

CHAPTER I

INTRODUCTION

In this chapter, the researcher describes the background of the research, statement of the problem, objective of the research, significance of the research, scope of the problem and operational definition.

1.1 Background of the Research

Reading is one of the language skills which is important for academic success because reading is basic to learn English. Reading is the process of reconstructing the writer idea written in a text or printed symbols based on the background knowledge and experience. It is a skill which must be developed and can only be developed by means of extensive and continual practice. Students learn to read and to read better by reading. Every learner who wants to be able to read fluently must develop their reading skill overtime and a great deal of practice. Reading is one of the language skills that play an important.

As stated by Richard (1992:306) as cited Sudiati, et al (2018) says “reading perceives a written in the text in order to understand the contents. The understanding that result is called reading comprehension”. Reading is one of the language skills which is important for academic success because reading is basic to learn English. Reading is the most important component in learning process and social interaction because, first, reading is an indispensable communication tool in a civilized society. Second, that the reading materials produced in any period of time in history are mostly influenced by social background. Third, developments, that over the period of the recorded history of reading has led to two very different poles. (Grey in Tarigan, 1957:1099 as cited Widyaningsih, 2020).

According to Harmer (1988:68) as cited Widyaningsih (2020) states that reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good think for language student. At the very least, some of the language sticks in their minds as a part of the process of language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful. Bernhardt (2000:6) states that

reading is about how to understand a written text. It is a complex activity that involves both perception 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 spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. What we know about reading is mostly based on studies conducted in English.

Reading has an important role in learning process because the students' success in learning other subjects. The students must have reading skills if they want to get more knowledge from text or other. Therefore, teacher should try to make reading interesting, enjoyable, meaningful and challenging. Cohen (1990: 4) states that learning strategy as learning processes which are consciously selected by learner. The element of choice is important here because this is what gives a strategy its special character. The result to know the strategies are used by the teacher to be successful with some students. Many reading strategies may be can applied to the class and make the situation become fun.

In MAN 1 Kudus 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 be able to know how far the students understand about read the text very important, so the researcher conducted research with the title “**English Teachers' Strategies in Teaching Reading Comprehension at MAN 1 KUDUS**”

1.2 Statement of the Problem

Based on the background of the research above, the researcher formulated the statement of the problem as follows:

1. What are the teaching strategies used by the English teachers of MAN 1 Kudus in teaching reading comprehension?
2. What obstacles did the researchers encounter when teaching reading comprehension at MAN 1 Kudus?

1.3 Objective of the Research

Based on the statement of the problem above, the objective of this research are to find out the teaching strategies used by the English Teachers of MAN 1 Kudus in teaching reading comprehension and to describe the obstacles that English teachers found in teaching reading comprehension at MAN 1 Kudus.

1.4 Significance of the Research

The researcher hopes that this research can give advantages for the English learning. The significance can be required for this research is as follows:

1. Theoretically

This research can be useful reference of teaching reading for the reader in giving additional information on the importance of knowing teacher strategies in teaching reading comprehension to the students.

2. Practically

This research will be useful to overcome the problem faced during teaching reading. The result of the research is expected to give some contributions for students, teachers, and future researches.

a. For the students

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

b. For English Teacher

The findings are expected to be useful contribution that can be transferred to learners based on their characteristics. The teachers can take one of the strategies in teaching reading for their students.

c. For the Researcher

This study can give some contribution and information for future researchers about strategies in teaching reading used by MAN 1 Kudus.

1.5 Scope of the Research

Based on the problem above, this research particularly focuses on English teachers of MAN 1 Kudus strategies in teaching reading comprehension. To find out the teaching strategies used by the English Teachers of MAN 1 Kudus in teaching reading comprehension on what kind of teaching reading comprehension and how the implement of the strategies.

1.6 Operational Definition

To achieve the purpose of the research, the researcher tries to define some terms that are correlated to the title as follows:

1. Reading Comprehension

Reading was important because without it reading does not provide the reader with any information. People read for many reasons but understanding is always a part of their purpose. Reading can define as the level understanding of a text/message, reading was the process of constructing meaning from written texts.

2. Teaching Strategies

Teaching has the give instruction to somebody, to know or to do something. English teachers at MAN 1 Kudus use formal and informal situation and all level education, teaching was the process of transferring knowledge from the teacher to the students or someone to another whether in a formal or informal.

3. Obstacle

Obstacles is a thing that blocks ones way or prevents or hinders progress. The obstacles found by the English teachers in teaching reading comprehension at MAN 1 Kudus.