

## CHAPTER I

### INTRODUCTION

#### A. Background

Teacher is one of the key aspects in the life of student in school. One of the key aspect done by the teacher is transferring knowledge to the students. One may think that the transfer process is a simple one, but in fact it is not. Cohenmiller, Miller and Shamatov (2018), state that a specialist (teacher) may have many knowledge, but it does not guarantee them to become a good teacher because not all teachers are able to seamlessly transfer their knowledge to the students. Being good at something does not automatically make someone a good teacher, since transferring knowledge to others will also need specific knowledge. In order to do that well, according to Cohenmiller, Miller and Shamatov (2018) teacher needs to have good teaching strategies in teaching, a strategy that can be used to share knowledge to the students, in order to improve students' academic quality.

After knowing that teaching strategy is an important aspect in delivering the material to the students, teacher must be able to implement it based on the kind and the aim of material they will teach. In line with the title of this research, which states about teachers' strategy in reading, the first thing to know is, what is the aim of teaching reading (so then teacher can develop teaching strategy that will suit to the intended outcome of reading).

Based on the Ministry of Education policy number 69 year 2013, states that the aims of reading activity in English are divided into 3 general things; understanding the function of a text, understanding the message inside it, and then making a simple text that matches with the kind of text that is being discussed. Fulfilling those three general aims from reading activity in the class is not an easy job, as English is still considered as difficult language to master among Indonesian. Research from EF EPI shows that average person in Indonesia has low proficiency in English. In Asia, we only rank at the 13<sup>th</sup> spot among 25 countries, miles behind Singapore, Philippine and Malaysia (EF EPI, 2019).

The fact that the aim of teaching reading is not as simple as “to only get the message from the text”, combined with the low average of English proficiency among Indonesian, it makes the strategy become crucial. Good strategy will help the student improve their quality, as suggested by Cohenmiller (2018), while bad strategy may lead to difficulty to transform the knowledge of reading from teacher to the students.

By understanding the challenge to make the students understand about the content of a text, it is interesting to observe how the teacher conduct the reading class, especially how they deliver the strategy when it comes to conduct reading class. This research will be conducted with the aim of knowing the teachers’ strategy in reading class, in order to make the student understand the content from a text. In line with the general procedure of a research, this research will only observe teachers’ strategy at specific

location, grade and school (State High School in Purwokerto that teach second grade student).

## **B. The Reasons of the Research**

1. Reading is difficult skill for some students in senior high school.
2. The teacher teaching learning strategy is needed in every teaching process including reading in order to fulfil the aim or reading activity.

## **C. Research Question**

The problems of the research can be stated in the following question:

1. What strategies do English teachers use in teaching reading?
2. What kind of problems do they have in implementing the teaching strategies?

## **D. Purpose of the Research**

The aim of this research is To find out the types of strategies that teachers use in teaching reading comprehension.

## **E. Clarification of Terms**

To give clear clarification and to avoid misunderstanding on interpreting between the author and the reader, the author clarifies the terms are used in this study as follow:

1. Teachers Strategies

Teachers' strategies are a set of skill and knowledge that can be used to seamlessly transform the knowledge from the teacher to the students in order to improve student's quality (Cohenmiller, Miller and Shamatov, 2018). When it comes to teaching reading strategy, it can be divided into

three parts; pre reading, while reading, and after reading strategy (Hood et all, 2005) in Antoni (2010).

## 2. Reading Comprehension

According to Snow (2002) in Antoni (2010), reading comprehension is a process that involves simultaneous extraction and construction of ideas through the contact and interaction with the written language that is being observed.

### **F. Contributions of the Research**

The author hopes that the result of her research will be valuable for :

#### 1. The Teacher

It is expected that this research can be used in teaching reading comprehension and to give positive input to the English teacher in the teaching of reading comprehension. The English teachers are able to choose appropriate teaching strategies in teaching reading comprehension.

#### 2. The Students

The result of this study can be useful for students, so students can enjoy learning English by using the strategies used by the teacher.

#### 3. The Other authors

The author hopes that this research will be beneficial reference for other author.