

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is used by people to communicate with each other. Wood (2004) states that communication is a systematic process that an individual interacts with a symbol and creates and interprets meaning through the symbol. From language, people could express their ideas. Without language, one cannot communicate effectively, express ideas, and interact each other.

English is one of the international languages used in countries around the world, including Indonesia. Chaudron (2004) states that learning English is difficult for students in Indonesia. It is because there are a lot of differences between English and Indonesian. The differences are in spelling the word, sound, pronunciation, vocabulary and also the culture. English is a compulsory subject in Indonesia's education system. It starts from junior high school to senior high school. This means that learning English is very important in the field of education.

Brown (2004) found that a fundamental feature of educational strategies is to facilitate the implementation of a wide variety of educational methods and techniques. Teacher strategy is an element that must be present in learning. Silver, Strong, and Perini (2007) state that strategies are plans of different types or styles that teachers use to achieve their goals.

From this, we can conclude that teachers need to develop good strategies to achieve their learning goals. It can conclude that teachers need to prepare good strategies to achieve the learning goals. Hopefully the strategy will help students to master English, especially in reading. Strategies are applied according to the ability of the student to achieve and the adaptation of the student's condition.

In fact, based on the observation that was done at MTs Ex PGA Proyek UNIVA MEDAN, the teachers use traditional strategies. In teaching, the teacher gives text to students and ask them to read. Then the students only read the text, but they do not understand the content of the text that they read. They find learning English to be monotonous. It is caused by poor reading habits as well as the strategy adopted by teachers is inadequate. Teachers need to be creative in choosing a strategy, thinking about the implications of executing the strategy. Teachers must be provided with strategies in teaching reading. In order to help students cope with their difficulties of learning reading comprehension. In accordance to the preceding description that reading comprehension is required in language lessons. Teachers face some reading comprehension problems. Many teachers teach reading comprehension by describing the text, the main ideas, and the purpose of the text.

English is one of the most necessary and important subjects as it is the second language used in Indonesia. To learn English, students need to acquire language skills. There are four language skills: Listening, speaking, reading, and writing. These four language skills are related to each other both in everyday life and in learning. The first

language skills mastered by humans are listening and speaking are learned before entering the school level. While reading and writing are learned when entering the education level. All those skills are related to each other.

One of the most important skills for extracting information from text is reading. Without reading, learning will be difficult, because reading plays an important role in education, particularly in language teaching. Reading cannot be separated from education because it is a tool used in the educational process as well as a tool for communicating goals in the classroom. Reading are very important because there are many activities that require reading. Reading is the process of converting textual information into meaning. The ability to read in English is needed not only when the reader is faced with discourse. This skill is Fundamental skills used in every aspect of life. According to Joycey (2006) reading is an active skill for readers to interact with the text and, to some extent of the author. According to Smith (2000), reading is similar to asking a question about printed text, and dealing with comprehension is a matter of answering your question. From the two experts above, it is possible to conclude that reading is finding the understands the content that the reader wants to know.

In learning, one of the benchmarks is students' understanding of the subjects that have been given. Reading comprehension component is very important to master in order to obtain the ultimate goal of reading lessons in general are answering questions based on the discourse given. Brassell and Rasinski (2008: 18) state comprehension occurs when the reader can react, react, or transform the written text

information in a way that demonstrates. Reading comprehension is a reading activity carried out to understand the contents of the reading in depth so that the reader can find various information contained in the reading. It can be concluded that reading comprehension is a way of understanding and processing information from written forms.

Harmer (2007) states that strategy is the action of the teacher in order to achieve the learning objective. The overall direction can be identified as the reading strategy. Many teaching strategies have been introduced to English teachers in Indonesia. In teaching reading, teachers can use different strategies. The importance of strategy in the teaching and learning process cannot be overstated. When teaching reading, teachers can employ a variety of strategies. Students can be influenced to understand their reading by employing the proper strategy. By using the right strategy can influence students to understand their reading.

