

**EFFECTIVENESS OF GUIDED READING AND  
READING INTEREST ON EIGHTH GRADERS'  
READING COMPREHENSION**

**A THESIS**

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background, the problems, the objectives, and the significance of the study.

### **I.1 Background of the Study**

Reading means to get information, receive ideas and impressions from the text and comprehend the text. To get better comprehension from reading, students should read as often as possible. Students also need to be engaged with what they are reading, respond to the content of the text and explore their feelings about it. Richards and Renandya (1996, p. 273) state that students have reading as one of most important goals in their life. From reading, students get information for study purposes, for their careers, and for pleasure. Furthermore, reading nourishes students's mind. Reading gives them both information and knowledge. Reading informs them of what is happening around, helps them remain updated about what is changing and gives them knowledge and help students more confident (Oak, 2012).

A good reader should has good comprehension in reading. Grabe (1996, p. 277) states reading for comprehension is the primary purpose for reading, raising student awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension. In line with this, Pardo (2004) asserts comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text. To have good comprehension, the reader should takes in relationship to the text.

Comprehension occurs in the transaction between the reader and the text. There are some important things that influence readers comprehension (Pardo, 2004). For example, reader's world knowledge. The more background knowledge a reader has that connects with the text being read, the more the reader will be able to make sense of what is being read. When a key word or concept is encountered, readers are able to access this information system, pulling the ideas

that will help readers make connections with the text so they can create meaning. Readers also read in particular ways depending on the purpose for reading. The main point of comprehension is to make meaning of a text in a way that is understandable to the readers (students).

In Indonesia, English is a foreign language, therefore, teachers should grow students's interest in reading. When students read, they will gain more knowledge and this will help them wider perspectives on cerrtain issues. Students who have little or no interest in reading will not be able to force themselves to pick up a book for academic purposes (English subject). That's why, teacher should choose English texts based on students's interest, appropriate level of reading difficulty, vocabulary knowledge, and cultural or background knowledge. Choosing English texts based on students's reading interest can help students like to read English texts. Teachers should help students identify topics they are interested in learning reading. Teachers should find interesting topic based on the students's age. Teachers not only choosing texts based on students's reading interest, but also having background information on the topic, provided before reading begins, will help learners to comprehend the text. Good readers use both information in the text and their own knowledge to comprehend the text. A student who wants to have ability to comprehend English texts, he or she must read more texts in English. By reading many texts in English, student will build their comprehending in English texts.

For the purpose of this study, the writer asked the teacher of SMP Tri Dharma Palembang. The teacher said that the eighth grade students have difficulty in comprehending English texts and are lazy to read English text. It happens because the students are not interested in reading English texts and students do not understand about the information in the text that they have read. There are narrative text, descriptive text, and recount text that the eighth grade students learn, but the writer only focused on descriptive text. There are some aspects in reading comprehension that students should know when learning descriptive texts. The aspects in reading comprehension such as, main idea, detail, reference, cause effect, inference, vocabulary, sequence. In this study, the writer used Guided Reading Strategy.

According to Peregoy, Boyle and Kaplan (2008), Guided Reading is a teaching strategy in which a small group of students by teacher through reading a text. The teacher's role is to guide students and enable them to successfully comprehend the text. The goal of Guided Reading is to assist students in understanding what is read and responding to it personally and critically (Peregoy, et al, 2008). Students know that reading material will be difficult, but teacher will be there to help them. Students will become better readers. In line with Peregoy, et al (2008), Hirawan, 2012 found that that there was improvement on the eighth grade students who taught by Guided Reading strategy because Guided Reading provides opportunities for students to read material in small groups with the support and guidance of the teacher. Therefore, it can be concluded that by using Guided Reading, a teacher help student to comprehend the English text and students feels comfortable because students can discuss the english text with their friends in a small group. Besides, Guided Reading strategy, teacher also focus on students's reading interest to know students's reading achievement.

Interest can be categorized into situational interest, individual interest and topic interest. Situational interest is an emotional state aroused by features of environmental. Individual interest is considered to be a stable and enduring inclination to engage with activities or objects. Topic interest refers to interest prompted by a certain topic or theme (Eidswick, 2009). Interest in a topic or activity can have a powerful influence on people's lives, by impacting how they choose to spend their free time. Interest is thought of as a process that contributes to learning and achievement. That is, being interested in a topic is a mental resource that enhances learning, which then leads to better performance and achievement. Therefore, teachers should consider the students' reading interest.

Nafisah and Shorman (2011) state that helping students to learn through reading requires an understanding of their interests and abilities. Therefore, reading interest plays a very important role in reading instruction and reading skill improvement. One way to build students' engagement in reading is by using students' interest as guidance in selecting teaching materials. Teachers can motivate students to read by undertaking alternative activities starting with a survey of what kind of reading materials that difficult and easy for students.

Furthermore, a study conducted by Squires (2014) found that there was a positive significant relationship between reading comprehension and reading interest. Therefore, reading interest is considered as the moderator variable in this study. In addition, Harackiewicz and Hulleman (2010) state that being interested in something mean that people care about an activity, object, or topic and people have positive feelings towards an activity, object, or topic. Interest has a strong influence on learning. Individuals display more persistence, engagement, and positive affect toward tasks that they are interested in. So, it can be concluded that finding an interesting material helps students to like their reading especially english text. Based on the background above, the writer conducted a study entitled “Effectiveness of Guided Reading and Reading Interest on Eighth Graders’ Reading Comprehension.”

## **I.2 The Problems of the Study**

Problems of the study were formulated in the following research questions:

1. Was there any significant difference in reading comprehension achievement between the students who were taught by using Guided Reading and those who were not?
2. Was there any significant interaction effect of Guided Reading and reading interest on the reading comprehension achievement of the Eighth Grade Students of SMP Tri Dharma Palembang ?
3. Was there any significant difference in reading comprehension achievement between the students who had high level of reading interest and low level of reading interest?

### **I.3 The Objectives of the Study**

The objectives of the study were :

1. to find out whether or not there was a significant difference in reading comprehension achievement between the students who were taught using Guided Reading and those who were not.

2. to find out whether or not there was any significant interaction effect of Guided Reading and reading interest on the reading comprehension achievement of the eighth grade Students of SMP Tri Dharma Palembang.

3. to find out whether or not there was any significant difference in reading comprehension achievement between students who had high level of reading interest and the students who had low level of reading interest.

### **I.4 The Significance of the Study**

It is hoped that this study would be beneficial for the teachers of English, and the students. For teachers of English, this study would be useful for them to enhance students' reading comprehension achievement using Guided Reading. They used this strategy in teaching. For students, this study helped students improve their reading comprehension and had better reading comprehension. This study is also hoped could contribute to knowledge as reference in teaching english, especially in reading comprehension.

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