

CHAPTER I

INTRODUCTION

A. Background of Study

Teaching English as a foreign language in Senior High School 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.

Teaching is an essential part in education. Teaching has the special function which transfers the knowledge, develops understanding, and builds characteristics and someone's behaviour. Gage (2009) argues that teaching is a form of interpersonal influenced aimed at changing the behaviour potential of another person. Teaching is not an easy activity to do. The people who do the teaching activity calls teacher and the people who are teach by the teacher normally called student. The process of teaching related to transfer the knowledge, develop understanding and skill, and to build the characteristics and behaviour of someone the teacher must to be qualified and mastery the things related to teaching.

Teaching refers to the work of teachers in transferring knowledge to students. Brown (2007:8) asserts that teaching is the way of showing or helping someone to learn, how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. So from

the understanding can be concluded that a teacher should be creative and active to help the students know something that they never know before and improve their prior knowledge. In this research the the researcher should be focused on the teachers in teaching reading comprehension to the students.

Reading comprehension in this era is really important. In Indonesia, the education ministry always reminds all Indonesia students to read more and more to have a wide knowledge. The new knowledge that got from the text will enhance the students' background knowledge after reading. It is explicitly defined in the purpose of reading comprehension which are to search simple information, to learn from text, to integrate information, write and critique text, and for a general comprehension (Grabe and Stoller, 2002:14).

Reading can be challenging, particularly when the material is unfamiliar, technical, or complex, Danielle (2007). When someone read a text, it is not just read the text word by word. They need to comprehend the text deeply to understand what is said in the text. To get the point, to get the information in the text, the readers are not only read the text word by word but they also need to go beyond the text to get it. The students who like reading will get knowledge and new insight which improve their intelligence so that they are more ready to face life challenge in the future. But all knowledge can't get if it just reading without reading comprehension or read with deep comprehending the text.

Reading comprehension is a process of reading and comprehending a text. Specifically, in reading process, the readers must comprehending the text. If the students read the text and comprehend the message and the meaning of the text, they comprehend the text. Rudell. (2005 : 30) states that reading is act of

constructing meaning while translating text. It means reading is a process of translating idea and information from the writer to the reader as a form of communication.

In the process of reading the reader needs the comprehension to get the meaning inside the text. It is commonly called reading comprehension . Klinger (2007) asserts that reading comprehension involves much more than reader's responses to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy used) as well as variables related to the text itself (interest in text, understanding of text type).

Teaching reading comprehension, like teaching other subjects, involves four main variables, they are (1) presage category, (2) context category, (3) process category and (4) products and process category is broken down into three categories, namely (a) teacher thought process in planning, and deciding, (b) teacher thought process and the content of teaching, and (c) teacher thought process and students' thought process. The presage category refers to the teacher's knowledge, belief, experience, and education. The teachers' thought process which is extensively involved in the process category and highly correlated with the students' achievement is significantly dependent on the presage variable (Gage, 2009: 51-56). This implicitly conveys that the teacher is the key determinant factor of students' achievement.

As the researcher's experiences when she was learning in senior high school, the English teachers only asked the students read a text, then they had to answer the questions below the text. The teachers often asked the students

translated the reading text. The researcher found the same case in SMA N 1 ONANRUNGGU by interviewing the students. After doing the teachers' instruction, the students actually didn't know the meaning or the message delivered in the text, even though they had answered the reading task. This reality showed that many students are failed in reading comprehension because they are not taught reading well especially in narrative text.

The reality showed that some teachers usually orient to the students' textbook in teaching reading. The teacher just follows the material of the textbook by reading the text, translating into Indonesian, and then answers the question related. These activities do not give any influence for improving students' ability in reading comprehension because it cannot give contribution to students; it makes the students only passive in the teaching learning process. It means more teachers focus on teaching "reading" not "understanding" as the consequence, and also more teachers just help the students to comprehend the certain text and help them to answer the question from the text. As the result, the students tend to have poor reading skill and habits or in other words, the students cannot be an independent reader. So if other text is given to students, they cannot comprehend the text without their teacher's help.

The teaching of reading comprehension as one of the language competencies in English is considered being important as through reading, the students will be easier to add and get 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 teaching reading comprehension process. But in fact as explained before that the students tend to have poor reading skill and habits. This indicates that the teaching of reading comprehension should be improved.

Considering the explanation above, the writer interested to conduct this study on investigating the realization of the the teaching reading comprehension of narrative text to the tenth grade students.

B. The Problems of Study

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

1. How do the teachers teach reading comprehension of narrative text to grade X students?
2. Why do the teachers teach the way they do?

C. The Objectives of the Study

In line with this problem, the objective of this study is :

1. To describe how the teachers teach reading comprehension of narrative text to the grade X students.
2. To reveal the reasons why the teachers do the way.

D. The Scope of the Study

Based on the identification of the problems above, this study is limited to identifies the teacher's way on teaching reading comprehension of narrative text at grade X students.

E. The Significance of the Study

The findings of this study will be expected to have both theoretical and practical perspective:

1. Theoretical Perspective

- a. The result of the research will be useful to improve teaching learning process in reading comprehension of narrative text.
- b. The result of this research can be used as a reference for those who want to conduct a research about teaching reading comprehension of narrative text.

2. Practical perspective

a. For teachers

The writer hopes that this research will be useful for the English teachers to 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 teach and to organize the teaching and learning process particularly in the teaching of reading comprehension of narrative text in order that the teaching process runs effectively and efficiently.

b. For students

The students who want to improve their ability in reading comprehension of narrative text and solve their problem in reading.