

CHAPTER I

INTRODUCTION

A. Background of the study

Reading is the fundamental skill upon which all formal education depends. Research now shows that a child who doesn't learn the reading basics early is unlikely to learn them at all. Any child who doesn't learn to read early and well will not easily master other skills and knowledge, and is unlikely to ever flourish in school or in life.

Reading, therefore, is about much more than gaining a skill: it is about learning to be. And it is precisely because this is such a difficult and sensitive subject to talk about that people avoid talking about it, and this leaves an enormous vacuum. Because reading is so important, that vacuum becomes filled by other discourses, and often these have an emphasis on skills, on employment, on the economy and on reading for practical purposes (Collin,2004 : 5).

Reading instruction tends to be more successful when it is organized around important tasks you and your students pursue together (Duffy, 2009 : 12). The problem here is that most reading failure is unnecessary. Teachers now know that classroom teaching itself, when it includes a range of research based components and practices, can prevent and ameliorate reading difficulty. Although home factors do influence how well and how soon students read, informed classroom instruction that targets specific language and reading skills

beginning in kindergarten enhances success for all but a few students with moderate or severe learning disabilities. Scientists now estimate that 95 percent of all children can be taught to read at a level constrained only by their reasoning and listening comprehension abilities.

Based on observation, the problem of learning reading in 7 grade of Smp Muhammadiyah 3 Jetis Ponorogo is quite alarming. Some students still difficulty in learning reading. It is seen from the students reading ability is still very low. Some students less an understanding the content of reading. Some students also less master of vocabulary.

To solve this problem, the teacher should create a fun learning. Teaching students how to be good reader is not simple way. The way of teaching may help this problem. One of the ways is using game. Game will help students to understand the material with relax and still serious. Students also still happy if the teacher use fun method.

One alternative learning activities that can be applied so that potential students can develop optimally is to apply the Guess Words method. Guess Word Method is the first learning activity and foremost in realizing successful learning process. Through guess word, students are directed to understand and know the message contained in material. So, the inability of students to guess the word means reflect the students ability to master and understand that there are (Supriyono, 2009 : 131). This is because guess words method has a series of activities that can make students actively in learning. In addition, guess words method also train students to construct their own knowledge.

Based on explanation above, the researcher conducts an observation study in one class of seventh grade students of SMP Muhammadiyah 3 Jetis Ponorogo because students reading comprehension in this class need to be improved. So the researcher would like to carry out research entitled “Improving students reading comprehension using Guess Word Method at seventh grade of SMP Muhammadiyah 3 Jetis Ponorogo in the academic year 2015/2016”

B. Statement of the problem

Based of the statement above, the researcher formulates the statement of the problem as follow:

How is the improvement in learning students reading comprehension using Guess Words Method at seventh grade of “SMP Muhammadiyah 3 Jetis Ponorogo” in the academic year 2015/2016?

C. Purpose of the study

By using guesswords, the students are to be able to practice with their friends in reading english. The purpose of this study is:

To know the improvement in learning students reading comprehension using Guess Words method at seventh grade of SMP Muhammadiyah 3 Jetis Ponorogo in the academic year 2015/2016

D. Scope and Limitation

This study is restricted to the implementation of guess words method in teaching of reading comprehension. Specifically, the study in concentrating on how the guess words method can improve the students comprehension in understanding some aspects of the texts in reading. The strategy was implemented during the teaching of first grade of SMP Muhammadiyah 3 Jetis Ponorogo in the academic year 2015 / 2016. The students were divided into collaborative learning group, in which they guess words that related with the text and the students performance in front of the class.

E. Significance of the study

- 1) For the students
 - (a) The students hoped be able to create more enjoyable and meaningful learning.
 - (b) The students should get the experience during learning by guesswords method , so they can compare which one the best method in improving their reading.
- 2) For the teacher
 - (a) to give more variety scientific discourses for teacher to develop the students' reading.
 - (b) To help the teacher in teaching more enjoyable situation so that students are not bored with learning activity and easier in understand learning english especially in reading.
 - (c) The teacher will be more motivation to create a fun learning process

3) For the institution

To helps school in develop learning result and english proficiency students.

4) For the Researcher

The study will enable the writer to have experience in performing the technical study, composing report study and increasing the researcher' knowledge toward developing students reading comprehension.

F. The Definition of Key Term :

Guesswords method : is A study by guessing what is in the existing indicators in cartoon (Supriyono, 2009 : 131)

Reading : is not a natural part of human development. Unlike spoken language, reading does not follow from observation and imitation of other people (Wilis, 2008 : 2)