

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Currently, six languages have become international languages, one of which is English. English has an important role apart from being an international language. Still, it has also become one of the human needs in the era of globalization to have the ability to speak English so that someone can face the high global competition between countries. Harmer (2007:11) says that " Many people learn English because they believe it will help them communicate and travel internationally in some way. Such general English students frequently may not have a specific motive for attending English classes, but just want to learn to speak (and read and write) the language fluently for wherever and whenever it may be useful to them."

In English, four skills must be mastery, namely: listening, speaking, reading, and writing. All these skills are important because, in everyday life, people cannot be separated from using the four language skills. Naturally, the four language skills are interrelated so that someone who wants to master English will develop these four that English language skills are important.

Although all skills are important but reading is one of the receptive skills. Students can improve their language skills and gain experience by participating in these activities. Reading is one way to gain knowledge, ideas and information from what we have read. Then we can learn something that was previously

unknown. In English, reading will make us get a lot of vocabulary this will help us in writing and speaking in English. According to Laddo (2007), reading makes people smarter and more creative.

When it comes to reading, one of the pillars of the act of reading is comprehension. When someone reads a text, he engages in a wide range of cognitive processes. The individual is employing his awareness and knowledge of phonemes (specific sound "parts" in language), phonics (connection between letters and sounds and the connections between sounds, letters, and words), and capacity to grasp or generate meaning from the text all at the same time. Reading comprehension is the final component of the act of reading.

According to Dean (2013), reading entails more than seeing the words clearly, accurately pronouncing the words printed on the page, and understanding the meaning of isolated words. It is necessary to think and feel while reading. Reading entails not only seeing and speaking the words in the text, but also comprehending all of the text's elements. As a result, the objective of all reading is to comprehend the message provided in the written word.

In Indonesia, English is a compulsory subject that learned by students from elementary school to college. Based on the 2013 Indonesian curriculum education, there are several texts that must be taught and studied by students, namely: descriptive text, reports, narratives, recounts, procedures and so on. All of these texts have different generic structures, purposes and linguistic characteristics. In this study, researchers focused on procedure text. Procedure text was first

introduced at the junior high school level. Procedure text is text that tells the reader how to do something in a sequence of steps, for example how to make jelly, how to play a game and how to use something.

However, none of these texts are simple because each one contains a large amount of vocabulary, grammatical structures, and unique storylines. Students will need to put in a lot of effort to comprehend all of the texts so that they may master the material and answer the text's questions. Reading comprehension refers to the ability to comprehend text.

From the *magang 3* in junior high school and *KKN* that have been carried out by the researcher, the researcher found that there are still many students who find it difficult to understand the contents of the text when given reading questions. This happens due to the lack of vocabulary and students' interest in finding out the contents of the text plus the teacher Only giving assignments to students and paying less attention to students in doing the reading assignments that have been given. Therefore, the teacher must help the students in all the difficulties they experience because it is an obligation for the teacher to help the students achieve the learning process. They have to find the best way to teach reading.

In other words, they must deal with teaching methodologies. Furthermore, a teacher must devise an effective and efficient teaching and learning method in order to boost students' enthusiasm and encourage them to participate actively in class. The teaching and learning process will not function smoothly if the teacher's

strategy is still lacking. According to Richards and Rodgers (2004: 27), throughout the teaching and learning process, a teacher acts as a catalyst, consultant, guide, and example for learning.

from the explanation, it can be said that the strategy in the service process is important to help students in the learning process, especially reading comprehension which can reduce problems such as those found by researchers in experiences during internships and KKN.

Based on preliminary data conducted through the author's interview with the 9th grade English teacher at MTsN 2 Langkat, there are interviews from the interaction of researchers and teachers, the data obtained are as follows:

(R): So far, what strategy have you used in teaching procedure text in reading comprehension?

(T): In reading comprehension, I usually use a lecture strategy, then the students will read alternately and then end with a protect recall text.

(R) : How is procedure text on reading comprehension for grade 9 students?

(T): Procedure text for grade 9 students is an interesting text because in the learning process there are exercises. It is also known that in the 2013 Curriculum for Junior High Schools in Indonesia, the basic competence of teaching English to grade IX students is that students can identify generic social structures and functions effectively and efficiently. So, procedure text also focuses students on reading comprehension where students are able to answer questions and provide

information related to food recipes, short and simple according to context, and students are able to practice reading aloud and spelling correctly.

(R) : then maam, do students have any difficulties when learning procedure text on reading comprehension?

(T): Yes, although this text is interesting for them, they still have difficulties in learning reading comprehension, usually have difficulties such as when identifying the text, pronouncing words and still missing words.

from the initial data above, it is known that the teacher said that she used a lecture strategy on reading comprehension but we can know that lecture is not a strategy but a learning method. Therefore, researchers want to find and ascertain what strategies are used by the teacher so that they can help students in the learning process. Then based on the results of the interview above, it is also known that reading is a skill that is highly valued by students and teachers. Students almost get text in their studies. The text is difficult or easy, depending on the factors inherent in the text, on the relationship between the text and the knowledge and activities of the readers involved.

