

CHAPTER I

INTRODUCTION

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

1.1 Background of Research

Language is the vocal symbol used for human communication. We use language as a means to communicate with others, to express our ideas and wishes. Communication has an important role in human life. We must know how to express our idea to other. Therefore, we must learn to communicate properly. English is one of the international languages. This language is used all over the world. Therefore, the Indonesian government has decided that English is a foreign language in Indonesia. That is why English has become a compulsory subject at school. In learning a language, four skills should be mastered by students, such as speaking, reading, listening, and writing. These four skills should be involved by the teacher in the process of learning English subject.

Reading is one of the language skills which is very important to be learned by the student. Through this activity, the student can improve their language skills and experience in language. They get the information and ideas they need to get. In addition, they would be able to find out about things they didn't know before. By reading, people may get a lot of information. The more he/she reads, the more information he/she will get. Reading makes someone smarter and creative as stated by Laddo (2007).

Bernhardt (2000) states that reading is about how to understand a written text. It is a complex activity that involves both perceptions and thought. Reading consists of two related processes word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of

words, sentences, and connected text. Reading isn't a passive skill, but an incredibly active one. To do it perfectly, have to understand what the words mean, see the picture the word, and understand the argument.

Reading has an important role in the learning process because the student's success in learning other subjects is very much determined by the high degree of mastering reading. It encourages students in finding the main ideas, factual information, and meaning of the words. Reading requires more serious attention because there are many components that couldn't be separated when we learn reading. Therefore, the teacher should try to make learning reading interesting, meaningful, and enjoyable.

The goal of teaching and learning is not only to produce and comprehend language that is spoken and written. Successful English learners are those who can speak English fluently, they master all aspects of English skills.

Cohen (1990) states that learning strategies are consciously selected by the learner. Choosing the right strategy for students can facilitate them to reach the goal of learning can run according to the target.

Based on the statement above, the teacher must have a strategy to make the students ready to read fluently. By applying the correct strategy in the teaching and learning process, the teachers can raise the student's confidence to read correctly. In the teaching-learning process certainly, there are factors to affect students reading English in class. One of them is failure in comprehension in reading.

The students of "FUN" English course have a higher score in the English Examination than other students at the Elementary School level. The "FUN" English course curriculum is the same as the Elementary School curriculum. I chose "FUN" English course because besides being easy to find information for my research, the students at the "FUN" English course made me do this research because the scores for the English subject were higher than other students. Based

on the background explanation, the writer wants to conduct a study in “FUN” English course.

Finally, based on the case above, strategy in the teaching and learning process is very important. In addition, the teacher’s strategy is one of the important factors which influences success in teaching reading. For this reason, the researcher carries out research under the title ‘An Analysis of Teacher Strategy in Teaching Reading Comprehension” (Case Study at Elementary School “FUN” English Course).

1.2 Statement of the Problem

Based on the background of the study above, the problem is:

1. What are the teachers’ strategies in teaching reading comprehension at “FUN” English course?
2. How do they implementation the strategy in teaching reading comprehension at “FUN” English course?

1.3 Objectives of the Research

The research aims to find out the teacher's strategies in teaching reading comprehension at “FUN” English course. The specific objectives of this research are:

1. To find out the English teacher strategies in teaching reading comprehension used at “FUN” English course.
2. To describe the implementation of English teachers in teaching reading comprehension at “FUN” English course.

1.4 Significance of the Research

The writer hopefully, the research is useful for students, teachers, and all of the readers. And the result of this study may help the teacher to improve their strategies in teaching reading comprehension. The result of the study will be useful for:

1. For the English Teacher

The English teacher can improve the teaching-learning process by applying the correct strategies. By considering each student may employ different strategies, the teacher can take one of the strategies in teaching reading for comprehension to their student.

2. For the Students

Strategies used by the teacher that hope students were found enjoyable and more active in joining reading classes.

3. For the Researcher

The researcher got valuable experience, and the result of this study was used for further researches.

4. For the Further Researchers

This study would be given some contribution and information for further researchers about strategies in teaching reading comprehension.

1.5 Scope of the Research

The limitation of this research is on teachers' strategies in teaching reading comprehension. There is one English teacher. In this research, the researcher would like to explore about the teacher's strategies in teaching reading comprehension and how the teachers imply the strategies for teaching the fourth grade students at "FUN" English Course. The teacher's is teaching a class consist

of eight students of four grader. The teacher was observed in one session of English class.

The research was conducted in “FUN” English course, particularly during the even semester period of 2020/2021. The participants of the English class of the privatecourse are fourth-grade students of elementary school.

1.6 Operational Definition

Avoiding misunderstanding, some terms are defined as follow:

1. Teaching strategies means the strategies used by the English teacher in the class during reading comprehension activities.
2. The students are consisting of the fourth-grade elementary school in “An “FUN” English course”.
3. Reading comprehension means the ability to get the message that exists in the fourth-grade students' materials in “FUN” English course.