CHAPTER I

INTRODUCTION

A. The Background of the Study

In learning English, reading is one of language skills that students should mastered. The students can spend their time to gather information, knowledge, vocabulary. And by that process they can think anything about it and also feel the meaning in it. If they can think and feel the text that they read. They are one step ahead in mastering reading skill. Dean (2013) suggest that reading is more than seeing words clearly, more than pronouncing printed words correctly and more than recognizing the meaning of isolated words. Reading requires you to think and feel. Reading is not just looking and pronouncing words in the text but comprehending all the components of a text. Therefore, reading skill is not as easy as it looks. It is not easy to mastered. Because the student shoul able to comprehend all component of the text. They have to read the English text effectively and efficiently in order to get information from reading the text.

Teaching reading is not always about understanding the text, it is also about the way to help students realize their responsibility as the readers. In order to help them in realizing that, teachers should give them more information about how to gaining meaning of a text. Just like Byrness and Wasik (2009) said that gaining the meaning of texts is the readers' responsibility in order to make sense of texts. In teaching reading, teachers should make sure that they have give the students everything they need to improve their sense of gaining the meaning of the text. If they able to gain the meaning, it means that they are able to comprehend a text.

Further, Vacca & Vacca(1999:53) state that there are some strategies in teaching reading comprehension; scaffolding, think-aloud, reciprocal teaching, SQ3R and QARs. To reach good reading skill and achievement , teacher should apply the appropriate teaching strategy to comprehend the text. The teacher may search for the strategy from the expert, develop the available strategy or even create the strategy itself.

In teaching reading recount text, teachers need build a plan to success their strategies. And if teachers want it to happen, they should make sure that they have understand their roles. As Mustikasari (2011,p.155) stated that teacher is center of attraction in the classroom, since he plays an important role in the classroom." The teachers have a role to guide the student to learn how to read. By ensuring the the students able to show a demonstration of reading, it will help the student in achieve a good skill in reading, especially reading recount text.

There are some kinds of text that the student will deal with. They are recount, narrative, procedure, description, and news item text.

SMP Hikmatul Fadhillah is one of junior high school in Medan Tembung. As one of junior high school, English is one of the subject that should be mastered. Because English is taught 2 x 45 minutes twice a week. The curriculum that is used in SMP Hikmatul Fadhillah is 2013th Curriculum Revised (K 13) in which students have a bigger part in seaching information than teacher shoud give to them.

The success of teaching and learning process in reading recount text for grade 9th SMP Hikmatul Fadhillah are determined by materials of reading, teachers, students, facilities, and teachers' strategies in teaching reading recount text. Based on the writer's preliminary observation on March 9th, 2020 which was conducted by interview with

teachers and students in SMP Hikmatul Fadhillah, the writer found that in learning recount text, students face some problems. Based on interview with students from 9-1 Class, the writers conclude these problems :

1. The students did not understand what the teacher taught when teacher gave them a recount text.

2. The students did not undertsand the meaning of text in recount text.

3. The students can not answer the teacher's questions about recount text.

4. The students still face problem in pronouncing word. Their tongue still got slip. Even the teacher had taught them how to pronounce the words.

If the teacher knows about strategies in teaching, and use it in teaching reacing recount text. The students must be able to surpass the problem above and will decrease the opportuny of problem to appear. But in fact, the students still face those problems. There are many kinds of strategies in teaching reading recount text that can be used by the teachers such as scaffolding, think aloud, reciprocal teaching, QARs, SQ3R, Pre-Reading, While-Reading, Post-Reading and before-reading, during-reading and after-reading. . In this case, the writer purposed to do a research in order to obtain deeper informations about teaching strategies of reading recount text that used by both of the teachers in SMP Hikmatul Fadhillah in grade 9th.

Rahmiati (2010) investigated teacher's strategies in reading recount text. She choosed a teacher of first year senior high school. The research was very detail by using 4 times questionaires. And it was quite accurate by giving percentage from the results. In contrast, the research was not effective to the whole teachers because of single object usage. And using 4 times questionaires spent many time. There are some relevants of this

research with the writer's research. Rahmiati and the writer have the same variables, they are teacher strategies and reading recount text. In the writer's research, the writer focused on conducted the research using two teachers as object. And the writer also choosed nineth grade.

Furthermore, Delfi and Yamat (2017) analyzed teaching learning reading. This research had well-structured sources because of twenty articles they have analyzed. And this research automatically contained wide knowledge about reading. In contrast, their research was not complex at all, because their research focused on analyzed articles. The relevant of their research with the writer's is just on the topic, that is teaching reading. Beside that, the writer would like to conduct a research not only read teaching reading articles but also investige teachers' strategies in reading recount text.

After concluding the previous studies above, the writer finally considered the research on analysing teacher teaching strategies that focus on reading skills and recount text as the genre. Where the researchers above have not ever done this research. In this research, the writer would like to explain more than one tachers' strategy where the other researchers have not conduct it yet. They also have never conduct research with 2 teachers as objects. And the data sources of this research are not only come from articles. And the writer just focused on literal level of reading where the whole researchers from previous studies have not conduct a research that discuss about it. Therefore, the writer decided to conduct this research.

B. The Problems of the Study

Based on the background of the study above, the problems of study formulated as follows :

1. What strategies in teaching reading recount text t used by teachers at SMP Hikmatul Fadhillah?

2. Why do teachers use the strategies in teaching reading recount text?

C. The Objectives of the Study

The objectives of the study are as follows :

1. To investigate the strategies in teaching reading recount text that used by teachers at SMP Hikmatul Fadhillah

2. To elaborate teachers' reason of using strategies in teaching reading recount text in SMP Hikmatul Fadhillah grade 9th.

D. The Scope of the Study

There are three levels of reading, they are literal, inferential, and critical. This study will be focused on students' literal level in nineth grade.

E. The Significances of the Study

The findings of this research hopefully can be useful to teachers theoretically and practically. Theoretically, the findings of this research provide informations and theories of teachers' strategies in teaching reading recount text.

Meanwhile, practically the findings of this study will be useul for :

1. To English teacher, this research is expected to be beneficial for English teacher in developing and innovating their strategies in teaching and learning process of reading comprehension, especially on teaching reading recount text.

2. Other research, as a reference for conducting research that relate to teachers' strategies in reading comprehension analysis.