

CHAPTER 1

INTRODUCTION

A. Background of the research

Language is a system of arbitrary vocal symbol used for human communication. We use language as a means of communication with other people, as a tool to express our ideas and wishes. Without language it is hard to imagine how people can cooperate and get along with one another. Communication has an important role in human life. We must know how to share, to express our idea to other. Because communication is important, so human being should learn how to communicate correctly.

Communication will be easy if the sender and the receiver understand the information delivered. However, everybody knows that language cannot be apart from human life. People need language for communication with each other. By using language, people can express their ideas and feeling. Therefore, language has a central role in students' social and emotional development. It can support them in learning all subject matters, especially using english as international language.

English is one of some international languages which is used by most people around the world. In a global era, people are expected to master English so that they can communicate with other people who live in other countries. As a tool of an international communication, it should be learned by people who live in a country which uses English as a foreign language,

including Indonesia. To support Indonesian people in order to be able to communicate with other people around the globe, Indonesian government incorporates English into its educational curriculum as one of its compulsory subjects starting from junior high school. Hence, it is hoped that there will be a great chance for Indonesian learners to improve their English communication competence.

Having a good ability in English is important. Speech, presentation, interview, and storytelling are spoken in English. To deliver information orally the students have to master it. On the other hand, there are many written texts that are written in English in daily life. For example, magazines, newspapers, websites, manuals, advertisements, and job vacancies. To get information from those texts students read and comprehend the texts. However, the lack of vocabulary is the main problem for students. They find it difficult in facing new words and sentence complexities which block them to master it. The lack of exposure to the language is also one of the problems.

In learning language, there are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and learning in a classroom. Speaking and writing refers to productive skills while reading and listening refers to receptive skills.

Reading is one of the most important skills that should be master and acquire by students. Reading can be a stepping stone for students in order to be success in their studies and in their life. Without an ability to read

effectively, students will be lose the opportunities in their education and in their real life situation in the future. The ability to read will lead students to gain new knowledge, enjoy the beauty of literatures, and do everyday things, for example: reading newspapers, magazines, novels, maps, manual instructions, and books.

Reading is an important skill. Goodman in Burt, Peyton, and Adam (2003, p. 33) states that it is important to learn reading since it first, helps people learn to 2 think new language. Second, helps people build better vocabulary. Third, helps people more comfortable with written English. Fourth, can help people plan to study in an English, speaking country. Students who master reading skills well will easily extract meaning from English texts because they have better vocabulary in contexts.

Moreover Harmer (1998, p. 63) states that reading gives many exposures to students' language acquisition. Students who accustome to read get a lot of exposures. When they read a text, at least, they remember some parts of language as a part of process of language acquisition. In addition, this skill helps them to expand their knowledge. Using English they can explore their interests by reading international books, journals, websites, and more. In addition, Harrison (2004, p. 3) argues that the importance of reading is not only related to the development of knowledge but also it is related to people thinking capability. This capability will be the basic development of emotional, moral, and verbal intelegence. Moreover, these development determines what kind of person people would be. Therefore, reading is

important for students both to develop their knowledge and to develop the way they think related to the development of moral, emotion, as well as verbal intelligence.

In Islam, there is aspect related to reading, the researcher would like to present a verse of the Al-Qur'an verse namely the first and the third verse of Al-alaaq.

اَقْرَأْ بِاَسْمِ رَبِّكَ الَّذِي خَلَقَ اَقْرَأْ وَرَبُّكَ الْاَكْرَمُ ﴿١﴾

The first verse shows the requisite of reading; before reading someone must read basmalah to get Gods' mercy and the third verse shows that if someone always repeat his/her reading, the God will give mercy and knowledge for him or her. In conclusion, reading is very important and the people must be read something not only such a text, but also read anything and at in which they get information or knowledge.

