

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

Language is a means of communication as well as a systematic means of communication by using sound or conventional symbols. It is a code used to express and communicate all purposes that needed by the language users. In addition Alwasliah (1993) says that language is a purely human and non instinctive method of communicating ideas, emotion and desires by means of a system of voluntarily produced symbols, commonly symbols are represented by words. Based on the definition above, it seems that there is an emphasis on the components of language such as vocabulary, reading, listening and aspects of language. Therefore, the language would be very useful if it is communicated with others to get the meaning of language itself.

To understand the language, It can be said that one must be able to comprehend the text. The language users have to invent the meaning of the words as many as possible either in a sentence at least. And by knowing the meaning of the words, one would be able to get the idea from the reading text.

An English teacher should be able to manage a strategy in teaching reading comprehension in order to help the students understanding the reading text as Herrell and Jordan (2004:05) defines that strategy as a way that can be used across curricular areas to support the learning students. It means that it is very important for teachers to apply planned strategies to maintain effective teaching.

Although many previous research reports have given a comprehensive portrait on teaching Reading Comprehension strategies, the researcher think that it is important to explore the relevancy of the teacher's strategy on teaching Reading Comprehension with syllabus and lesson plan. In this case, this study focused on to examine the seven English teachers strategies whether their strategies had any relevancies with their syllabus and lesson plan while they execute the process of teaching learning on Junior high school.

In the English curriculum, the government has regulated how to treat English as a foreign language, which must be mastered well by all students. More over Gurning(2010) states in his journal that the development of curriculum should take into account the kind of literacy. Therefore In the teaching and learning process , the teachers are also expected to be able to teach English well and the students are expected to learn and practice English fluently, good at listening, speaking, reading and writing. Therefore English teacher should have good performance in teaching English so that the students would understand what he / she is going to teach at that time. The performance of a teacher plays an important role in the teaching and learning process because as a teacher he / she has many functions in education. He / She would be acted as an educator, a manager of the class, a guide or a facilitator, a motivator and a stimulator and also a researcher or as an informant. A teacher could be a producer because he / she products a lesson plan which is arranged based on the syllabus stated by the government and he / she must be able to manage the teaching learning process, facilitates the students in learning and guide them to use many supported learning circumstances. He / she gives motivation to his / her students and observes the

willingness of students. It can be said that the teacher should serve the students as sincerely as possible. It is connected with the motivation of the teacher what goals that they want to achieve : as Gardner states motivation presents a schematic representation of this model. There are four sections, external influences, individual differences, language acquisition contexts, and outcomes. In the socio-educational model, motivation to learn the second language includes three elements. First, the motivated individual expends effort to learn the language. Second, the motivated individual wants to achieve a goal. Third, the motivated individual will enjoy the task of learning the languages. (2001). As a language teacher, he / she must make decisions at all time. Some of the decisions made are relatively minor ones should be assigned that particular day, for instance other decisions have more preformed implications. What should be the goal of language instruction ? Which language teaching method will be the most effective in reaching it? What is the best means of evaluation to see if it has been reached? There is no a single correct answer for those questions. It is believed that a teacher should be informed about some of the possibilities to make better decisions.

There are some conditions found in the reality as the reasons for analyzing the relevancy of teacher's strategies in teaching Reading Comprehension, as follows : (1) the English National Examination consists of short texts, (2) the students mostly failed to answer the questions in grasping the main idea of the text, (3) most of the students do not know what they want to know from a text. Therefore in teaching- learning process, a teacher should know the best method that she/he wants to use and moreover the teacher should be able

to predict and to divide the time in the process of learning-teaching. Sihombing,(2010) In Her writing, she concludes that teachers are agent of changing the weakness of their students' cognitive achievement into the better one , changing students' bad manner into the educated one and improving students' less skill into the more accepted one. To do all of them teachers should be skillful enough.

At least there are three factors which make the teaching- learning process not developed well in every school. (National Education Department 2000 :1,2) namely :

1. Education production function input – output analyses are not done consequently.
2. The application of education is done bureaucratically and centrally.
3. The role of society, parents in doing education is very poor.

To overcome the above problems, the government has made some efforts for example by upgrading the teachers giving the new methods and performances in the process of teaching learning in the class and by revising the hardware and software of education. And it can be seen by the autonomy declaration, which is stated by Laws No. 22 and 25 , 1999. It influences the planning , application, and evaluation in education as Sidi (2010 : 10) says that :

There are four issues that should be realized in educations :

1. The effort in improving education's quality which has been done by determining the aim and education competence, which are realized in an agreement of government and society.
2. The improvement of education management which is meant as the

management of school based management, by giving the chance to the school to manage all the resources in that school in order to gain the successful education.

3. The improvement of the education quality is based on community and teachers' education. In this case, the role of parents and society are very important in decision - making and operational level , which is done by school committee. This committee consists of the headmaster, teacher and student representative , parents and the society.
4. Education should be given to all the students in Indonesia without making any discrimination. It relates with the fund of education that should be handled well and transparent.

While for the sake of English teaching learning process, the general objectives of teaching English of education as stated by the Minister of Education and Culture (Curriculum 2006) are to :

- a. enable the students to read books and other library materials.
- b. understand lectures delivered by English speaking lectures.
- c. take notes.
- d. communicate orally with English speaking people.

However many teachers mostly do not care about the relevance of the teacher's performance with syllabus and lesson plan while they are teaching in the classroom . They just think that their duty is just to finish the contents of the curriculum instructed by the government, therefore some students cannot grasp the aim of the teaching process.

