

CHAPTER I

INTRODUCTION

This chapter discusses background of the research, statement of the problem, objective of the research, significance of the research, scope of the research, and operational definition of the research

1.1 Background of the Research

Reading is one of the language skills that plays an important role in foreign language acquisition. Recard says (1992;306) “reading perceives a written in the text in order to understand the contents”. The understanding that result is called reading comprehension.

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive process. The person is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension.

English is one of international languages. This language is used all over the world. As a result, Indonesian government has decided that English is foreign language in Indonesia. In addition, it is the first foreign language taught as a compulsory subject in junior high school, senior high school and university in Indonesia. In learning language, there are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and learning in a classroom. Speaking and writing refers to productive skills while reading and listening refers to receptive skills (Harmer, 2001).

Teaching strategies are generalized plan for a lesson or a lesson which includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy (Strasser, 1964).

Teachers' strategies often expect students to develop their reading skill by osmosis (absorption) and without help. In the osmosis approach, it is believed that if a teacher teaches reading comprehension to the target language all day, they will improve their reading comprehension. However, this research is proven to be ineffective since the student also find difficulties in reading comprehension.

The strategies in teaching English are very important. Reading is necessary when students undertake their study, especially at school level. Many students need good reading skill for acquiring knowledge and learning new information. However, in fact, most of students are usually very lazy to read. Therefore teacher needs to implement an attractive techniques or method in teaching English, especially when they are teaching about reading. Teaching reading is not only suggesting the students to read but the teachers have to has strategies to motivate students and give the explanation to them because reading is one of step to get the success. There are many people have been succeeded because they always read and practically what they have read.

In SMA N 3 PATI students' ability to understand texts still requires guidance from their teachers. The teacher said that when students read short texts students always asked difficult vocabulary to the teacher even some students were silent because they did not understand what they are read.

Based on the statement above, the teacher must have a strategy to make students ready to read. By applying the effective strategy in the teaching and learning process, the teacher can inspire students' confidence to read correctly. Sometimes in teaching and learning activities, there are several factors that influence students reading English in class.

In addition, teacher strategies are the important factors that influence success in teaching reading. From this reason the researcher will conduct a study entitled "TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION AT SMA N 3 PATI".

1.2 Statements of the Problems

This study intends to answer the following questions:

1. What were the strategies of the English teacher of SMA N 3 PATI in teaching reading comprehension?
2. How did the English teacher of SMA N 3 PATI implement the strategies in teaching reading comprehension?

1.3 Objectives of the Research

Based on the statement of the research problems above, the researcher aims:

1. To find out the strategies of the English teacher of SMA N 3 PATI in teaching reading comprehension.
2. To describe the implementations of the strategies of the English teacher of SMA N 3 PATI in teaching reading comprehension.

1.4 Significance of Research

1. Theoretical Significance

This researcher will give some useful information about English teachers strategies in teaching reading comprehension. This research is expected to be used as a reference for other researchers to conduct a research in English teaching learning process. hopefully, the result of this study is usefull for students, teachers, and all of the readers.

2. Practical Significance

a. For the students

For the students, the finding of the research can be used as a new reference to learn English, especially reading. They can know kinds of teacher' teaching strategies and they can choose one of the strategies that use by the teachers to comprehend reading.

b. For Teachers

For English teachers, the findings are expected to be useful contribution that can be transferred to learners based on their characteristics. By considering each student may employed different strategies, the teacher can take one of the strategies in teaching reading for comprehend to their students.

c. The other researcher

For the next researcher, this research will give some contribution and information for next researchers about strategies in reading used by SMA N 3 Pati.

1.5 Scope of the Research

This research is conducted to know how the teacher of SMA N 3 PATI teach reading. This research particularly focuses on study teachers' strategies in reading comprehension. To conduct the study, the researcher focuses on what kinds of teaching strategies employed by teacher in reading comprehension and how implementation of the strategies.

1.6. Operational Definition

1. Teaching

Teaching derives from the word teach which means giving instruction to somebody, in order to know or be able to do something. Teaching is the process of transferring knowledge from the teacher to the students or from someone to another whether in a formal or informal situation. Teaching is a complex process.

2. Strategies

Strategies are specific methods of approaching a problem or task modes of operation for achieving a particular and planned design for controlling and manipulating certain information.

3. Teaching strategies

Teaching strategy is a learning activity that must be done by the teacher and student, so that the learning objectives can be achieved effectively and efficiently. Teaching strategies can help students take more responsibility for their own learning and enhance the process of teaching for learning.

