

CHAPTER I

INTRODUCTION

This chapter consist of six major parts. They are the background of the study, the identification of the problem, the problem of the study, the objective of the study, the scope of the study, and the significance of the study.

A. The Background of the Study

In Indonesia, English should be mastered by the students to have a good communication and to have wide world knowledge. The government, education ministry established English as a compulsory subject in schools so that all students have to learn English. By learning English, the students will comprehend many texts from all over the world to support their learning process. Comprehend the written scientific and technology texts, letters, anno uncements, instructions, etc, for instance. Consequently, without mastering English, students will be difficult to improve their wide knowledge.

In learning English, there are four skills that should be mastered by the students. They were speaking, writing, reading, and listening. It is better for English learners to master in all those skills, but the fact is different. Many English learners are not master in all of those skills, for example, some English learner are good in writing skill, but are not for reading skill. The other example, some English learners are good in speaking, but are not well in listening. It means that those English learners have different abilities in acquiring language.

According to Dean (2013), reading is more than seeing words clearly, more than pronouncing printed words correctly and more than recognizing the meaning of isolated words. Reading requires you think and feel. Reading is not just looking and pronouncing words in the text but comprehending all the components of a text. During reading the reader processes the text with regard to the purpose. To be a good reader, learner must learn how to comprehend and understand the passage. So, she or he can achieve the purpose of reading text.

Reading English is an important skill that students need to learn. When reading a text the goal is to understand its content. Students reading a text at school often have difficulties to understand and comprehend its meaning. So, teachers of reading must have good techniques to teach reading to students to help them get good results.

Reading comprehension is a process of reading and comprehending a text. Specifically, in reading process, the readers must comprehend the text. If the readers read the text and comprehend the message and the meaning of the text, they comprehend a text. Grabe and Stoller (2002:17) assert that reading comprehension is the ability to understand information in a text and interpret it appropriately. The reading comprehension itself is quite complex and they vary in numerous way depending on the tasks, motivation, reading goals, language abilities, and the teaching reading comprehension process.

Harmer (2007) has said that a strategy is an action that the teacher takes to attain one or more of her teaching-learning goals. The strategy can also be defined as a general direction set for the teaching process. The teacher should use

many strategies in teaching reading such as applying various methods, media and games in order to keep the students interested.

Brown (2004) has noted that the fundamental feature of teaching strategies is to make it easier to implement a variety of teaching methods and techniques. The key is to create learning environments that are more interactive to apply technology where applicable into the learning experience, and to use appropriate collaborative learning strategies. According to Aswan et al. (2010) teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which have be plan. In other word, teaching strategies are approaches to teaching students. The teacher have to applied the strategy to balance between the method which the teacher's used and the way of the teacher's used to applied the material.

In effective teaching reading comprehension, teachers lead students in the classroom to become proficient and successful readers. Creative teachers do not use only one specific method and technique, but implement many strategies and skills to accommodate the needs and learning styles of each student in the classroom. Slavin (2000) has also noted that effective instruction is not a simple matter of one person with more knowledge transmitting knowledge to another. Therefore, successful teachers who teach reading realize that reading can be taught by using a variety of strategies. The teaching must be modified by the teachers depending on the students' needs. Allington (2002) notes that creative teachers manage to get better results regardless of curriculum materials, pedagogical approaches and/or reading programs.

From the first observation in SMK Swasta Tunas Karya Batang Kuis the students' capability to comprehend the text is still have needed the guidance from their teachers, it shows when the student read the short text the student always asks the difficult pronunciation and vocabulary to the teacher. The English teacher says that the students' reading ability is low especially in comprehend the text. In fact, it is really hard for them to get the information, to comprehending the text and to identify the reading text. Besides, students have low interesting to read English text, most of their reading marks is relatively low. Generally, it could be said that the students did not understand what they read. Then the researcher asks the Minimal Completeness Criterion, the teacher tells KKM of the school in English lesson is 75. The teacher states the score of students actually is still below KKM about 60% of the students.

Table 1.1 The Sample of Data on Students' Reading Comprehension Scores

No	Score	Students
1.	< 75	8
2.	= 75	3
3.	> 75	15
	Total	26

Based on facts, it showed that the teaching learning of English in classroom has not achieved the goals yet. From this situation, teacher's problem is how they improve the student mindset and capability to increase the student motivation and comprehension in reading English. Teacher must use various strategies in teaching reading to improve the students' reading comprehension. The English teacher must have the best strategy for their students to make a

reading process in the classroom more effective by using suitable strategy. Sometimes the teacher becomes a friend to discuss the problems in the classroom, so the students enjoy the class. In other times, the teacher becomes their parents who lead them in teaching and learning activity. The teacher has to have a strategy to make the students ready to read. By applying the correct strategies in teaching and learning process, the teacher are able to evoke the student's confident to read correctly.

