

**AN ANALYSIS OF THE TEACHER STRATEGY IN
TEACHING READING
(A Descriptive Study at First Grade Students of SMAN 12
Banda Aceh)**

Thesis

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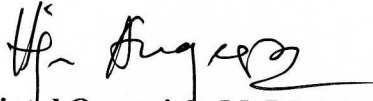
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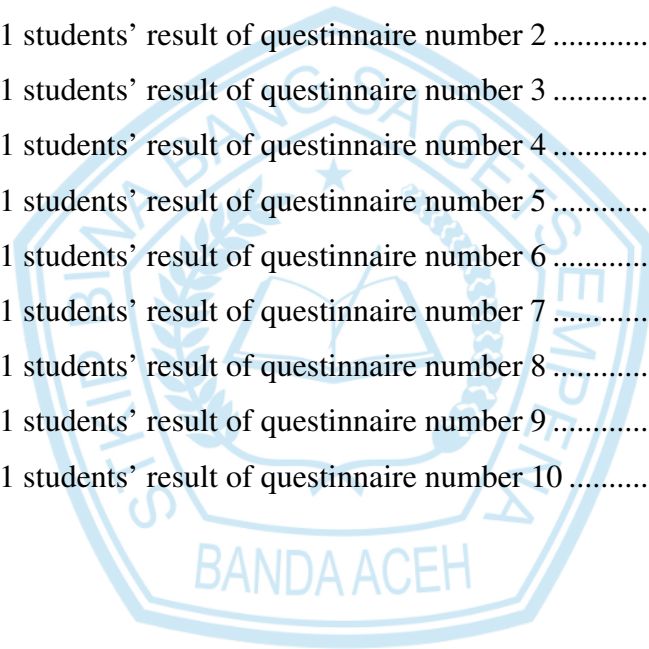
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Symbol	Name	Page
P	Percentage.....	29
F	Frecuency of the score.....	29
N	The amount of maximal score.....	29



CHAPTER 1

INTRODUCTION

This chapter consists of the background of the study, the research problem, the purpose of study, the significance of study, the scope of the study and the terminology of terms. The explanation of each part is presented below.

1.1 Background of the study

English has an important role in this world, since English is an international language that is used and spoken by people around the world. The government of Indonesia has realized the importance of English as the major language. Therefore, the Indonesian government decides that English becomes the first foreign language that must be taught and learned from junior high school until university level.

There are four skills in English that have to be mastered by learners. They are speaking, writing, reading, and listening. These four skills should be involved by teacher in the teaching and learning process in a classroom. Speaking and writing refers to productive skills while reading and listening refers to receptive skill (Harmer, 2001).

From the four skills that have been mentioned above, reading is one of important skills in English which is very important to be learned by students. The students are able to improve their own knowledge and experience through reading activity. They will get a lot of information and ideas that they want to know.

The information can be gained from books, magazine, paper, e.t.c. Furthermore, the students also will know what they do not know before. The more they read, the more information they get.

Based on Bernhardt (2000:6) that reading is an activity in understanding a written text which involves both perception and thought. It means that when someone is reading, she or he can give their opinion about the subject which have been read. Furthermore, Snow (2003:15) stated that reading is not occur in vacuum, it is done for a purpose to achieve the end of the text. During reading the reader processes the text with regard to the purpose. To be a good reader, the learner must learn how to comprehend and understand the passage. So, she or he can achieve the purpose of reading when the activity is done.

There are two process of reading, they are word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to someone's spoken language, meanwhile comprehension is the process of making sense of words, sentences, and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

According to Lem (2010:3) that reading comprehension is the ability to build meaning of a written text. Reading comprehension is not a stagnant competency, it varies based on the purposes for reading and the text that is occupied. Reading

becomes and evolving relations between the background knowledge of the reader and the text.

The essence of reading is comprehension, because it is a process of readers in combining informations of a text and their own prior knowledge to construct the meaning. The readers will not understand the text well and are not able to obtain the meaning of the text without any comprehending.

