AN ANALYSIS OF TEACHER STRATEGIES IN TEACHING READING COMPREHENSION

(A Descriptive Study At The first Grade Students At SMA Inshafuddin Banda Aceh)

THESIS

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CHAPTER I
INTRODUCTION

In this chapter, the researcher explains several points that related to the theory of study. Those points are backgrounds of the study, the problem of study, the objective of study, the scope of study, the significance of study, and the definition of terms.

1.1. Background of The Study

Reading is an English skill to find and understand the meaning of words contained in the text, in the learning process students should have capability to read in order to understand the contents of a topic. According to Sari (2016:2) reading is the process to find information about the meaning of the some words from the text. Besides, it is one of the language skills which is very important to be learned by students. By this activity, the students will improve their own language and experience. Through the information and ideas that they know. Moreover, they will be able to know what they do not know before.

Hurwitz in Nisa, et al (2018:24) state that reading is a way and as a process to search meaning or information from written material. In other words by reading students get information from written letters and words that create the student more successful in skill reading. In addition, Reading skills are more focused on the ability to improve reading comprehension because the ability to understand reading text is the main goal to be achieved in teaching and learning reading effectively.
Furthermore, learning process is implemented using a specific strategy, the strategy that the teacher use can influence the success of the learning process. According to Muslaini (2017:67), learning strategy be defined as a general direction set for the teaching process. In other words Learning strategies are action plans or series of activities including the use of methods, learning media and the use of various sources in learning process. Choosing the right strategy can create students more active and fun in the classroom when the teacher teaching, so that strategies arranged to achieve certain goals, and make the students can easily receive learning materials properly.

Reading strategies are important part to be analyzed in order to know what kind of factors that actually students faced. The strategy is one of the factor which is important towards students’ reading improvement. The teacher must be able to implement the appropriate reading strategies in teaching students, the strategies used by the teacher must be in accordance with the students’ needs and students condition in the classroom, because the strategies applied by the teacher in teaching can affect the effectiveness and can make students success in learning, the selection of the appropriate strategy can make students receive learning material properly and effectively. That is why the strategy should be analyses to know the effectiveness on the students and also to know students ability in reading comprehension whether the strategy that use by the teacher is suitable with the classroom that she taught or need to change the strategy.

Many researchers have been conducted related to the Analysis of Teachers’ Strategies In Teaching Reading Comprehension. Those researches are
believed can support the current research which is conducted by the researcher. The first research come from Tiin Nurlaili IAIN Tulungagung. The research is about “A Study On Teacher’s Strategies In Teaching Reading Comprehension In Second Grade Of Student’s Mts Tarbiyatul Ulum Panggunasri Panggungrejo Blitar academic Year 2013/2014”. The finding of the research shows that teacher’s strategies in teaching reading comprehension is use fourth strategy they are: memorizing strategy, question answer strategy, game and discussion strategy. With those strategies the students easily understand the text of reading comprehension in Second Grade Of Student’s Mts Tarbiyatul Ulum Panggunasri Panggungrejo Blitar.

The second is about “An analysis on the teachers strategies in teaching reading comprehension at second grade students of junior high school 1 of wonomulyo”. The study was conducted by Nurmadia Sarjan from Universitas Islam Negri Makassar 2017. The result of the research found that two strategies that the teacher used, Scaffolding and QARS (Question Answer Relationship). Scaffolding strategy student can develop about idea which readable by the student. QARs (Question Answer Relationship), the teacher able to know how far their students understand what the teacher has given to them. And the teacher able to know how far understanding of the student doing the task after read the text that has been given and the students guided to more focus on the text and understand what the content of the text.

The last research is come from Nopita Ningsih IAIN Surakarta 2017. The research is about “An Analysis Of Teacher’s Strategies In Reading
Comprehension Class Of The Second Grade Students Of SMPN 3 Ngambre In The Academic Year Of 2015/2016”. The finding of the research shows that the results of this research were; the first, there four strategies that used by teacher in reading comprehension class of the second grade students of SMPN 3 Ngambre. They were monitoring comprehension, using prior knowledge/predicting, summarizing/retelling to assess and improve reading comprehension, and generating and answer and question. The second, there were three problems faced by the teacher in reading comprehension class of the second grade students of SMPN 3 Ngambre. They were inadequate instruction, lack of pupils’ interest and vocabularies difficulties.

