious or ephemeral, but least this reader is in control and can choose what he or she wants to read. But in the foreign language reading is often a classroom activity and may be directed and controlled by the teacher.

Although the research showed reading to be relatively minor problem for student compared with the other three main areas, never the less, we shall look at it briefly as the greatest need of students is the ability to read textbook. This 'need' was expressed by 90 percent of students surveyed it is likely that in most university situations, reading text will be the biggest requirement for students. The two surveys do not indicate if students had difficulties with reading.⁹

In any self assesment or questionnaires-based survey, students almost always cite reading as the skill causing them least difficulty. However, this does not mean that students have no problems at all with reading. Probably the first exponents are of reading speed techniques, and the writer of a course faster

⁹. RR. Jordan, *English for Academic Purposes* (Cambridge: University press, 1997) p. 50

for use overseas. He distinguished three kinds of reading speeds and then compared the performance of a poor reader and a good reader.¹⁰

For example we are wanted to read advertising “Advertising is the art of persuasion. The function of advertising is to try to make us buy something. To sell a product, advertiser must make it sound as attractive and as desirable as possible. They must make us feel that we really need the product, there are several rules, which advertisers follow in trying to persuade us, we see these in almost every form of advertising”.¹¹

3. Purpose of Reading

In addition, rivers and temporally as cited by Nunan suggest that there are seven main purpose for reading:

1. To obtain information for some purpose or because we are curious about some topic
2. To obtain instructions on how to perform some task for our work or daily life (e.g, knowing how and appliance works)
3. To act and a play, play a game, do a puzzle
4. To keep in touch with friend
5. To know when or where something will take place or what is available
6. To know what is happening or has happened

¹⁰. *Ibid.*, p.51

¹¹. Jack C. Ricards, *American Break Through* (Oxford University Press,1991), p.130

7. For enjoyment or excitement¹²

William Grabe and Fredericka L. Stoller also explained in look Marianne Celce-Murciasays that in academic settings, almost every major purpose for reading comes to play. Thus an EAP reading curriculum must account for how students learn to read for multiple purposes, including at least the reading: to search for information, for general comprehension, to learn new information, to synthesize and evaluate information.¹³

4. Approach of Reading Skills

Reading will be given as soon as language learners have had sufficient in listening and speaking. After the language learners have good ability of listening and speaking, reading can be introduced. Reading lesson may be given in a single class or it may be added as supplementary work. Whether it is given in a single lesson or a supplementary work, the material or reading must be graded depending on the levels of the language learners.

There are different types of reading.

1. Silent Reading

After language learners learn the words and expressions and to know how to pronounce them, the actual reading can begin. This can be done through silent reading.

¹² David Nunan, *Second Language Teaching and Learning*, (USA: Heinle&Heinle Publishers 1999), p.251

¹³ Marianne Celce-Mucia, *Teaching English as a Second Foreign Language*, Third edition (Heinle&Heinle Thomson Learning 2001), p.187

Silent reading can begin with aloud by the teacher. The teacher's reading is a model in accuracy and expressiveness; it is thought that the great amount of interest in reading is secured by a happy combination of reading aloud by learners, reading aloud by the teacher and silent reading by the learners. To check whether the learners understand what they have read, the teacher can test them by giving questions based on the text, by translation or by summarizing the text.

2. Reading Aloud

Reading aloud means just that-reading aloud. When we read to students, we take advantage of the fact that until about the eighth grade, young people have a "listening level" that significantly surpasses their reading level. When we read aloud to students, we engage them in texts that they might not be able to read. In the process, we expand their imagination, provide new knowledge, support language acquisition, build vocabulary, and promote reading as a worthwhile, enjoyable activity. All students, from pre-school through high school can benefit from being read to. Listening to a fluent, expressive, and animated reader can help students make connections between written and spoken language.

