

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

One of the strategies which should be managed and applied by teachers in the classroom is teaching reading strategies, because learning reading is a must for the students. Grabe and Stoller (2011) define reading as the ability to draw meaning from the printed page and interpret this information appropriately. In learning activity, students are expected to get the message from the writer through the text and comprehend the text in order to catch the message to answer some questions related to the text during the reading process.

As a process, a reading strategy involves ways of processing text which will vary with the nature of the text, the reader's purpose, and the context of situation. These strategies indicate an important role of a teacher to reach the objectives of teaching reading comprehension. It means that an English teacher should create a good environment to support students in using their language especially while teaching the reading comprehension.

Wallace (1992: 85) differentiates the strategy of teaching reading comprehension into three steps. They are: pre-reading activities, while-reading activities, and post-reading activities. In pre-reading activities, teacher invites the students to call out words, knowledge and experience that is relevant to the text or it is called brainstorming. Generating text type or text structure and discussing new vocabulary are also the activities that can be done in pre-reading. While-reading

activities are filled with reading aloud and silent reading session. In reading aloud the students will have the opportunity to encourage them to the text; meanwhile, silent reading is done to get meaning from print in focus. In post-reading activities the teacher conducts activities such as clarifying and justifying the answer; scanning questions; summarizing; learner's purpose, and following up. All of these activities then lead to the goal of teaching reading comprehension. Hedge (2003) states that any reading components of an English language course include a set of learning goals for; the ability to read wide range of texts in English, building knowledge of language which will facilitate reading ability, building schematic of knowledge, the ability to adapt reading style according to reading purpose, developing awareness of the structure of written text in English, and taking a critical stance to the contents of the text.

Reading is dealing with the text, in which text has several different genres such as describing, narrating, arguing, explaining, and instructing (Knapp and Watkins, 2005). Swales (1990: 53) describes genre as communicative event which are socioculturally recognizable. Genres are social events not only in terms of the social roles and purposes of those who create them as speakers or writers, but also the communicative function of the resulting spoken or written text is recognizable to a particular community of listeners or readers. Each text, therefore, has different text structure and language feature.

Recount text is one of genre that is taught in junior high school. Recount is used to retell an event or experience in the past. In teaching reading comprehension of this genre, there is no specific technique or strategy. Nevertheless, the strategy

used by teachers make a deal in achieving the goals of reading comprehension, as the teacher and the students are the main actors of this activity to determine the success of reading comprehension. Antoni (2010) states that the teachers are suggested to give instructions of teaching strategies to students with low-level association responses before starting the reading activities, and give some guidances to students with partly-formed knowledge. Further, Mahardinata (2012) in his research finds that the problems of teaching reading were about the less of the materials, vocabulary or unfamiliar words, and the level of difficulty of reading skills caused boring to the students in joining reading activity.

In the classroom activities, teacher needs to boost student's achievement. A teacher should be creative and active to help the students to recognize the information that they never know before. Considering the importance of reading skill, the teaching of reading in the classroom is very influential. The reading activities in the classroom should be meaningful for the students and it cannot be turned to be passive activity. They have to be communicatively happened between the teacher and students. Then this creates the classroom interaction between teacher and students during the lesson.

Interaction is needed in teaching and learning process in the classroom as the teaching and learning process is reflected on this way. Interaction helps student develop language learning and social skills. Richards (1992) defines classroom interaction as the patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms. The social relationship

occurred happens between the student and teacher where the teacher initiates the student then the student gives the responds.

The way the teacher initiates the student will give the impact of teaching process. Abdullah (2005) on his research in Pakistan found that the way of the teacher teaches reading comprehension affects students' comprehension skills. The students still having struggle to understand the text even after reaching the higher grades, because the teachers still use traditional ways for teaching reading. They are not familiar with the latest ways and appropriate trends of teaching reading in ESL/EFL contexts. According to that research, teacher's strategies will affect the teaching of reading comprehension.

Durkin (1993) in AL Moore (2000) states comprehension is the essence of reading and the active process of constructing meaning from text. Snow (2002) states comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation. Teacher in the classroom plays an important role to guide the student to achieve the goal of comprehending recount text. The teacher has to activate the student expectation toward the text by delivering the idea about how to construct the meaning of the text, explain the social function of recount text, and identify the generic structure and the language features used in recount text. What the teacher needs to do is to guide the student with the knowledge from the nature of the recount text to facilitate the reading comprehension. Sibarani (2016) in his research finds the prove that the teacher is the key determining factor in classroom practices

including for fostering the text structure knowledge and ways of applying the knowledge to develop the students into independent readers or becoming good at reading comprehension.

Based on the observation in which the writer did in SMP Muhammadiyah 05 Medan on March 6<sup>th</sup> 2019, both the teacher and students said that they face the problem in mastering the reading comprehension lesson. The problem came from the students in which they felt so hard to digest a word in English. This problem was also found by the writer during her practical teaching in that school, that was the students were lack of vocabularies. It turns out that lack of vocabularies affected the reading comprehension activity in the classroom. This situation made the teacher had to translate all the meaning from the text before asked the student to answer the question. Although it took time in teaching, but some of the students answered the reading comprehension task correctly and got the minimum score. It was proven from the result of the students' task after doing the reading comprehension text.

The writer found that the teacher elaborated the genre knowledge in teaching reading comprehension of recount text. More, to get the valid data, the writer also observed the teacher in SMP N 37 Medan and found that she taught teaching reading comprehension of recount text by informing the genre knowledge. Some scholars (Paltridge, 2002) argue that genre knowledge which includes an understanding of the social and cultural contexts of genres, the language choices within the genres, and a sense of what is and what is not appropriate in certain contexts which reflect the norms and values of a discourse community is important

for second language learners. That knowledge about genres which includes awareness of their names, purposes, and language features is essential for effective reading. Even if there was still the problem that arisen from the students' background knowledge of the text material, but overall the teachers used the good ways in delivering the material of teaching/reading comprehension.

Referring to the outcome of the teaching and learning in both of the school, it seemed quite different. It was relevant to the category of teaching proposed by Gage (2009), that the teaching and learning process influenced by the category of presage category (teacher) and context category (student). In which, the background knowledge of the teacher and the situation of the students place the significant result of the product to deliver the success in teaching and delivering the material. Looking for this reason, the writer was interested in analyzing the way of teaching reading comprehension of recount text to the student as reflected in the classroom and the reason under it.

#### **B. The Problems of the Study**

1. How do the teachers teach reading comprehension of recount text in the classroom?
2. Why do they teach it the way they do?

#### **C. The Objectives of the Study**

1. To describe how the teachers teach reading comprehension of recount text in the classroom.

2. To reveal the reason of why the teachers teach reading comprehension of recount text the way they do.

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

There are some branch of language skill such as speaking, writing, reading, and listening; but the writer will be focused on analysing the way of the teachers teach reading comprehension of grade 8 at SMP Muhammadiyah 05 Medan and SMPN 37 Medan and the material is recount text.

#### **E. The Significances of the Study**

It is expected that the findings of this study offer theoretical and practical significance.

Theoretically, the findings of this study later are expected to be useful for the enrichment for addition of some new theories and information in the area of how the teachers teach reading comprehension in teaching and learning practice.

Practically, the findings can be useful for the teacher to be aware in implementing the strategy in teaching reading in order to achieve the goal of reading comprehension to the students.