

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Reading is one of four important skills in teaching English. It is important to mastered reading. To reading a text well, the students have to understand about the existences of different text tasks, such as how to get factual information through text, identify, main idea, finding the meaning of vocabulary, identify references, and how to make different. Reading is a mental process. So , there are many definitions of reading. Reading is when someone looks into a written linguistic message. So the reader can understand what the meaning of the text. This is very true because reading entails the use of vision to understand several words in a sentence and make them meaningful.

Reading is an interactive process in which reader construct a meaningful representation of a text. So, the reader can understand when they can understand what the meaning of text. And also the reader should looked the sentences by sentencen. The reader must careful when read the text for understand the meaning about text. Reading is a process undertaken to reduce uncertainty about meanings a text convey. And also the process result from a negotiation of meaning between the text and it's reader. Reading is knowledge and strategiesa a reader to understand the text and way the reader negotiates with the text' meaning. So reading does not draw on one kind, but it's can understood in different ways by different readers.

Reading is the process of constructing meaning from written text. So the reader can understand what the meaning of written text, and also the reader can understand what is the problems in the text. And also the reader can understand what the purpose of the written text. Reading comprehension skills are important for English language learners, especially for students who learn English as a foreign language. Reading comprehension is a process that involves the orchestration of the reader's prior knowledge about the world and about language.

Therefore to help students mastered reading they need some strategies that can encourage them to learn reading easily. Bereiter & Bird. et al, (1985) in (S. Mcnamara, 2009: 34) says In the reading comprehension domain, there is abundant evidence that reading strategies improve reading comprehension. In teaching English and important teaching reading, in teaching reading there are some problem face by the teachers and students. The problem is happened cause reading is new for elementary students level, so that the teachers still use conventional way to teach reading to the students. The other factor that make teacher being more active than students is the material in the textbook that used to teach the students is difficult. So the teacher must be clever to find out the way to make the students understand, understood and enjoy to learn English reading.

The teacher must be have some techniques in reading teaching-learning process. Technique is treated at the level of design in the roles of teachers, learners and instructional materials are specified. The technique relate theoretically to an approach and is organizationally determined by design. When the students are learning Indonesia subject, they have mastered vocabulary and

structural system, but when they are reading English text, they are demanded to have adequate knowledge of the target language which have different system. The teacher strategies have important role to make the students are able to master reading skill, because appropriate strategies will determine the students' understand to English. In the fact the teacher does not use appropriate or suitable strategy in teaching reading can influent the students' achievement in reading the text. So teacher should apply a good strategy in teaching reading because it can arouse the students interest and motivation in reading. It become the mine reasons which caused reading text is hard to be understood. Finally, the teacher is apply some strategies into one skill.

There are some situation in the classroom when the teacher explain about english learning and important at learning reading comprehension. So there are some students can't understand and understood about words, don't know about what the meaning of the sentences or text. And also some students more noisy when the teacher explain about english language. Based on the background above, and than the researcher doing PPL (tobe real teaching at SMPN 27 Pekanbaru), so the researcher looked the situation in this school and important when the teacher teaching about english leason. There are some students noisy, but they can understand about english language.

So based on the bacground above the researcher interested in carrying out a research entitled "An Analysis of Strategies Used by the English Teacher in Teaching Reading Comprehension of the second year students at SMPN 27 Pekanbaru.

1.2 Identification of the Problem

In learning English, there are many students have some difficulties to get information from the reading text. They do not understand the reading text and they cannot get the author's idea. It means that they have low ability to comprehend the text. In the English learning and teaching at school, reading comprehension is almost used by teacher in the class as their strategy to teach English to the students. So the researcher views some problems that faced by teachers and students in reading comprehension.

First, teacher does not use appropriate or suitable strategies in teaching reading, cause it can influent the students' achievement in the reading text. So, teacher must apply a good strategies in teaching reading, because it can arouse the students interest and motivation in reading. It become the main reasons which caused reading text is hard to be understand and understood.

Second, the students have limited vocabulary, and also there are some difficult words that the students found but they do not know the meaning. So, it makes them difficult in understanding the text.

The third, when the time is free, they not use for reading english text and also the lack motivation to read, that make their achievement in reading is not satisfied yet. They do not have good interest in learning English especially reading. So, they are lazy to readng text.

Forth, limited time that teacher and students had in learning reading, it also make the students more complicated and not understood in reading

1.3 Focus of the Problem

Although, there are many problems that mentioned before involves in this research. The researcher will be focused on the strategy that are used by teachers in teaching reading at the second year students' of SMP N 27 Pekanbaru. The researcher considered this problems, because many students at SMP N27 Pekanbaru do not succes in reading and important in reading comprehension lesson. This problems happened because the strategy that used not match with the students. Therefore, the researcher wants to consider the teachers in this school do not mastery reading technique yet.

1.4 Research Questions

The study can be formulated as follow :

1. What strategies are used by the teacher in teaching reading comprehensionat SMP N 27 Pekanbaru ?

1.5 Objectives of the Research

1. To fine out what the strategies that used by the teacher in teaching reading comprehension of the secondyear students at SMPN 27 Pekanbaru.

1.6 Significance of the Research

The researcher hopes that this research will have some benefits in the study of English especially in reading skill. There are two kinds of benefits in the research, those are :

1. Theoretical Benefit

- a. the result of the research can be used as an input in English teaching learning process especially in teaching reading.
- b. the result of this research can be used as the reference for these who want to conduct a research in English teaching-learning process.

2. Practical Benefits

The result of this research will be helpful for both students and teacher to reduce the problems in teaching learning reading.

1.7 Definition of the Key Terms

In order to avoid misunderstanding toward the terms used in writing this research, it is necessary for the researcher to describe the following terms:

1. Analysis :

Analysis is the process to searching and arranging as systemetic the data that found to discribe and makes the conclusion of the data so that it will be easy to understood by the reader (Julisna, 2010)

2. Strategy :

Strategy means a well planned series of actions for achieving the aim, especially succes againstan opponent (Longman, 2001: 1426). In this research, strategy is teachers' manner of teaching reading at SMPN 27 Pekanbaru to make students enthusiastic in teaching learning process.

3. Teaching :

Defined as the process of delivering information or knowledge from teacher to student. Submission process is often also seen as a process of transferring knowledge (Sanjaya, 2006: 96). In this research, teaching is a process delivering information or material or reading given by teachers by using teaching reading strategies at SMPN 27 Pekanbaru.

4. Reading :

An exercise dominated by the eyes and the brain. The eyes receive the message (Harmer, 1991s:1990)

5. Reading Comprehension :

Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (van den Broek & Espin, 2012)