

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading comprehension is a self-discovery process. It means that reading comprehension is basically the essence of reading process. In other words, comprehension will be reached in condition when a reader is able to interact with another people and interpret the meaning of expression of the author on the text by written language.

Teaching English at Indonesia focuses on four competencies, such as listening, writing, speaking, and reading. Moats (1999:5) is listed at Westwood (2008:2) emphasized that reading is most important competency. With reading, the knowledge of students will grow and increasing, then it will affect listening, writing, and talk them. Students who don't like reading from an early age, they will not easily master other and the competencies will not increase. So, they are impossible to thrive in school or in his own life.

In teaching reading comprehension, strategies might be required. In accordance to Lawton (sarode 2018), it is generalized plan for a lesson which include desire students behavior in terminology of aims instruction and outline of planned method. It is essential and becomes an indicator that hold the key role in classroom teaching.

Strategies in teaching reading are needed to improve students' reading comprehension. In addition, strategies in teaching reading can also be used to improve English vocabulary. Adler C.R, (2001) states that strategy of teaching

reading comprehension is a conscious plan-set of steps that a good reader uses to understand a text. Instruction of reading comprehension strategy can help students become active, purposeful readers who control their own reading comprehension. Harmer (2003:69) states that there are many reasons for teaching reading comprehension skills. First, reading is useful for other intend such as language gain process. Second, reading texts provide opportunities to learn languages such as vocabulary, grammar, punctuation, sentences, paragraphs, and texts. That is, reading has many goals and benefits for students because reading is an active process.

Teaching strategy is a form of teacher planning process in teaching activities to achieve the planned goals. Making students able to understand is the goal of reading comprehension. When teaching reading, teacher have to be innovative and able to guide students in every learning strategies that encourage effective learning.

When teaching reading comprehension, teacher can employ a variety of strategies. Teaching reading strategies having students visualize what they are reading, setting various reading objectives, identifying different texts and assignments.

Students have been learning reading comprehension when they first enrolled in junior high school. Some students truly find it difficult to understand a text written in English. The findings support the claim that a large number of students still have difficulty reading correctly in a foreign language, are unable to comprehend what they are reading, and read slowly.

The purpose of teaching is to impart knowledge so that students may comprehend what has been said accurately. Teaching is a process that teachers engage in to enhance students' learning by imparting knowledge and also being to share experience. The teacher must then employ a teaching strategy, which entails changing the atmosphere and circumstances while instructing students in the classroom by using efficient methods.

Table 1.1 Preliminary Data

Scores of Students Reading Competence				
No	Interval Score	Interprelation Score	Description	Percentage of Student's Score
1	95-100	A	Excellent	15%
2	86-94	B	Good	35%
3	75-85	C	Average	50%
Total Score				100%

Based on the facts in English lessons, most students do not understand the context of reading in reading comprehension even though the student has repeatedly read a reading. Often encountered a problem because of a feeling of laziness to learn and culture does not like to read much circulating among students. Especially if the teacher is less clever in making a pleasant learning atmosphere. Found various cases of problem grades from students, especially students whose achievement is still low. Such as lack of vocabulary, lack of interest in learning, and lack of literacy. And conclusions can be drawn from these problems, namely the lack of student strategy or even the absence of student strategies in understanding the lesson, especially in reading comprehension.

There are five types of strategies for teaching reading comprehension that are used in this research, namely: scaffolding, think-aloud, reciprocal teaching, summarize, and question and answer relationships (QARs), developed by Vacca (1999,p.53) It can be taken a solution that is by implementing strategies in student learning for example such as understanding reading descriptive text usually describes people, places, and things. Students are encouraged to predict readings and understand the context of these readings. Using some learning media is very helpful for students in understanding the reading context. Media can help students also in the context of predicting readings for example again such as Descriptive Text about people by having a picture of students knowing from the picture that person is short or high, white or black, thin or fat, etc.

Based on the reason above, the researcher analyzed the thesis entitled “Teacher’s Strategy in Teaching Reading Comprehension of Descriptive Text in SMP Negeri 5 Padangsidempuan”.

B. The Problems of the Study

The problems of the study in this research are describe as follows:

- a) What strategies do teachers use in teaching reading comprehension of descriptive text in SMP Negeri 5 Padangsidempuan?
- b) How do teachers use the strategies in teaching reading comprehension of descriptive text in SMP Negeri 5 Padangsidempuan?”

C. The Objectives of the Study

The objectives of the study are as follows:

- a) To investigate the strategies used by the teacher in teaching reading comprehension of descriptive text in SMP Negeri 5 Padangsidempuan.
- b) To explore the process of English teachers grade VII at SMP Negeri 5 Padangsidempuan use the strategies in teaching reading comprehension of descriptive text.

D. The Scope of the Study

In collecting data for this study, the author will limit this research. The writer just only focused to analyse the strategies of English teachers in teaching reading comprehension of descriptive text to grade VII in SMP N 5 Padangsidempuan. There are several types of reading comprehension teaching strategies that have been proposed by experts. Some of the strategies include: Mind Mapping, Scaffolding, Think-aloud, Reciprocal Teaching, and Question Answer Relationships (QARs). This teaching strategies will be used by the author to write this thesis.

E. The Significances of the Study

The findings of this research are expected to provide theoretical and practical contributions. The significances are:

1. Theoretically

The findings of this research will enlarge and enrich the insights of theories related to the teachers strategies in teaching reading comprehension of descriptive text.

2. Practically

a. For the students

The results of this research are expected to make students interested in reading and receiving the material well to improve reading comprehension of descriptive text. The findings of this research can be used as an effective strategies for students in reading which is recommended for grade VII students of SMP Negeri 5 Padangsidempuan, because it can motivate students' interest to learn. In addition, it will make it easier for teachers to achieve the goals of the teaching and learning process.

b. For the teacher

This research is expected to be a reference to provide an effective, innovative and interesting way to facilitate English teachers in teaching reading comprehension especially in descriptive text.