

CHAPTER 1

INTRODUCTION

1.1 Basic consideration

Generally in learning English language there are four skills and some elements of language component that must be mastered by students. They are speaking, reading, listening, and writing. Beside that, there are some elements to teach language components such as pronunciation, grammar, and vocabulary. In teaching English process, one of the language skills that have to be taught is reading. Reading is a process to get any information in our daily activity. Many people read magazine, article, and newspaper just want to know about lifestyle or the news. Tanskersley (2003: 2) states that “reading is a complex process made up several interlocking skill and process”. The people who want to add their knowledge they should be able to read well in order to find out the information needed. For students who learn English, reading is one way to increase their knowledge from written text and the teacher can use some technique or strategy that can improve the ability of students itself. If they want to read written text they must have a good vocabulary for reading.

Reading is one process of communication to share and get some information, also can develop our knowledge, also we can get many benefit, such as found more idea and fact. In reading process, students have to read the written text and comprehend it. Comprehension is the process to make the reader not only know about the every words in the text but also comprehend about the context of the text itself.

Based on my observation in SMP Negeri 1 Botupingge, it was difficult for the students to comprehend reading text. They would not understand what the text meant and most of them just read the text without understand and comprehend the meaning of the text itself. In this case the students still had difficulties in using their language in comprehending a reading text. For example, when the teacher give reading text to the students and explain

about content of the reading itself most of students cannot understand. Although in teaching reading has been taught from a basic text in elementary school, but reality most of students do not like to read the text. They feel bored when they see the text without read the content of the text although the story is interesting to read. In teaching reading students, need to active to practice the exercise. In this case, teacher must be creative to make the students feel interesting to learn the material and also how to manage class. The teacher should have a creative skill to organize reading skill to be attractive to learn.

By looking at the problems above, teacher should have many strategies that can be used in learning and teaching process in order to be easy understand of the reading text. The teacher must choose the efficient and effective strategy to increase the students' ability in reading. By using a good strategies, it can make the students feel interesting to read the text. It also will supports by they knowladge in reading skill. Strategy is useful to give the class some help on how approach a new text.

Related to explanation above, this research just focus on reading skill strategy to make improving the students ability in reading skill. Strategy is the act to make something better. There are many strategies can be used in teaching reading skills, the teacher can choose; one of them is reised extended anticipation guide.

“Revised extended anticipation guide strategy” is a new strategy that can help the students understanding in learning reading skills, this strategy can make the students in order not bored and will be active in learning process. Before they read the text the students will be predict about the content of the text by looking the title of the text and after read the text they will be cheek the statement, is corecct or in corrected.

Revised extended anticipation guide strategy is the strategy that have two steps activity, they are before reading and after reading. In the first step students just determine

respond agree or disagree about a topic and then in the last step students give explanation about the text supports their choices whether it is correct or incorrect based on the text before.

Based on the explanation above, a research was conducted in title of Improving students' ability in reading comprehension by using revised extended anticipation guide strategy". This research was conducted at the first grade students at SMP Negeri 1 Botupingge.

1.2. Problem Statement

The problem statement of this research is "can revised extended anticipation guide strategy improve students' ability in reading comprehension?"

1.3. The objective of Research

The objective of this research was to find out whether revised extended anticipation guide can increase students' ability in reading comprehension or not.

1.4. Reason for choosing the topic

There were some reasons in conducting this research. They are:

1. Reading comprehension is the important skills in learning language.
2. Many students have different ability in reading comprehension.
3. Revised extended anticipation guide strategy can be used to improve the students in reading comprehension.

1.5. The scope of the study

The scope of this research was limited into students' ability in reading comprehension by using revised extended anticipation guide strategy.

1.6. The significance of research

The significances of this research are:

- a. This research gives contribution to the students about their ability in reading comprehension.
- b. The results of this research give contribution for English teachers through applying “revised extended anticipation guide strategy” in teaching reading.