

# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of the Study**

The importance of strategy in the teaching and learning process cannot be underestimated. A strategy is a comprehensive plan of a language material. As stated by Harmer (2001) says that the teacher's teaching strategy is a set of general directions chosen by the teacher to achieve the teaching and learning process's goals. Related to this definition, Franzoni and Assar (2009) state that teaching strategies are the elements given to the students used by the teachers in order to help learners achieve specific goal. The importance of strategy in the teaching process cannot be underestimated by implementing strategies in teaching reading comprehension teachers can increases student's ability.

In Indonesia, government regulations that English as a compulsory subject from elementary school to high school. English taught in almost in all education institutional in Indonesia. This shows the importance of mastering English as an international language. Therefore, Teaching English is directed to improve students' communication skills both of receptive skill and productive skill.

There are four skills that should be acquired when teaching and studying a language: In teaching and learning a language there are four skills that should be mastered such as: speaking, reading, writing and listening. These skills are connected to each other. Chaudron (2004) claims that studying English for Indonesian Students is not easy because the Indonesian language and the English

language is very different such as the spelling, sounds, vocabulary, pronunciation and culture.

Reading is a window of knowledge, and considers as one of the most important skills in language skills that should be mastered. In learning and teaching a language, reading is one of the receptive skills that should be mastered. Reading is the technique to gained information from text. The text read by human and their mind interpret the meaning from the text. In accordance with this definition, Irwin (2007) explains that reading is receptive skill that would make readers build a new interpretation in their mind. The results of their interpretation called “reading comprehension”.

Snow (2002) in his study defines that reading comprehension is the process of extracting and producing meaning simultaneously through interaction with written language. Reading comprehension is very crucial because reading comprehension is the ability to comprehend the text. The purpose of reading comprehension is to search for simple information, to learn from texts, to integrate information, write and critique texts and to general comprehension (Grabe and Stoller, 2011). In nutshell, reading comprehension is a part of reading. When a person read a text reading comprehension involve a set of cognitive process to comprehend the text.

According to King (2008) reading comprehension involves four factors: the reader, the text, the strategy, and the objective of learning. Since the students came from different background and interest such as intelligences, the distance, and the disabilities, teachers need to select the proper strategy to improve the

quality in teaching learning activities. Thus, the appropriate strategies need to be considered by the teacher.

In Indonesia, several teaching strategies have been implemented to English teachers. These strategies can improve in the teaching and learning process for the teacher. With so many strategies available, a teacher must also learn to understand the strategies in teaching. Bouchard (2005) states that by applying the teaching comprehension strategies to understanding the text will be beneficial for all students. According to Charnot & O'Mailey (1994) as cited in Bouchard (2005) the benefit for students in implementing the strategies of reading comprehension during the teaching are: (1) allows students to gain valuable knowledge; (2) allows students to practice the language functions and abilities required to comprehend, discuss, read about, and write about developed concepts, (3) motivated students, (4) provides meaningful context in teaching learning strategies. Then, the implementation of teacher strategy in teaching reading comprehension are very crucial in achieving students' goal.

Bouchard (2005) point out some strategies used in teaching reading comprehension such as: Think Aloud, Question-Answer Relationship (QARs), generating interaction between schemata and text (GIST) and question guide strategy.

Teacher strategies in teaching reading comprehension is very crucial part to be analyze to know what factors that students and teachers actually faced in classroom, and the teacher's strategy is one of the factors toward the student reading comprehension improvement. Teacher should be able to select the

effective strategy in teaching reading comprehension that suitable with the students' needs and students' condition. Teacher's strategies in class give a big impact for student's success in learning. That is why strategy need to be analyses to know the effectiveness of the strategy to the students whether the strategy that is used by the teachers is suitable or need to be change.

In tenth grade of senior high school, descriptive text always be taught. In learning descriptive text, students have to know the structure and language features which build it and the content of it, so students can easily to identify the purpose of the text. In this case teacher need to choose the proper strategy in teaching reading comprehension of descriptive text, so the students can comprehend the text well.

Based on researcher interview in SMA Swasta Imelda Medan the researcher gathered the data from English teacher MS. This Preliminary data research was to know how the teacher's strategies in teaching reading comprehension and how did it affect in the student's ability and the brief of preliminary data from the interview between R (Researcher) and T (Teacher) can be summarized in the dialogues as follows:

R: Do you used teaching strategy in teaching reading comprehension?

T: Yes, I used the strategies in teaching reading comprehension.

R: what strategies that you used in teaching reading comprehension for descriptive text?

