

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is the process of getting meaning of the content and the writer's idea about the topic. Reading comprehension is the ability to understand the idea and information in the reading texts. According to Lems (2010: 3), Reading comprehension is the ability to construct meaning from a given written text. Reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. When the prerequisite skills are in place. Reading becomes an evolving interaction between the text and the background knowledge of the reader. This is accomplished through use of strategies, both cognitive and metacognitive. The essence of reading is comprehension. Reading comprehension is process of readers combining information from a text and their own prior knowledge to build meaning. Without comprehending the text, the readers do not understand the text well and are not able to get the meaning from the text.

In Educational unit Educated Curriculum (KTSP) and written in the standard competence in the syllabus of the First year of Senior high school, students are expected to be able to comprehend the meaning of formal and informally text in the forms of Narrative, Procedure, Descriptive, and Recount in daily life context. Therefore, an ability to comprehend the text is one should be mastered by the students in the first year of senior high school.

There are two types of text genre based on the KTSP curriculum which are taught in the first semester of the tenth grade students. Those are descriptive and recount. Priyana, et al (2008: 69) says that the purpose of recount text is to document a series of events and evaluate their significance in some ways. Thus, recount text is a text which is taught in the tenth grade students where its content to inform the reader about something or sequence of events which happened in the past time.

In teaching reading, a strategy is very important. Harmer (1998: 107) mentions that strategy is an action that the teacher takes to attain one or more of the teaching learning's goals. The strategy can also be defined as a general direction set for the teaching process and its various components to achieve a desired state in the future. The teacher should use many strategies in teaching reading such as applying various teaching methods, media and games in order to stimulate their interests. Brown (2004: 103) said the fundamental of teaching strategies is to make it easier to implement a variety of teaching methods and techniques.

In effective reading, teachers lead each student in the classroom to become proficient and successful readers. Effective teachers do not use only one specific methods and techniques. but implement many strategies and skills to accommodate the needs and learning styles for each individual student in the classroom. Slavin (2000:4) notes that effective instruction is not a simple matter of one person with more knowledge transmitting knowledge to another. Rather, effective instruction demands the use of many strategies. Therefore, successful

reading teachers realize that reading can be taught by using a variety of strategies. It must be modified by the teachers depending on the students' needs. Allington (2002: 740) notes that effective teachers manage to produce better achievement regardless of which curriculum materials, pedagogical approach or reading program they use meanwhile. Walls (2002: 184) defined effective teachers as: Appearing to have better developed schemata for classroom teaching with strong links between subject matter and ways to teach it: to be more effective lesson planners and implementers, and yet be more flexible and reflective in meeting student's needs and facilitating student social and academic growth.

Based on the writer's interview with the English teachers at SMA Negeri 1 Simpang Empat on preliminary observation. It was found that most of the student not reached the passing score when the teacher gave the test of reading recount text. There were some difficulties which were faced by students on recount text. The first, students were difficult to identify the information in generic structure of recount text like orientation, events, and re-orientation. The generic structures inform the readers about information when the event happened, where the event happened, who was involved in the event, what was the series of events that happened, how and why did the events happen, and how was the ending of the event. The second difficulty was students did not really understand about language features on recount text, for example using of past verb form as well as the first and the third person pronoun on recount text. The third difficulty was students lack of vocabulary. On recount text, sometimes students did not know the meaning of past form and specific words which appear in the text. The last,

students had difficulty in inferring significant information in the text, especially to infer the implicit meaning and conclusion of the text. Based on the problem that was found, the writer is interested in the study of the teachers' strategies on teaching reading comprehension of recount text at grade X of SMA Negeri 1 Simpang Empat.

B. The Problem of the Study

Based on the background of the study, the problem of this study is formulated as follows ; What are the strategies used by the teachers on teaching reading comprehension of recount text at grade X SMA Negeri 1 Simpang Empat?

C. The Objective of the Study

In line with this problem, the objective of the study is to find out what is the strategies that used by the teacher on teaching reading recount text.

D. The Scope of the Study

Based on the identification of problems above, the writer only identifies the teacher's strategies on teaching reading comprehension of recount text at grade X of SMA Negeri 1 Simpang Empat.

E. The Significance of Study

The findings of study hopefully will be one of the theoretically and practically contribution. Theoretically, the findings will give some valuable inputs to the development of teaching reading from practice in the classroom developed by the teacher themselves and can be utilized as references of the next researchers who are interested in the same topic. Practically, this study is hopefully to be useful to enlarge and enrich English teachers' qualification to have valuable insight to improve their ability to teach English in providing the students with reading skill especially on recount text.