In teaching reading, strategy is very important. It is because the good strategy in teaching will obtain the good learning result. In other words, the success of teaching and learning activity is depend 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 require to create and use many strategies in teaching reading. For instance, implementing various teaching methods, media, and games in order to stimulate the students interests. The fundamental of teaching strategies is to make it easier to implement a variety of teaching techniques and methods (Brown, 2004:103).

In the field of school, researcher found the fact that there are many teachers who did not know how to teach reading comprehension. It is supported by the fact that the teachers contiously enquire the students to read the text and then answer the question without understanding first. In addition, if the students obtain low score, the

teacher said that the students were not able in reading comprehension and argue that the students do not understand the subjects that is being taught.

Many researchers have been conducted related to the Teachers' strategies in teaching reading comprehension analysis. Those researches are believed can support the current research which is conducted by the researcher. The first 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 Ngrambe 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 Ngrambe. They were monitoring comprehension, using prior knowledge/ predicting, summarizing/ retelling to asses 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 A grade students of SMPN 3 Ngrambe. They were inadequate instruction, Lack of pupils' interest and Vocabularies difficulties.

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 Negeri Makassar 2017. The result of the research found that there are 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.

Based on the explanation above, the researcher is interested with the student's achievement in learning reading comprehension. Furthermore, The researcher also interested with the teacher's strategy in teaching reading comprehension. Therefore, the researcher will analyze the teacher's strategy in teaching reading entitled "**An Analysis of The Teacher's Strategies in Teaching Reading at SMA Negeri 12 Banda Aceh**".

1.2 Research Problem

The research problems of this study are as follows :

1. What are the teacher's strategies in teaching reading comprehension at the first grade student of SMA Negeri 12 Banda Aceh?
2. How does the English teacher implement the strategies in teaching reading comprehension at the first grade student of SMA Negeri 12 Banda Aceh?

3. How are the students' perception of the teacher's strategies in teaching reading comprehension?

1.3 Research Objective

In accordance with those real problems above, the aims of this research as follows :

1. To know the teacher's strategies in teaching reading comprehension at the first grade student of SMA Negeri 12 Banda Aceh.
2. To know the implementation of the English teacher's strategies in teaching reading comprehension at the first grade student of SMA Negeri 12 Banda Aceh.
3. To know the students' perception of the teacher's strategies in teaching reading comprehension.

1.4 Research Significance

Theoretical Significance:

1. This research is expected to give a positive contribution for the development of the teachers' strategies theory especially for the English teachers.

Practical Significance:

1. Significance for the student

The result of this research may help the student; so that students are able to achieve mastery learn optimally to achieve a proud achievement.

2. Significance for the teacher

The teacher may understand the phenomenon systematically in education, provide clues about which should be implemented in educating and as an opportunity to make corrections to themselves in implementing the teaching and learning process in the classroom.

3. Significance for the Institution

This researcher was expected to be a reference for university to pay more attention to their students' quality in teaching as the next teachers.

1.5 Definition of Key Term

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

1.5.1 Teacher

Teacher is one of the professions that are certified by the government that is owned by someone whose main job which is to teach, besides educating, guiding, directing, train, assess and evaluate students. According to Mbise (2008), a teacher has been defined as a person who has knowledge, skills and special trainings in teaching, explaining and educating. The teacher is the person who is capable of creating behavioral change in terms of cognitive, psychomotor as well as affective domain.

1.5.2 Teaching strategies

The process of transferring knowledge from the teacher to the students or from someone to another whether in a formal or informal situation is called teaching.

In addition, teaching was also derived from the word teach which means giving instruction to somebody, in order to know or be able to do something.

Teaching Strategies is generalized plan for a lesson which includes structure, desire of students behaviour, and an outline of tactics which is necessary to achieve the expected goals in teaching and learning activity.

1.5.3 Reading Comprehension

According to Rayner et al. (2001:31) Reading comprehension is the level of understanding a text/message. The understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text.

