

Chapter 1

Introduction

This part discusses several points. They are namely: basic consideration, problem statement, research objective, the limitation of study and significance of proposed study.

Basic Consideration

Reading is one of the complex ways in learning English. Reading is an activity to understand the written or printed material, such as getting meaning, message or ideas that the writer wrote in a reading text. Reading is not only a skill that must be increased in order to support the activity of communication but also a process to transferring information from the writer to the reader. It is kind of activity to comprehend the writer's idea or the way the writer communicates with the readers. It means that to understand what the writer say the reader must comprehended what they read.

There are four stages in reading. They are perception, comprehension, reaction and integration. Perception is the ability to read words as the meaning unit. Comprehension is the ability to understand the writers' words so that the useful ideas like be read in context. Reaction is the action that needs consideration related with what the writer say. Integration is the ability to make understand the idea or concept about back ground of the writers' experience so that useful as the part of the reader experience. Miles V. Zints cited in Wiryodijoyo, (1989, p. 10).

Reading is a process of transferring information from the writer to the reader. In reading, the reader not only interprets what they read but also associate with their experience and project in idea to make judgment, application and conclusion.

Moreover, based on my observation on September 17th, 2013 at the Tenth grade students of SMA Negeri 1 Tapa which is located in Bone Bolango regency, this school is using Kurikulum 2013. In syllabus, they must learn about three genre of text. They are, Narrative text, Procedure text, and Descriptive text. When I asked to the teacher, she said that the students' were difficult in understanding the text that they have read it is because the students' had no enough vocabulary to help them in understand the meaning of the text. The students' also confused to find the main idea and got the information from the text.

Referring to that case, the use of method or technique in teaching reading skill is too important. According to Brown (2000, p.14), techniques or strategy were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.

By the case above, in this study, reading guide strategy was used in teaching descriptive text of reading skill. Reading Guided sessions involve a teacher and a small group, ideally of two to five children. Reading Guide Strategy includes before reading, during reading and after reading. The purpose of this strategy is the students' got more vocabulary when making prediction of the text, they also can easily to find out the generic structure and the main idea of the text also the inference of the text.

In this research, I applied reading guide strategy in reading descriptive text. Obviously, I would like to see the increasing of students' ability in reading descriptive text by using reading guide strategy.

Based on the background above, I would like to formulate my title of research is ***“Reading Guide Strategy (RGS) for Teaching English Reading Skill At the Tenth Grade Students of SMA Negeri 1 Tapa”***.

Reason for Choosing the Topic

There are some reasons why I choose the topic “Reading Guide Strategy (RGS) for Teaching English Reading Skill at the Tenth Grade Students of SMA Negeri 1 Tapa”. The reasons are:

1. The students still have some problem in reading skill especially in reading descriptive text.
2. The reader are be able to know the influence of Reading Guide Strategy for teaching English reading skill at the tenth Grade students of SMA Negeri I Tapa.

Research Questions

The research question in this research is “Can Reading Guide Strategy (RGS) increase the students' reading ability toward reading descriptive?”

Research Objective

The objective of this research is to know the increase of Reading Guide Strategy (RGS) for Teaching English Reading skill at the tenth grade students of SMA Negeri 1 Tapa.

Delimitation of Study

The delimitation of this research focuses on Senior High School students. They are in Tenth grade students' of SMA Negeri I Tapa. The material in this research was reading material especially descriptive text by using the indicator of assessing reading comprehension based on Djiwandono (2008 p. 116) are follow; middle skill there are, a) To be able for answer the question explicitly, b) To be able answer some question that the answer could be expressed in the different grammatical word on the text, and c) To be able to take inference about the text: and high skill there are, a) To be able to understand the meaning of the word and expression to understand the literature meaning, b) To understand the writers meaning and message on the text. The design in this research is Experimental research; it is to know whether there is any development from post-test in experiment class by applying Reading Guide Strategy.

Significances of Study

From the result of this research, I hope it would be valuable information for English teacher, students and other further researchers. Special for English teacher, hopefully it will give information about the influence of Reading Guide Strategy (RGS) for teaching English reading skill. The result of this research will give good impact to the students and the students can optimize their reading ability and more motivate in learning English. It also can be beneficial reverence or valuable information for them who have the same problem to conduct their further research.