In fact as a good teacher , he/ she should prepare their lesson plan well in order to support their performance in the process of teaching learning especially when the teacher wants to teach reading He or she should arrange the lesson plan well because in teaching reading the students need to master the vocabulary and to grasp the main idea of the text so that the students get information as much as possible through reading itself.

As we know that Lesson plan is a teacher's guide to do the learning process in class, laboratory and every teaching learning take place. A lesson plan has a basic competence. Because of that, all points that have been written down in lesson plan covers directly the learning activity in order to achieve the basic competence mastering. Every teacher should make a plan and arranged their teaching and learning before he / she teaches the students. Planning is an anticipatory decision making. It involves deciding what to do, how to do and when to do something. By making the lesson plan, the teacher would have some advantages in the teaching learning process such as :

1. The aim of the lesson which is identified and maintained.
2. The lesson material which is selected and arranged in a logical manner.
3. An instructional method and technique which is selected appropriate to the learning task and the needs of the students.
4. The students who are involved largely in the teaching learning process.
5. The time of the teaching learning process could be managed properly.

Before the teacher arranges the lesson plan, he / she should arrange school syllabus based on the Content Standard (Standar Isi), Competence Standard (Standar Kompetensi) , the material , the procedure of teaching learning process, indicators, assessment , time allocation and the source. Therefore , a syllabus would cover :

- a. The student's competence which appropriate to the students.
- b. The materials to be discussed and learned to fulfill the content standard.
- c. The performance that should be done by the teacher to influence the students interaction with the learning source.
- d. The indicators that should be formulated to achieve the basic competence and competence standard.
- e. The students' achievement based on competences which is elaborated into indicators as the criterion to determine kind and aspect of evaluation.
- f. The time used for achieving the content standard.
- g. The source that would be used due to the competence standard. (based on Curriculum 2006)

The syllabus is elaborated by the teacher himself/herself or done by the same lesson in that school or done by the teachers from many different schools but have the same vision and the unity of subject matter .It cannot be said that a student has mastered English if he / she had good score in grammar if he / she could not be able to apply English as their tool to communicate among them. Actually the students should master the vocabulary because mastering the

vocabulary is an important point in communicating in English. The teacher is the key agent to apply the syllabus become a lesson plan as authentic program. The best teacher should arrange and prepare the lesson plan well, so that the process of teaching learning would be relevance with the teacher's performance. Relevance as an Explanation of Communication. Lawrence D. Roberts defines that There are three kinds of relevance, they are : 1. the relevance of an assumption to a context 2. The relevance of an assumption to an individual and 3. The relevance of phenomenon to an individual. (Roberts D Lawrence, 45)

However many teachers teach the students without preparing the tools of the process teaching learning and it can also occur at SMP Negeri 2 Delitua.

1.2.The Problems of the Study

Based on all ideas presented above there must be action to apply particularly to settle the problems available dealing with the teaching learning process. The problems of this research are formulated as the following :

- (1) What are the teachers' strategies used in the process of teaching Reading Comprehension ?
- (2) Do the teachers apply their lesson plan in the process of teaching Reading Comprehension at SMP Negeri 2 Delitua?
- (3) Why do they apply the Lesson Plan the way they do in the teaching of Reading Comprehension at SMP Negeri 2 Delitua ?
- (4) Are the strategies applied by the teachers relevance with the strategy in teaching Reading Comprehension?

1.3.The Objectives of the Study

Based on the research questions above, the main purposes of this research are to find out the following:

- (1) To find out how the English - teacher's elaborate the syllabus into their lesson plan in the process of teaching Reading Comprehension.
- (2) To find out how the English - teacher's apply their lesson plan in the process of teaching Reading Comprehension
- (3) To find out how the English - teacher's apply the strategies in teaching Reading Comprehension at SMP Negeri 2 Delitua.
- (4) To find out how the teacher's strategies have any relevance with syllabus and lesson plan in teaching Reading Comprehension.

1.4.The Scope of the Study

The research is limited to the relevance of English teacher's strategies with syllabus and lesson plan in teaching Reading Comprehension at SMP N 2 Delitua. The application of syllabus and lesson plan will be based on National Education Minister Rule No.41 / 2007 about Process Standard. These process contain the activity and the strategies connected with the teachers performance in the teaching Reading Comprehension at SMP Negeri 2 Delitua.

1.5.The Significance of the Study

The results of this research are expected to be significant theoretically and practically for education field. Theoretically the result of the research can provide new contribution to the teachers' strategies and development of the

conceptual knowledge about the significance of lesson plan in the process of teaching Reading comprehension.

While practically, after conducting the research, the researcher hopes that the research could contribute to the English teacher as a pattern to develop their lesson plan and self reflection to consider the importance of contribution of syllabus and lesson plan in the teaching reading comprehension so that it has relevance with the performance of English teachers. More over the principal of the school could easily develop his / her teachers' knowledge to arrange the syllabus and lesson plan that stated by the government. And as the supervisors of the education would be more easily to observe the teachers' activity and could help the teachers to reconstruct the teachers' performance and to improve the qualified lesson plan so that there is a gradual improvement of the quality of the teaching learning process. As for the National Educational Department of Deli Serdang as the education administrator, the research would result a contribution to strength the teachers' skill and in managing the lesson plan by organizing the teachers through an organization for teachers in that regency.



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