“Reading provides many useful information, knowledge, experiences, and cultures to the reader by the text” (Clarke and Silberstein, 2001, p. 11). Reading also important in teaching learning process, because every activity in the classroom always has relationship with reading. According to Hill (1998, p. 58), “Reading itself is a process to understand a written text which meansextracting the acquired information from it as efficiently as possible”. Besides that, reading always comes along with comprehension.

In teaching and learning are needed some strategies, approaches and techniques to make the material that is given by teacher to students can be

accepted by them well and the goal will be reached by teacher. One of approach method that could be used in teaching reading is by using text-based teaching. The teaching materials in the text-based treatment included a language development programme and areading programme (Engelmann & Osborn, 2008, p. 200).

In fact, teaching reading in Indonesia hasn't reach the teaching purposes. Based on the result of investigation to the eleventh grade at SMIP 1946 , the English teacher in this school said that in teaching reading there were some problems such as: the students haven't understand about the content of and they don't have enough vocabularies. The teacher uses conventional teaching techniques to teach reading where it makes the students difficult in comprehending a text and answer the question based on the text. This finding indicates that teachers need to be equipped by strategies in teaching reading by using text-based teaching. In line with the previous explanation that reading is necessary in language teaching. Teachers are confronting some problems in the process of reading.

Based on the problem stated above, the researcher assumes that the reading with using text-based approach become a problem if not overcome soon. For this assumption, the researcher is interested to do descriptive research. By doing this research, the researcher expected that this research with title **“Strategies of English Teacher in Teaching Reading in Islamic Senior High school at SMIP 1946 Banjarmasin School Year 2018/2019 ”**.

B. Research Questions

Based on the background of the study above the researcher formulates the problems of the study as follows:

1. How did the English teacher implement the strategies in teaching reading in Islamic Senior High School at SMIP 1946 Banjarmasin School Year 2018/2019?
2. What were the problems faced by the teacher and the solution in teaching reading in Islamic Senior High School at SMIP 1946 Banjarmasin School Year 2018/2019?

C. Objective of the Study

Based on the problem statements, this study is conducted to:

1. Describe how the English teacher implement the strategies in teaching reading in Islamic Senior High School at SMIP 1946 Banjarmasin School Year 2018/2019.
3. Describe were the problems faced by the teacher and the solution in teaching reading in Islamic Senior High School at SMIP 1946 Banjarmasin School Year 2018/2019.

D. Significance of the Study

The researcher really hopes that this research has some benefits. The benefit can be distinguished into two:

1. Theoretical Benefits
 - a. For Students

- 1) This research will increase the knowledge on understanding the kinds of text.
- 2) This research is expected to support the ability and to motivate the students to read the texts.

b. For Teachers

- 1) This research is beneficial to enlarge the theory of teaching reading.
- 2) It can be used as the reference for teaching reading by using the text-based approach

2. Practical Benefits

a. For Students

For the students, the finding of the research can be used as a new reference to learn English, especially reading. They can know kinds of teacher' teaching strategies and they can choose one of the strategies that use by the teachers to comprehend reading.

b. For Teachers

For English teachers, 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. Based on the statement above, teacher has to have a strategy to make the student's ready to speak. By applying the correct strategies in teaching and learning process.

c. For other researchers

For the next researchers, this thesis will give some contribution and information for next researchers about strategies in reading. The result of the research is expected to give some contributions for students, teachers, and future researches.

E. Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward:

1. Teaching is the process of attending to people's needs, experiences and feelings, and intervening. So that they learn particular things, and go beyond the given. In education, it is a process in which both the teacher and student participate, and its main goal is to promote and support learning. Teaching should be defined with a term of learning, because "teaching" facilitates a learning process, gives the learner an opportunity to learn and sets the conditions essential for learning.
2. Reading is a process undertaken to reduce uncertainty about meanings a text conveys. It is the process results from a negotiation of meaning between the text and its reader. The knowledge, expectations, and strategies a reader uses to uncover textual meaning all play decisive roles way the reader negotiates with the text's meaning. It is also an act of communication in which information is transferred from a transmitter to a receiver.

