

CHAPTER I

INTRODUCTION

A. Background of Study

Teaching strategy is a teacher's teaching and learning deal to achieve the set goal (Muslaini, 2017). In other words, teach strategies are approaches to teaching students. Teachers need to use a strategy is a balance between strategies and materials. One of the achievement factors in teaching is a didactic strategy (Wulandari & Ihsan, 2014). I mean this teacher should have a good understanding of the four language skills so that their students can use them skills to communicate or express your thoughts, feelings and opinions in English. One of the vital components of the language in learning language besides listening, speaking, writing and reading (Nugroho, 2013).

According to Aswan et al. (2010) teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which have be plan. In other word, teaching strategies are approaches to teaching students. The teacher have to apply the strategy to balance between the method which the teacher's used and the way of the teacher's used to apply the material. Furthermore, Issac (2010) explains that a teaching tactic is the teacher's action that is exhibited in the study i.e. developing a teaching strategy, giving the right stimulus to the response at the right time, checking the responses learned, improving the responses through additional activities, etc.

As part of effective reading comprehension instruction, teachers guide students in the classroom to become proficient and successful readers. Creative

teachers not only use one strategies, but use more than one or mixed strategies to adapt to the needs and learning styles of each student in the class. Teachers should use various strategies in reading lessons to improve students' reading comprehension. By using appropriate strategies in the teaching and learning process, teachers can increase students' confidence in their ability to read well.

The teaching process in each school must have a different way. In the teaching and learning process there must be such a thing as a learning strategy. Learning strategies are the activities and ideas a student uses to influence their learning process. Teaching students how to learn, remember, think, and motivate is an important part of good teaching. A strategy, on the other hand, is a set of basic activities aimed at achieving specific goals. As a teacher, you have to develop effective teaching strategies. If students have difficulty understanding unfamiliar words, the teacher can encourage them to use a dictionary. The teacher's job is to motivate students and guide them in the learning process. Teachers have a responsibility to help students improve their skills and talents. Everything teachers do when reading in the classroom should be aimed at improving students' ability to understand difficult texts. Lawton (2018) defines: "An instructional strategy is an overall instructional plan that includes a framework for desired student behavior in relation to learning goals and a planned outline of the tactics needed to implement the strategy."

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 strategies to comprehend the text. The teacher may search for the strategies from the expert, develop the available strategy or even create the strategy itself.

According to Dean (2013), reading is more than seeing words clearly, more than pronouncing printed words correctly and more than recognizing the meaning of isolated words. English reading is an important skill for students to learn, even more so for grade IX students. The purpose of reading a text is to understand its content. But the reality in the field is that students in schools often have difficulty understanding and comprehending its meaning. Therefore, reading teachers need to know the right techniques to teach students to read so that they can achieve good results.

Based on the preliminary data, the researcher found that students at Mts Cerdas Murni lacked the ability to understand the content of the text. Many of the students had difficulty in understanding the content of the reading text. For example, before starting the learning process, the teacher gives a reading text to read and assess students' understanding of the text. Some students do not understand what is going on and are just passive without answering the questions given, and students also feel bored in the learning process. These results show that to help students overcome difficulties in learning to read English, teachers must have knowledge of how to teach reading comprehension.

Based on the above problems, the researcher found a phenomenon where when the teacher only uses one strategy in teaching procedure text, especially for reading skills and in this way it makes students less enthusiastic in learning, this can be proven by student learning outcomes when the teacher only uses one

strategy by using more than one strategy. and the strategy that teachers use when using only one strategies is scaffolding can be seen with the following characteristics the teacher helps students in solving problems faced by students when learning, so that students are more passive in learning that makes students less enthusiastic, and when teachers use more than one strategy students are very enthusiastic in learning, so that researchers have a high curiosity to observe or study further about the use of more than one strategy in teaching this procedure text.

According to the teacher, most students still have difficulties in reading, how to pronounce the word, and vocabulary, making it difficult for them to understand the material. This is a difficulty often encountered by teachers. So teachers often use more than one strategy. Teaching strategy is a plan made by the teacher to carry out learning activities in the classroom to achieve learning objectives. In line with that, Adler C.R., (in Dwiningtyas, Dedi, & Hilda: 2020) reading teaching strategies as a conscious plan about the parts that good readers use to understand the text.

The use of strategy will improve the effectiveness of teaching in general, including teaching procedure text. Kemp and Dayton (1985: 25) claim that the teacher's strategies can improve the efficiency, clarity, and interactivity of the teaching and learning process. Teacher should be able to employ teacher strategies and incorporate them into their teaching routines based on this principle. As a result, teachers should adjust their teaching tactics to needs of their students. The

teacher strategy is a platform that aids in the delivery of teaching materials to students.

In the basic competencies that teachers are guided by is k13 in the basic competencies 3.4 (Compare the social functions, text structures, and linguistic elements of several oral and written procedural texts by giving and requesting information related to food/beverage recipes and manuals, short and simple, according to the context of use.) and 4.4 (Capture meaning contextually related to the social functions, text structures, and linguistic elements of very short and simple oral and written procedural texts, in the form of recipes and manuals.)

Therefore, the researcher focusses on the strategies that the teacher use in teaching procedure text. Furthermore, Based on syllabus from curriculum 2013 (K13), there are kinds of text studied by the third grade students, they are : procedure text, descriptive text, and narrative text.

Based on the explanation above, researcher is interested in examining the strategies used by teachers in teaching students' reading skills in procedure text material. "Teacher's Stretgies in Teaching Reading of Procedure Text to The Grade IX Students Of Mts Cerdas Murni"

B. The Problems of the Study

Based on the background of the study, the research question formulated as:

1. What are the strategies used by the teacher in teaching procedure text?
2. How does the English teacher at MTs Cerdas Murni use the strategies in teaching procedure text?

C. The Objectives of the Study

Concerning to the problem, this study has objectives as follows :

1. To analyze what strategies are used by the teacher in teaching procedure text
2. To investigate how the English teacher at MTs Cerdas Murni uses the strategies in teaching procedure text?

D. The Scope of the Study

The study is focusses on the strategies of English teacher in teaching procedure text to grade IX students at MTs Cerdas Murni. There are several types of reading comprehension teaching strategies that have been proposed by experts. Some of the strategies include : scaffolding, Think-aloud, Reciprocal Teaching, Sq3r and Question-Answer Relationship (QARs). For this reason, the researcher analyzed the teaching strategies are used by the English teacher at MTs Cerdas Murni in teaching procedure text.

E. The Significances of the Study

The writer hopes that this research will be useful theoretically and practically for :

1. Theoretically
 - a. The result this study could enrich and strengthen the knowledge of the strategies in teaching procedure text.
 - b. Other reseacrer, to be used the strategies to teaching procedure text in the class and to be able to improve or adding the other strategies that help the student.

2. Practically

- a. The teacher can help the student to understand the meaning of what they reading.
- b. The result of this study could give a new way how to teaching procedure text by the strategies to improve students ability.

