

CHAPTER I

INTRODUCTION

A. Background of Study

Reading is one of the important skills in English. Through reading, students are able to enhance their new knowledge that can help them to develop the other English skills such as writing and speaking skill. According to Levine, Ferenz, and Reves in Cahyani (2014: 1), the ability to read academic texts is one of the most important skills. Reading can make students smarter by knowing much information from the text that they have already read. Moreover by reading students also can improve their vocabulary and language skill that useful for understanding the material given by a teacher in a school easily.

Students are demanded to understand the context of the texts after they have read the text. It is because the major goal from all reading activities is comprehension. Comprehension means after the students are given the text than they will understand about the context of the text. According to Tarigan in Melinda (2014: 1), the main aim of reading is to search or getting information, emphasizing the mastery of passage content and comprehends the text. If the students can comprehend the text well they will get the message and information of the text that can enhance their knowledge.

Comprehending the text for students of junior high school are still becomes a problem. According to Weta in Eliyana (2015: 2), there are three

comprehension problems that are faced by the students. They are the length of the text, the failure in finding the writer message and inability in outlining the important points of the texts. To avoid those problems the teachers must use an appropriate strategy in teaching reading comprehension. The appropriate strategy used by a teacher in teaching reading comprehension expected can give positive effects to students learning goal.

Strategy to teach reading comprehension can determine students' achievement in reading class. There are many strategies to teach reading comprehension. The teacher should use many strategies in teaching reading such as applying various methods, media, and games in order to keep the students interested. Brown in Muslaini (2017:67) has noted that the fundamental feature of teaching strategies is to make it easier to implement a variety of teaching methods and techniques. Before implementing the strategies a teacher must modify what strategies that wants to be used in teaching reading comprehension depending on the students' needs. Allington in Muslaini (2017: 68) notes that creative teachers manage to get better results regardless of curriculum materials, pedagogical approaches and/or reading programs.

Based on the finding result in the previous study about an analysis of the English teachers strategies in teaching reading comprehension at SMP 1 of Wonomulyo there are two strategies that the teachers used in teaching reading comprehension. They are scaffolding strategy and question-answer relationship (QARs) strategy. Both of those strategies were effective in

teaching reading comprehension because it can help students to comprehend the text. In the other hand teaching reading with strategy by explaining the text, main idea, and purpose of the text is not an effective strategy to comprehend the text.

The result of the study above showed that for a teacher, strategy in the teaching-learning process, especially in teaching reading comprehension is important. It is because the strategy in teaching reading comprehension can determine students learning goal. If teachers have known the appropriate strategies that they should use in teaching reading comprehension they can prepare everything well before teaching the students. Teachers' preparation includes approach, technique, and method, the strategy from opening, brainstorming, and main activities until closing. Without using those preparations, the goal of learning cannot be reached maximally.

Based on the problem stated above, the writer interests to conduct research about teachers' strategies in teaching reading comprehension. This research particularly focuses on English teacher's strategies in teaching reading comprehension at junior high school 6 Purwokerto. To conduct this research, the writer focuses on what kinds of teaching strategies employed by English teachers in teaching reading comprehension.

B. Reasons for Choosing the Topic

These are the reasons for choosing the topic:

1. Reading is one of the important skills in English that should be mastered by junior high students to comprehend the material given by the teacher easily.
2. Teachers' appropriate strategy will determine the students learning goal.

C. The Problem of the Study

Based on the identification and limitation of the problems above, the writer wants to find out the answer to the question "What strategies are used by English teachers in teaching reading comprehension at Junior High School 6 of Purwokerto?"

D. The Aim of the Study

The aim of this research is to find out what strategies are implemented by English teachers to teach reading comprehension at Junior High School 6 of Purwokerto.

E. Clarification of the Terms

The title of this thesis is "Teachers' Strategies in Teaching Reading Comprehension" To make the readers understand well about the term of this thesis, the following are the clarification of key terms:

1. Reading Comprehension

a. Reading

Reading is the brain's activity to comprehend, digest, and mean symbols (Prasetyono in Eliyana, 2015: 6).

b. Reading Comprehension

Reading comprehension can be defined as the ability to extract the required information from a written text and interpret this information properly (Grape & Stoller, Grellet in Alshammari, Marzook Maazi 2015: 3).

2. Strategy

Strategy means outline to achieve the goal which has determined. Connected by a teaching-learning process, a strategy can be interpreted as a general pattern of teacher and students' activities in an embodiment of teaching-learning activities to achieve the goals that have been determined (Bahri & Zain in Haryani, Uji 2016:6).

F. Contributions of the Study

The writer hopes that the findings of this study can give benefits to some educational practices, such as:

1. For the English Teachers

- a. The result of this research can give information about what strategies usually used by teachers in teaching reading comprehension.

b. The teachers can understand the terminology of strategies in teaching reading comprehension.

2. For English Future Teacher

The finding of this research can give new information about the strategies of teaching reading comprehension which can be used to teach students reading comprehension effectively.

3. For the Other Researchers

The result of this research could be a reference for the strategies to teach reading comprehension.

