

CHAPTER I

INTRODUCTION

A. The Background of the Study

There are four skills which have to be mastered by the students in learning English namely Listening, Speaking, Reading and Writing. The skills are used to build students' language strategic competence and also to enhance their motivation to learn English. Reading is one of the four language skills, which should be applied in comprehending the textbook. And also reading is an essential skill for all students at all levels and it has a large portion in teaching and learning curriculum. And then the development of knowledge and technology demands the students to be eager to study. The effective of study can be done by reading. The students who like reading will get knowledge and new insight which improve their intelligence so that they are more ready to face life challenge in the future. But all knowledge can't get if it's just reading without reading comprehension or read with deep comprehending the text.

In comprehending the textbook involves multiple skills. The multiple skills not only pronounce the sound of the letter but also all the higher mental processes, such as memory, thought, imagination, organization, implementation, and troubleshooting. They are gathered in comprehending text related one another. By joining multiple skills are hoped to be able to comprehend text correctly. In terms of reading comprehension, students are hoped to comprehend

text and to be interested to do task that teacher ask for them. It is not easy to make the students are interested to the text moreover they do not know how to read well. The reality happened that many students failed in reading because they are not taught reading well. More teachers focus on teaching “reading” not “understanding” as the consequence and also more teachers just help the students to comprehend the certain text and help them to answer the question from the text. As the result, the students tend to have poor reading skill and habits or in other word the students cannot be an independent reader. So if the students give other text, they cannot comprehend the text without their teacher.

The fact shows that the result of teaching reading comprehension is still low. It can be shown from the persistent underachievement of Indonesian students in the area of reading comprehension that has been documented in numerous high profile reports. The data that has been observed and showed in International Student Achievement in Reading; the reading score of Indonesian students as reported by PIRL (Progress in international reading literacy, 2006) is very low. Indonesia got the fourth lowest rank from 45 countries. Furthermore, the worse result is also shown in the research which was done by PISA (Program for International Assessment, 2011); the reading score of Indonesian students was the second lowest rank. Indonesia was ranked at 64 from 65 countries. The average scores for Indonesian students for reading are 396.

There are many factors affecting reading comprehension, and according to Dunkin and Biddle (1974) is affected by (1) presage,(2) context and (3) process variable. The process variable is the last determinant of the success of teaching. In

the process variable the two variables (Presage and Context) are implemented in teaching reading comprehension. The teaching of reading comprehension as one of the language competency in English is considered being important as through reading, the students will be easier to add and get the new information from any kind of text. The reading comprehension activity is also expected to make reading as the students' habit and make the students able to understand the text meaning and represent what they have read in their own language through creative and innovative teacher in the teaching reading comprehension process. But in fact as explained before that students tend to have poor reading skill and habits. This indicates that the teaching of reading comprehension should be improved.

Based on the explanation above, this writers interests to conducting this study to investigate realization of the English teachers apply the process of teaching reading comprehension and the student's ability to comprehend text as the impact of the teacher's teaching. This study will be conducted in SMA Negeri 1 Pancur batu, SMA Swasta Era Utama, SMA Swasta Methodist Pancur Batu, dan SMA Swasta Rakyat Pancur Batu at 11th grade students.

B. The Problems of the Study

In line with the background of the study, the problems of the study were formulated as follow.

1. How do the teachers teach reading comprehension in classroom process of teaching comprehension?
2. Why do they do the way they do?

C. The Objectives of the Study

The objectives of the study were:

- 1) to describe how the English teachers teach reading comprehension
- 2) to reveal the reasons of the way they do.

D. The Scopes of the Study

This study is limit to the teaching and learning process in the classroom which is define by Dunkin and Biddle (1974) as the process variable in which the teaching of reading comprehension and the students' ability. The process variable is limit to the interaction between teacher and student that watches, observes or listens while the teaching reading comprehension done.

E. The Significances of the Study

The findings of this study will be expected to be useful for the English teachers as the teacher can improve their understanding towards the students' ability in receive the teachers' knowledge. This also can be a reference and self reflection for the English teachers to consider the importance of mastery the ability of the ways to teaching and to organize the teaching and learning process particularly in the teaching of reading comprehension in order that the teaching process runs effectively and efficiently.