

CHAPTER 1

INTRODUCTION

A. Research Background

In learning English, there are four skills that the students should master. They are listening, speaking, reading, and writing. These skills always become the target or final learning objectives. In other words, the four language skills applicant of the knowledge of the language that the learners get during the process. Reading is a complex application process because it involves students' internal and external factors. The internal factors are everything from the students, which can be thought of as a result of an interaction in the reading process. External factors are all the factors from outside the students (Bonwell, 1991:72) as cited (Ariana & Rahmawati Umar: 2013).

Reading is the process of getting information from the written text from the writer to the reader. The goal of all reading is the comprehension of the meaning that is conveyed in the written text. According to Dean (2013), reading is more than seeing words clearly and pronouncing printed words correctly and more than recognizing the meaning of isolated words. In teaching reading, teachers may use many different strategies to use any instructional effectively.

A teaching strategy is necessary for the teaching and learning process. Teaching strategy defines the basic procedure of how content is elaborated during the teaching and learning process. A language teaching strategy is a conceived set of pedagogical procedures imposing a definite learning strategy on the learners, directed to developing competence in the target language (Mehrgan, 2013). In teaching reading, strategy is very important. It is because a good strategy in teaching will obtain a good learning result. In other words, the success of teaching and learning activities depends on the strategy that is implemented by the teacher. Strategy is an action that the teacher takes to obtain the teaching and

learning goals. In addition, the strategy can also be defined as a general direction set for the teaching process and its various components to achieve the expected goals. A teacher requires to create and use many strategies in teaching reading. For instance, implementing various teaching methods, media, and games in order to stimulate the student's interests. The fundamental of teaching strategies is to make it easier to implement a variety of teaching techniques and methods (Brown, 2004:103).

Teaching strategy is a teachers plan in teaching and learning process to achieve a purpose which has been plan (Muslaini, 2017). In other word, teaching strategies are approaches to teach the students. The teachers have to apply the strategy which is balance between strategies and also materials. One of factors to be successes in teaching is teaching strategies (Wulandari and Ihsan, 2014). It means that teacher should have understood well four language skills in order that their students could use the skills to communicate or express their thoughts, feeling, and opinions in English. One of the vital components of the language in learning language besides listening, speaking and writing is reading (Nugroho, 2013).

In this case, the importance of the teacher's strategy in reading comprehension for students. In teaching reading, teachers may use many different strategies to use any instructional effectively. In the teaching and learning process, a strategy is needed to improve a teacher's performance. Because the teacher is the subject in implementing teaching and learning strategies. According to Suyitno (2017), in teaching reading comprehension, the use of the right strategy will show good results that can optimize results while the use inappropriate strategies can be an obstacle to success itself. Teacher strategies in teaching need to be designed and implemented when carrying out learning. With a good strategy, maximum learning will be produced and with this students can learn comfortably because the teacher teaches with empathy. Therefore, a

teacher's strategy is needed in a lesson so that students can easily understand the material presented by the teacher.

In a previous study with the author Meira Ana Putri(2020) under the title "Teacher's Strategies in Teaching Reading for Eight Grade Students of Junior High School 17 Jambi". The aim of this study was to investigate Teacher' Strategies in Teaching Reading for the Eighth Grade Students of Junior High School 17 Jambi. This a qualitative research, the research employing observations and interviews to collect data and data analysis in this research was descriptive analysis. The result of the study showed that Teacher's Strategies in Teaching Reading for Eighth Grade Students of Junior High School 17 Jambi was used three strategies.

Journal with the authors Gendis Nadira Dwiningtyas, Dedi Sofya, and Hilda Puspita with the entitled Teacher's Strategies in Teaching Reading Comprehension, Vol. 2 No. 2. 2020. This study shows the results that the teachers apply several strategies in teaching reading comprehension. The strategies used are brainstorming, reading aloud and asking for more specific information. The strategy applied is very effective in teaching reading comprehension with the evidence that this strategy can motivate students, students and teachers attention in the learning process.

Although many previous research reports have given a comprehensive portrait on teaching strategies of reading comprehension, the researcher think that it is important to explore more about the teacher's strategies on teaching reading comprehension. In this case this study focused with the two English teacher's in SMK Negeri 1 Ketapang. Based on the explanation mentioned, researcher assume that reading comprehension becomes a problem if it is not immediately addressed.

Based on the problem stated above, the researcher assumes that reading comprehension becomes a problem if not overcome soon. By those considerations, the researcher framed her interest to conduct research the implementation of teachers teaching reading strategies. This research particularly focuses on the English teacher's strategies in teaching reading comprehension. The researcher was in interested in conducting the research with the title "*The Implementation of Teacher's Teaching Reading Strategies*" in SMK Negeri 1 Ketapang, the research focuses on what kinds of teaching strategies employed by English teacher's in teaching reading comprehension and how the implementation of the strategies.

B. Research Questions

1. What are the English teacher's strategies in teaching reading comprehension at SMK Negeri 1 Ketapang?
2. How do the teacher's implement the strategies in teaching reading comprehension at SMK Negeri 1 Ketapang?

C. Research Purposes

In this research, the researcher has two objectives the study deals with the statement of the research above as follows:

1. To find out the English teacher's strategies in teaching reading comprehension at SMK Negeri 1 Ketapang.
2. To find out the teacher's implement the strategies in teaching reading comprehension at SMK Negeri 1 Ketapang.

D. Scope of Research

In this research, the researcher gives the limitation. The researcher describes the teacher's strategy in teaching reading which focus on the teacher's strategy when teaching in the classroom at SMK Negeri 1 Ketapang.

E. Research Variable

Research variables are quantities that can be changed so that they can affect the events or results of research. A research variable is an attribute, nature, or value of people, objects, or activities that have certain variations set by researchers to study and draw conclusions (Sugiyono, 2012:61). In this study, the variable applies a single variable; the single variable of this study is teacher' strategies in teaching reading comprehension.

F. Research Terminology

There are several terms use in this research that require further description to avoid confusion. There are as follows:

1. Teacher's Strategies

Teacher's strategies as a deliberate action of the teacher intended to result in student learning. And then, the strategy is a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.

2. Reading Comprehension

Reading comprehension is explained about the student's understanding of what is read. Reading comprehension is also called a complex task, because it requires the students to use their cognitive skills and abilities. This means that reading comprehension can be understood as the process and also understand the meaning.

3. SMK Negeri 1 Ketapang

SMK Negeri 1 Ketapang is a senior high school located in village of Desa Baru, Benua Kayong sub-district, Ketapang district, West Borneo province.

G. Significance of Research

The present research would benefit in the following aspects:

1. Theoretical Benefit

The researcher hopes that this research can be beneficial theoretically:

- a. The study results can be used as input for teachers in teaching reading strategies.
- b. The result of this study can be included in the understanding of students' conditions and appropriate teaching strategies for students in teaching reading skills.

- c. The result of this study can be used as a learning model and review for those who want to conduct more in-depth research on teacher teaching strategies through student perceptions.

2. Practical Benefit

- a. To Students

Theoretically, students can understand the types of learning strategies to accelerate and improve their reading skills. Practically, students can practice the concept of a good learning strategy by reading on an academic and daily basis.

- b. To English Teachers

The results of this study can make teachers know whether the reading strategies taught to students are suitable or not. Therefore, teachers can increase the use of strategies in teaching reading by knowing students' perceptions of the teaching strategies they use.

- c. To Other Researchers

This research will provide benefits and help several other researchers. The results of this research can be used as a reference for other researchers who will research students' difficulties in comprehending reading.