Teaching reading comprehension strategies are important in the learning process and can influence a student's reading comprehension. Brown (2004) discovered that different teaching methods and techniques can help to facilitate reading instruction.

MTs EX PGA Proyek UNIVA is one of junior high school in Medan Amplas. As one of junior high school, English is one of the subject that should be mastered. The curriculum that is used in MTs Ex PGA Proyek UNIVA is 2013th Curriculum Revised (K 13). English is taught 2 x 45 minutes twice a week.

The success of teaching and learning process in reading for grade VII MTs Ex PGA Proyek UNIVA are determined by reading material, teachers, students, and facilities. Based on the writer's preliminary observation which was conducted by interview with English teachers in MTs Ex PGA Proyek UNIVA, the researcher found that in reading students face some problems, they are :

1. The students have difficulties in reading and pronouncing the words.
2. The students face difficulties to understand the content of the text because they lack of vocabulary
3. The Some students also find reading is a boring activity.

Therefore, teachers need to learn different strategies to improve the quality of the teaching and learning process and enable students to deal with problems. The teacher's strategies may have an impact on the students' ability to achieve reading comprehension. That is why teachers must use appropriate strategies when teaching reading comprehension.

Furthermore, Ranggi (2019) investigated teacher's strategies in reading. He choosed a teacher of third year junior high school as object. He analyzed which one of the strategies used by the English teacher in teaching reading comprehension. The finding showed the strategies could help the teacher because the students more active. And the students could exchange their opinion with their friends.

Ranggi and the writer have the same variables, they are teacher strategies and reading comprehension. In the writer's research, the writer focused on conducted the research using two teachers as object. And the writer also choosed VII grade.

Sarjan (2016) analyzed teaching reading. This research only focuses on how the teacher apply the strategy in teaching reading. The relevant of her 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 to find out the strategies that the teacher applied. But also investige the reason of the teacher in applied teachers' strategies in reading.

Following the conclusion of the previous studies, the researcher considered the research on analyzing teachers' strategies that focus on reading skills. Whereas the researchers mentioned above have never conducted this research. In this study, the author wants to explain more than one tacher's strategy where other researchers have not yet conducted it. They have also never conducted research with two teachers as subjects. As a result, the researcher decided to conduct a study entitled: "Teachers' strategies in teaching reading comprehension at grade VII students of MTs Ex PGA Proyek Univa Medan".

B. The Problems of the Study

The problems of this study are:

1. What types of teaching strategies are applied by the teachers in teaching reading comprehension at grade VII students of MTs Ex PGA Proyek UNIVA Medan?
2. Why are the strategies applied in the ways they are?

C. The Objectives of the Study

This study is conducted in order to get the answer of the research problem, namely:

1. To analyze the types of teaching strategies applied by the teacher in teaching reading comprehension at grade VII students of MTs Ex PGA Proyek UNIVA Medan.
2. To describe the reasons of the teaching strategies applied in the ways they are.

D. The Scope of the Study

The study only focused to analyze strategies that the teacher used in teaching reading comprehension. The study is limited on teachers who teaches English for the first semester students grade VII of MTs Ex PGA Proyek UNIVA Medan.

E. The Significance of the Study

1. Theoretical Significance

Theoretically, this study will be beneficial to English teachers while teaching reading in the future. This will improve students' skills and motivation in reading comprehension. Hopefully other researchers may find this paper useful as a reference.

2. Practical Significances

a. For the teacher

This study is expected to be useful as a feedback in order to improve the quality of teaching and learning process for students. The English teachers rarely use a few strategies. So, It is critical to learn more about the strategies used by teachers to teach reading comprehension.

b. For the students

The findings of this study should help them improve their knowledge, particularly in the area of reading. And I'm hoping it will help them improve their reading skills.

c. For the next researcher

This study is expected as reference and contribute to the next researcher.