F. Previous Study

In this research, the researcher takes review of related literature from the other graduating papers and journal. Some researchers had conducted researches that focused on Teachers strategies in teaching reading comprehension as follows:

Ahmad (2013) conducted a research with title A Study on Strategies for Teaching Speaking and Reading Comprehension Skills. He concluded that the teachers applied three kinds of stages in teaching reading those are pre-reading, Whilst reading, and post-reading stages. In pre-reading stage they gave the students some questions as a warming up to know and enrich the students vocabulary mastery. This is also done to help the students to enter to the topic being discussed. Next, in Whilst reading stage, they distributed the texts and gave some questions related to the text provided. This is done to know the students' comprehension on the text given. Even, this is done through a play.

Nuri susilowati (2013) conducted a research with title Teacher's Strategies in Managing a Large Class in Teaching English at the Eleventh Grade of SMA Muhammadiyah 1 Karanganyar in 2012/2013 academic year. She concluded that there are two main points found. First, the teachers strategies in managing a large class in teaching English at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in 2012/2013 academic year. Second, the problems faced by the teachers and the students during implementing the teaching strategies and the solutions for the large class in

teaching English at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in 2012/2013 academic year. The strategies used by English teacher in managing a large class in teaching English at SMA Muhammadiyah 1 Karanganyar, the writer found a large class with 37 students in XI IPS 3. The writer focuses on the English teacher strategies in the large class are, teaching technique, seating arrangement, teacher's feedback and teacher's evaluation.

Mu'linatus Sa'adah (2015). Enhancing Students' Participation And Comprehension In Reading Course Using Jigsaw Strategy (Classroom Action Research in English Class at the 9th grade of MTs Ibtidaul Falah Kudus). This study concludes that 1) The use of discussion groups and group work has been advocated in teaching and learning process. Typically, such groups are used to provide a change from the normal pace of classroom events and to increase the amount of students' participation in lessons. Proponents of jigsaw strategy stress that it enhances both learning and learners' interaction skills. In jigsaw strategy, group activities are carefully planned to maximize students' interaction and to facilitate students' contribution to each others' learning. However, they worked very cooperative and tried to help their partner, and they were more active to understand English reading text, 2) Teaching reading comprehension using jigsaw strategy can be enjoyable experience for teacher and students. In fact, students can improve their reading comprehension after taught by jigsaw strategy. It can be seen by students' achievement in reading course in each cycle. In the first cycle the

average of the students' achievement was 69,4. In the second cycle the average of the students' achievement was 76,3. In the third cycle the average of the students' achievement was 83,2. Students' reading comprehension increased as well as their motivation to learn English and they were understood reading English text well. Result of the research show that the students improve their reading comprehension efficiently and effectively. They better in comprehending, discussing, teaching the text to their friends, and one of an unpredictable advantage of doing this strategy is that the students begin to respect each other.

Hetty (2010) conducted a research about The Effect of Applying Preview- Question- Summary- Test Method on the Students' in Reading Comprehension. Her study aims an investigating the effect of applying preview- question- read- summary- test method on the students' reading comprehension. The population of her study was the students of SMA Swasta Katolik Budi Murni 2 on jl. Kapiten Purba 1 Simalingkar Medan. Sixty students from the population (235 students) was randomly taken as the samples of the research. The sample was devided into two groups. The first group (30 students) as the experimental group was taught by using Preview- Question-Read- Summary- Test method. The instrument of collecting the data was multiple choice tests. To obtain the reliability of the test, the writer used the Kuder Richardson formula (KR-21). The result of the study showed that the reliability of the test was 0.86. The data were analyzed by using t-test formula, the analysis showed that the source of the students in the

experimental group was significantly higher than that students in the control group at the level significance 0.05 with the degree of freedom (df) 58 the t-observed is 5.92 while the t-table is 2.00. Therefore, the null hypothesis (H_0) is rejected and the hypothesis alternative (H_a) is accepted.