3. Intensive Reading

Intensive reading lesson may proceed as follows:

- a. While the books are closed, the students listen to the teacher. Occasionally he will ask a question to make sure that everything is clear.
 - b. The new words, phrases, and idioms are written on the board. They are pronounced and used in original sentence.
 - c. The students open their books and the teacher reads the first part of the selection aloud. Gestures and dramatic devices are used to heighten the effect and to aid in comprehension. Reference is made to words on the board.
 - d. The selection is now at the class, alternating silent and oral reading, it is suggested that narrative or expository passages be read silently, whereas conversation or dialogue is done orally learners may be assigned parts.
 - e. The selection may now be summarized in various types. Selected learners may be asked to give a summary in their mother tongue or in the foreign language. The teacher may ask a series of sequential questions. As each answer is given, it is written on the board. Finally, all of the answers are read aloud.
4. Extensive Reading

Basically extensive reading is silent reading but done outside of class, in order for language learners to have fewer problems in extensive reading, the teacher should explain first difficult passages or new words. A number of questions related to the text are assigned and the answers are to be

written. Language learners should prepare various types of summaries: written or oral report. After the reading has been completed, language learners and the teacher discuss the text in the class. The language may score the summaries in order for language learner to be well motivated.

5. Problem Involved in Teaching Reading

Reading as activity, which involve the comprehension and interpretation of ideas symbolized by writer or printed language, has many problems to read it. For many learners, beginning to read the foreign language involved learning an entire new of set written symbols. In addition, for teacher, preliminary decisions need made about how to teach them.

The problem is motivation of student, usually many students lazy to read is caused by there is no motivation is probably the most frequently used cath-all term explaining the success and failure of virtually any complex task.

For making sugestion than them help to improve students reading skill just they make guided reading in the class.This help them realize that reading is not just a linguistic exercise but isinvolved with getting meaning out of a text for big purpose, so that reading will be interesting activity.

To realize those problems, teacher should find a better strategy to teach reading, material for the children. A good strategy will help them to get meaning of the text easily and student's reading skill through guided reading. But a good strategy can't be realized effectively, if not promoted by suitable

text. Because it will take more children's attention in learning reading as a foreign language.

6. The importance of reading skill

The importance of reading skill includes three parts:

First, reading skill generates learning power that helps reader know himself/ herself and other better. It also the reader understand past, present and future more clearly.

Second, reading power activates learning power. An individual with know-how is obviously worth more than one without know-how. It helps reader in two ways: getting a job, and succeeding on the job. Engineers, for example, must rely on knowledge to plan, build, and maintain all varieties of power stems. The knowledge first directly comes from reading.

Third, reading power can also be learning power, serving as a catalyst for creativity.

H. Guided Reading

1. Definition of Guided Reading

Guided reading is reading out loud to an adult, or other proficient reader, with feedback. This is not independent silent reading. The key part to the effectiveness in developing skills is to provide 'guidance' to the student. Do not confuse this beneficial teaching tool of true guided reading with various independent reading programs some of which are labeled 'guided reading'. The process of the student reading out loud with

correction and instruction is the essential criteria of guided reading that actually help the student learn and improve skills.

Guided reading benefits both good and struggling readers. In contrast, silent independent reading may not actually improve reading skills for beginning readers. Numerous studies show the best readers read the most and poor readers read the least. However, these studies are all correlational in nature and correlation does not imply causation. It may just be the good readers just choose to spend more time reading. Although it sounds like a good idea to have children read more alone, there is no research evidence that shows independent silent reading actually improves reading skills. Think about it. If a poor reader is just sitting there flipping pages or struggling with the reading and making errors, their skills will not improve, no matter how much time they sit there. In contrast, guided oral reading instruction is proven to help students improve reading skills. This is not saying students should not read on their own, or that there are no benefits for children sitting there looking at books, or that students do not need to read more. Rather, the research clearly demonstrates to improve skills, particularly in learning or remediation stages, the student needs to read out loud with feedback. At more advanced levels, silent reading does improve the higher skills of fluency, vocabulary acquisition and comprehension.

