

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Teaching English as a foreign language in senior high schools is aimed at providing the students to achieve communicative competence in skills such as listening, speaking, reading and writing. By reading students can gain a lot of knowledge and improve their language skill. Brown (2004:185) states that in foreign language learning, reading is a skill that teachers expect learners to acquire. It is argued as the most essential skill for success in all education context. Reading is very important for students because can enlarge their knowledge, vocabulary, and information, by reading students be able to get complete understanding of the text.

Reading comprehension is a process of reading and comprehending a text. Specifically, in reading process, the readers must comprehend the text. If the students read the text and comprehend the message and the meaning of the text, they comprehend a text. Ruddell (2005 : 30 ) States that reading is act of constructing meaning while translating text. It means reading is process of translating idea and information from the writer to the reader as a form of communication.

Nowadays in the tenth grade of senior high school, narrative text always taught. In learning narrative text, students have to know the components which build it and the content of it, so they can easily to identify the purpose. To help the

students learn it, teachers have to guide and teach them along the learning process. Some teacher usually orients to the students textbook in teaching reading.

Some teacher usually orients to the students textbook in teaching reading, teachers just follows the material of the textbook by reading the text translating into Indonesia and then answers the question in the text. Sometimes teachers don't explain about text structure of narrative text. These activities do not give any influence for improving students ability in reading comprehension because the activities makes students pasive in teaching learning process. It means more teachers focus on teaching ' reading' not ' understanding' as the consequence many students failed to understanding 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.

There are conception of teaching reading comprehension, Gage (2009) said that, teaching should be understand or defined as a concept consisty of six varisbles that can be classified into from main variables, they are (1) presage variables , (2) context variables (3) teacher thought process,(4) process for content of teaching, (5) students thought process and (6) students achievement . The process variable is the last determinant of the success of teaching. 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 background above, the researcher interested to conducting this study to investigate realization the teaching of reading comprehension of narrative text to the tenth grade students. This study will be conducted in SMA Negeri 1 Sibolangit, SMA Swasta Deli Murni Bandar Baru at 10<sup>th</sup> 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 of narrative text?
2. Why do the teachers teach 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 of narrative text.
- 2) To reveal the reasons way they teachers do they way.

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

This study is limited to describe the way of teaching reading comprehension of narrative text and reason of doing it.

### **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.