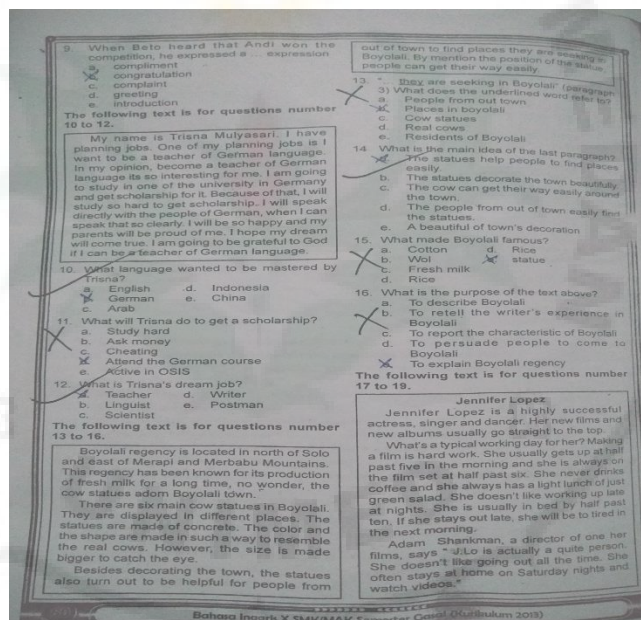


Figure 1.1 The Figure of Student's Answer of Reading Comprehension

From the data, most of students failed to answer the questions. Out of 26 students in the class only 40% students get the value aloft KKM. On 10-11's question, only 15 students answered correctly. On 12's question only 18 students answered correctly. On 13-15's question only 10 students answered correctly. And the last question only 11 students answered correctly. The students were low to get the information, to comprehend the text and to identify the reading text because they lack of vocabulary so they can not to answer the questions. The

teacher's strategy in teaching reading comprehension also affect students fail to answer the questions, because the English teacher is still used conventional strategy.

Based on the statement, strategies for teaching reading are the processes used for transferring knowledge in order to get good reading comprehension and understanding of a text to achieve the goals of the learning process. Teachers need to use appropriate strategies based on the materials and the purpose of learning. In this study, the writer focuses on the strategies used by the English teacher at SMK Swasta Tunas Karya Batang Kuis for teaching reading.

Finally, based on the the phenomenon above, it shows that strategy in teaching and learning process is very important. In addition, teacher's strategy is the one of crucial factors which influences to the success in teaching reading. Thus, the researcher will conduct a study with the title "An Analysis of Teachers' Strategies in Teaching Reading Comprehension of First Grade Students at SMK Swasta Tunas Karya Batang Kuis".

B. The Identifications of the Problem

Based on the researcher observation, there are some identification of the problem:

1. Students' reading ability is relatively low because they are not interest to read English text.
2. The students are lack of vocabulary.
3. The English teacher used conventional strategy.

C. The Problems of the Study

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

1. What are the teachers' strategies in teaching reading comprehension of first grade students at SMK Swasta Tunas Karya Batang Kuis?
2. Why did the teachers do those strategies in teaching reading comprehension of first grade students at SMK Swasta Tunas Karya Batang Kuis?

D. The Objectives of the Study

The objectives of the study are:

1. To investigate the strategies used by the English teachers for teaching reading comprehension of first grade students at SMK Swasta Tunas Karya Batang Kuis.
2. To find out the reasons why teachers used those strategies in teaching reading comprehension of first grade students at SMK Swasta Tunas Karya Batang Kuis.

E. The Scope of the Study

The study conducted to know how the teacher of first grade students at SMK Swasta Tunas Karya Batang Kuis teach reading. This study particularly focuses on the study of teachers' strategies in teaching reading comprehension. To conduct the study, the researcher focuses on kinds of teaching strategies implemented by two teachers in reading comprehension.

F. The Significances of the Study

The result of the research is expected to give some contributions for the students, teachers, and future researchers.

1. 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 used by the teachers to comprehend reading.
2. Meanwhile, 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 employ different strategies, the teacher can take one of the strategies in teaching reading for comprehend to their students. Based on the statement above, teacher has to have a strategy to make the student's ready to read. By applying the correct strategies in teaching and learning process, the teachers are able to evoke the student's confident to read actively and correctly.
3. Then, for the next researchers, this study will give some contribution and information for next researchers about strategies in reading used by the teacher of first grade students at SMK Swasta Tunas Karya Batang Kuis.