Finally, based on the phenomenon above, showed that strategy in teaching and learning process is very important. In addition, the researcher is interested with the strategies used by teacher in teaching reading comprehension. Furthermore, the researcher also interested with the students responses of the teacher strategies in teaching reading comprehension. From this reason the researcher carries out a research under title “An Analysis of Teacher Strategies In Teaching Reading Comprehension of the First Grade Students of SMA Inshafuddin Banda Aceh in the academic year of 2020/2021”.

1.2 Research Problem

Based on the background of the study, the problem of research would be formulated as following:
1. What are the teacher strategies in teaching reading comprehension class at the first grade students of SMA Inshafuddin Banda Aceh?

2. How are the students’ responses of the teacher strategies in teaching reading comprehension class of the first grade students of SMA Inshafuddin Banda Aceh?

1.3 **Objective of The Study**

Based on the research question above the researcher identifies the objective of the research as follows:

1. To know the teacher strategies in teaching reading comprehension class of the first grade students of SMA Inshafuddin Banda Aceh.

2. To know the students’ responses of the teacher strategies in teaching reading comprehension class of the first grade students of SMA Inshafuddin Banda Aceh.

1.4 **Significant of The Study**

The result of this research are expected to give the theoretical and practical contribution:

1. For theoretical contribution, This research will give some useful information about English teachers strategies in teaching reading comprehension. This research is expected to be used as a reference for other researchers to conduct a research in English teaching learning process. Hopefully, the result of this study is useful for students, teachers, and all of the readers.
And the results of this study is may help teacher to improve their strategies in teaching reading comprehension.

2. For practical contribution to students, teacher and for the next researcher, the result of this research are expected to give:
   a. To students
      The result of the research can be used as a new reference to learn English, especially reading. They can know kinds of teacher’s teaching strategies and they can choose one of the strategies that use by the teachers to comprehend reading.
   b. To teacher
      The findings are expected to be useful contribution that can be transferred to learners based on their characteristics. By considering each student may employ different strategies, the teacher can take one of the strategies in teaching reading for comprehend to their students.
   c. For the researcher
      The result of this research can be experience and knowledge to the writer and next researcher about teachers' strategies in teaching reading comprehension

1.5. Scope of The Study

In this research to be focused on the limitation of the teacher strategies in teaching reading comprehension class and the students’ responses of the
teacher strategies in teaching reading comprehension class of the First grade students of SMA Inshafuddin Banda Aceh in the academic year of 2020/2021.

1.6 Definition of Key Term

In order to know the term used in this research, the researcher defines those terms as follows:

1.6.1 Teachers Strategies

According to Nurdyansyah (2016:2) learning strategy is a model that is planned on learning including methods or techniques that create by teachers. Based on definition above, these mean that strategy is used by the teacher in learning processes to think, solve problem and make decisions to achieve the goal in teaching learning process. Teachers create many strategies in the classroom in order to help learner with reading difficulties so that they can read and comprehend the text efficiently.

Many learning strategies can be used effectively to develop comprehension skills. Effective teaching necessitates an understanding of, and ability to use, a variety of method in teaching learning process. Many strategies may be applied to the class to make the situation actively. Therefore, teacher should try to create reading interesting, enjoyable, meaningful, and challenging. With using many reading strategies can influence students skor in skill reading.

1.6.2 Reading Comprehension

Meliyawati (2016:2) state that reading is a process and the skills to be able to understand a reading that is being read and can be said to be part of a complex
activity because it involves elements when understanding the contents of the reading. Hence when reading students need to have large vocabulary and master grammatical rules to understand what the text is talking about. People read for many reasons but understanding is always a part of their purpose. Reading comprehension was important because without it reading does not provide the reader with any information. Reading comprehension was the ability to read text, process it and understand its meaning. An individual's ability to comprehend text was influenced by their traits and skills, one of which was the ability to make inferences.