Guided reading has significant beneficial effects on helping student's develop reading skills. It is one of the most effective tools not only to improve a student's fundamental reading skills but also

to help the student develop higher level comprehension skills. With guided reading you can directly help the student:

- establish fundamental skills necessary for proficient reading
- identify weaknesses and strengthen specific skills
- improve attention to detail
- build fluency
- expand vocabulary knowledge
- develop reading comprehension skills

In the United States, Guided Reading is a key component to the Reading Workshop model of literacy instruction. Guided Reading sessions involve a teacher and a small group, ideally of two to four children although groups of five or six are not uncommon. The session would have a set of objectives to be taught during a session lasting approximately 20 minutes. Whilst guided reading takes place with one group of children, the remaining children are engaged in quality independent or group literacy tasks, with the aim of allowing the teacher to focus the small group without interruption. Guided Reading is usually a daily activity in English and Welsh primary school classrooms and involves every child in a class over the course of a week. In the United States, Guided Reading can take place at both the primary and intermediate levels. Each Guided Reading group meets with the teacher several times throughout a given week. The children are typically grouped by academic ability, reading levels, or strategic/skill-based needs.

2. Steps for a Lesson of Guided Reading

Before Reading:

A Teacher will access background knowledge, build schema, set a purpose for reading, and preview the text with students. Typically a group will engage in a variety of pre-reading activities such as predicting, learning new vocabulary, and discussing various text features. If applicable, the group may also engage in completing a "picture walk." This activity involves scanning through the text to look at pictures and predicting how the story will go. The students will engage in a conversation about the story, raise questions, build expectations, and notice information in the text (Fountas and Pinnell).

During Reading:

The students will read independently within the group. As students read, the teacher will monitor student decoding and comprehension. The teacher may ask students if something makes sense, encourage students to try something again, or prompt them to use a strategy. The teacher makes observational notes about the strategy use of individual readers and may also take a short running record of the child's reading. The students may read the whole text or a part of the text silently or softly for beginning readers.

After Reading:

Following the reading, the teacher will again check students' comprehension by talking about the story with the children. The teacher returns to the text for teaching opportunities such as finding evidence or discussing problem

solving. The teacher also uses this time to assess the students' understanding of what they have read. The group will also discuss reading strategies they used during the reading. To extend the reading, students may participate in activities such as drama, writing, art, or more reading .

One of the most important factors in the success of a guided reading session is the selection of appropriate texts for students in the guided reading group. Some texts for early readers, such as basal readers and texts based on phonemic elements, are *not* appropriate for guided reading, for the following reasons:

- Basal readers use the same words over and over, adding a few new words to create slightly more difficult texts. Because vocabulary is emphasized over meaning, basal readers have been criticized for resulting in texts in which language is not natural, making it difficult for readers to use their knowledge of sentence structure (syntactical cues) and their predictions about the text to help them read.
- Books for beginning readers that are based on phonemic elements make use of onset-and-rime patterns, which can be helpful for early readers. However, they have been criticized for creating text that has little meaning. If the text lacks meaning, it will fail to capture students' interest and it will not promote a lifelong love of reading.

To develop good reading skills and a love of reading, students need to be exposed to real stories and other authentic texts on a variety of topics and in a variety of genres. They also

need to apply their developing range of reading skills and strategies to increasingly difficult texts.

3. The Benefits of Guided Reading

Guided reading challenges readers to successfully interpret and comprehend new text and provides a bridge to independent reading. It gives students opportunities to:

- practice, refine, and consolidate previously taught reading strategies;
- apply their growing knowledge of conventions of print;
- apply their knowledge of letter-sound relationships to authentic texts;
- extend the development of their vocabulary;
- use the comprehension strategies they have learned
- develop independence and confidence in reading;
- develop higher-order thinking skills;
- make connections between their prior knowledge and information/events in the text;
- read a wide variety of texts, both factual and fictional;
- problem-solve while reading for meaning.¹⁴

The writer have to know guided reading is a way to help children understand how reading work and learn techniques to figure out words and comprehend texts that are just a little too challenging for them to read without support.

¹⁴Ontario Ministry of Education. (2001). *Early Reading: A Guide to Setting Targets for student Achievement*. Toronto: Author p. 163