In Junior High School, reading is not easy. In fact, many ninth grade students still have problems understanding English learning, especially in their reading comprehension, still lack of words. Their understanding can be achieved through the way they read. Their low comprehension is shown when they do not understand what they read. Students cannot answer based on choice, this may be due to limited vocabulary and poor memory of questions. As soon as they read,

they have to close the text, but they cannot answer the question because they cannot retain what they have just read. In reading activities, students are forced to know the star and explicit message of the text given. Some students face difficulties in reading English texts. They must learn to navigate through unfamiliar vocabulary and grammatical structures.

However, another fact was also found by the researcher that the 9th grade students got a score of 65 on reading comprehension in procedural texts. It can be seen from their score list, that the English KKM at MTsN 2 Langkat is 70 and students get a score of 65. This proves that students have not been able to pass the English KKM score at school. then this becomes a challenge for a teacher to be tested as a facilitator of the learning process, teachers are required to utilize various methods and learning strategies to help students overcome the difficulties they experience so as not to adversely affect student learning outcomes.

This makes the researcher assume that the 9th grade English teacher at MTsN 2 Langkat applies strategies to help students in reading comprehension. From the explanation above, researchers are interested in researching teacher strategies because this research can be used as a reference by other teachers in determining the teaching strategies they will apply in their daily teaching activities, especially in reading comprehension.

The strategy of teaching reading comprehension is one of the tactics that must be used by teachers but sometimes teachers do not realize that they are not implementing strategies in reading comprehension and there are also teachers who

do not even know that in fact they have applied several strategies in reading comprehension to students. According to Wallace (1992:57), a reading strategy is a unitary activity that cannot be separated into part skills. This means that a reading strategy is a process that involves several ways of processing text depending on the nature of the text, the reader's objective, and the context of the circumstance. A teaching strategy is a generalized plan for a lesson or a lesson that comprises structure, desired learner behavior in terms of instructional goals, and an explanation of techniques required to accomplish the strategy (Strasser, 1964).

According to Vacca & Vacca (1999:53), there are some strategies in teaching reading comprehension : Scaffolding, Think-aloud, Reciprocal Teaching, SQ3R (Surveying, Questioning, Reading, Reciting, Reviewing), Question-Answer Relationship (QARs). So in this study, the author uses the theory to analyze the teacher's strategy and the author wants to match it with the reality in MTsN 2 Langkat, of the overall strategies mentioned by Vacca & Vacca (1999) which one is used and applied by the Grade 9 English teacher at MTsN 2 Langkat.

Based on the explanation above, researcher want to analyze in “EFL Teachers’ Strategies in Teaching Procedure Text on Reading Comprehension of Ninth Grade Students at MTsN 2 Langkat in Academic Year 2021/2022” order to know what kind of strategies used by the teachers in teaching Reading Comprehension and how the teachers implement the strategies in teaching Reading Comprehension.

1.2 The Problems of the Study

Based on the background stated above, the problems of this study are formulated:

1. What kind of strategies used by the EFL teachers in Teaching Procedure Text on Reading Comprehension of Ninth Grade Students at MTsN 2 Langkat?
2. How is the strategy used by the EFL teachers in Teaching Procedure Text on Reading Comprehension of Ninth Grade Students at MTsN 2 Langkat?

1.3 The Objectives of the Study

Related to the questions, the objectives of the research are as follows:

1. To identify the strategy used by the EFL teachers in teaching Procedure Text on Reading Comprehension of Ninth Grade Students at MTsN 2 Langkat.
2. To describe how the strategy used by the EFL teachers in teaching Procedure Text on Reading Comprehension of Ninth Grade Students at MTsN 2 Langkat.

1.4 The Scope of the Study

The researcher determines the scope in order to avoid misunderstanding, the researcher limited the research in the EFL teachers strategy in teaching Procedure Text on reading comprehension of Ninth Grade Students at MTsN 2 Langkat.

1.5 The Significances of the Study

The Researchers hope that this research will benefit many parties. The benefits that can be taken are as follows:

a. Theoretical

For theoretical, the result of the research can be used as input in understanding the teachers' strategy and can be references for those who want to conduct the research in the similar studies.

b. Practically

For Practically, the researcher hopes that the research that has been done can be useful for English teachers and other researchers.

1. Teachers

For teachers, this research is used as information to help teachers choose strategies in teaching, especially for reading skills in procedure texts so that the learning process becomes better and helps students to understand the material.

2. Other Research

For other researchers, the findings of this study can be a reference for further research on teacher strategies.