T: In teaching reading comprehension I used some strategies such as Think-Aloud, I asked the students to read the text together, and I also used to asked the students a question related to their own knowledge and the information that comes from the text, sometimes I asked the

students to write the summary of the text so that they can understand the main information of the text and I also used the question from the textbook. Yes, I used all those strategies in teaching reading comprehension according to the situations in the classroom.

R: what are the steps?

T: for the steps, sometimes I make the students into a small group, and I share the activity sheet. For the steps I also adjust with the student's conditions and the student's achievement in the classroom.

R: what are the difficulties for you as a teacher in implementing the steps?

T: maybe for the limited time of each meeting so that I cannot implement the strategies well.

Based on the interview above, the teacher uses some strategies that are implemented in teaching reading comprehension of descriptive text. When teacher allows the students to vocalize about what they think it is called Think-Aloud strategy, related to the students experience is QAR strategy, activated students summarizing ability is GIST, and the questions from the textbook is question guide strategy, it show that the teacher already implemented the four strategy in teaching reading comprehension in the class room.

The researcher specifically asked the teacher about the strategies in teaching reading comprehension for descriptive text. The teacher agreed to the strategies and she said she applied the strategies, and the teacher said there are still some students who failed in learning reading comprehension especially in descriptive text. Meanwhile, as it expected in the theory teacher strategy can help students in improve their achievements.

Nurhamida, Pulungan and Harida (2018) investigates about the teachers' strategies in teaching reading comprehension the data gathered from the observation and interview. The results showed that teacher strategies in teaching reading comprehension is by activated students background knowledge and reading aloud together. The teacher strategies from this study solved the problem that occur on students when students lazy and have low motivation to learning in classroom.

Saini, Halimah, and Bassala (2021) found that the English teachers of this research composed two teaching strategies in teaching reading comprehension of descriptive text namely, questions guide and reading guide. The first strategy is to determine student's ability through the question about the descriptive text and the second strategy is to make students easier to understanding the text.

Saputri, Rizal, and Apriani (2021) analysed on English Teacher strategies in teaching reading comprehension and gathered the data from observation and interview the English teacher at SMAN 10 Kota Bengkulu. The results of the study found that the teacher used two strategies namely, Scaffolding and QARs (Question Answers Relationship) the scaffolding strategies used to develop students' ideas independently in reading comprehension and QARs is to knowing students' ability.

Muslaini (2017) investigates about the teachers' strategies in teaching reading comprehension. Based on her observation the general strategies that used by English Teachers at school included individual learning, cooperative learning,

using media, and the grammar translation method. The teachers choose the most suitable strategy to the student to avoid the difficulties in reading the text.

Based on the previous study above teacher strategy is very important to motivated students in learning reading comprehension.

In addition, the English teachers used different strategies in teaching reading comprehension in term to accordance with what students need and students' condition. Teachers strategies also can solve student's problem in learning a reading comprehension. Since teachers play very important role in the classroom, teacher have to guide students to learn how to comprehend the text. By ensuring the students able to understand about reading comprehension, it will help students to achieve a good skill in reading comprehension especially, in descriptive text.

Based on the problem above, the researcher is interested to analyze further the strategies used in teaching reading comprehension of descriptive text of descriptive text for tenth grade students at SMA Swasta Imelda Medan.

### **B. The Problem of the Study**

Based on the background, the problem of this research is a what are the strategies of teacher in teaching reading comprehension for descriptive text?

### **C. The Objective of the Study**

The objective of this research is to investigate teacher's strategies of teaching reading comprehension of descriptive text.

#### **D. The Scope of the Study**

In the scope of this study, the researcher would limit this study only focuses on what kind of teaching strategy employed by English teacher in teaching reading comprehension of descriptive text of the historical places.

#### **E. The Significances of the Study**

The results of this study expected to give some contributions for teachers, students, and for the future researchers.

##### **1. Theoretical Aspects**

Theoretically the findings of the study are expected to be a valuable reference for the next researcher who wants to learn more about teaching strategies for reading comprehension of descriptive text.

##### **2. Practical Aspects**

Practically this research can be useful:

- a. For the students, the finding of this research can be as a new reference in learning English especially in learning reading comprehension of descriptive text. They can learn from various way and they can understand about the teacher strategy and why the teacher used the strategy in reading comprehension of descriptive text.
- b. For the teachers, to solve the problem that is occur when teaching reading comprehension of descriptive text and to know the proper strategy that can be implement in teaching reading comprehension.



- c. For the other researcher, this research can be use as a reference for the next researcher on what strategy is the appropriate in teaching reading comprehension of descriptive text.

