

CHAPTER I

INTRODUCTION

This chapter presents the discussion on the background of the research, statement of the problem, objective of the research and significance of the research.

A. Background of the Research

Language is the one of the most important things in communication and it is used a tools of communication among nations in all over the world. As an international language, English is very important and has many interrelationship with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

Teaching English has developed dramatically in the recent years because globalization impact and everyone should understand English as their International language. The development of English education can also be seen in Indonesia, in which English starts to be taught earlier to young learner.

In English, there are four skills that should be mastered, they are: Listening, speaking, reading, and writing. The reading skill becomes very important in the education field, students need to be exercised and trained in order to have a good reading skill

Reading is the complex of the process cognitive of looking at the symbols and getting meaning from them. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. Reading also something crucial and indispensable for the students because the success of their study depends on the the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

Teaching strategies are conceptual frame works that describe systematic procedures in organizing learning experiences to achieve learning goals and the instructors in planning and carrying out learning activities. Since, reading is a phrase where students can get information and knowledge, and the ability to read becomes a window to the world and students' knowledge. In other words, reading officially has been taught starting from Junior High School and in some other schools, which starts from primary schools until Senior High School. Moreover, reading is a good thing to provide the opportunities to study language such as vocabulary, grammar, punctuation, constructs sentences, Some of the problems faced by the students are lack of vocabulary. They generally have limited number of words to understand a text. This may lead to an ability to comprehend the text. Since, vocabulary is one of the important elements of language needed to comprehend the text well.

In teaching reading a teacher need a strategy to share the acknowledge or something the message on the text to the students. The Strategies is a way that the teacher used in reading learning process. In general, the strategy can be in the form of guidelines to act in an effort to achieve the goals that have been determined.

The other problems that students commonly face in comprehending the text is due to the grammatical aspect. Also, the students' motivation which they have lack of motivation in reading. They are not curious enough to read. Meanwhile, the teachers have taught reading with several strategies in reading skill learning. The teachers only asks students to read aloud and answer the questions that has been given in a text books. Sometimes the teacher only explains the material until learning ends.

The result of this study showed that the implementation of the strategy adopted by the teachers there with the materials, the indicators and the purpose of learning was based on the syllabus and the curriculum. Teachers choose the most suitable strategies which could help the students comprehend the texts well. The teachers' reasons for using those strategies was because the students had difficulties in comprehending the test, especially the aspects of reading such as the main idea, detailed information, making inferences and noting references.

In the other world, a teacher need to choose a learning strategy adequate which can enable the achievement of learning objectives in accordance with predetermined competency standars. But it is not it easy to choose a strategy, there are many factors that must be considered in choosing a learning strategy.

In the learning process a teacher must use strategies, in learning at school according to observation made by researcher that it turn out that most teachers use conventional strategies, there is no particular strategies used, or the strategies used unvarieties.

Therefore researchers want to see what strategies are used by english teacher so that in reading comprehension, student can understand directly the content and purpose of the text. Based on the description above, the researcher intends to conduct a research entitled: “ *Exploring The Teachers’ Strategies in Teaching Reading at SMA Level in Ternate*”

B. Scope of the Problem

Based on the background of the research above, the problem of the researches focuses on teachers teaching reading strategy at SMA Level in Ternate.

C. Statement of the Problem

Based on the background of research above, the problem of the researches is as follows :

What are the teachers’ strategies that has been used in teaching reading at SMA Level in Ternate.

D. Objective of the Research

To know what strategies are used by the teachers in teaching reading strategies at SMA Level in Ternate.

E. Significance of the Research

The result of the research is expected to be used theoretically and practically

1. Theoretical Significance

The results of this study are expected to find out what strategies are used by teachers in order to improve teaching skills in the ongoing teaching and learning process.

From the theoretical significance, it is hoped that this research can provide some useful information about English teacher strategies in teaching. This research is expected to be used as a reference for next researcher in English teacher strategy in teaching writing process. Hopefully the results of this research can be useful for students, teachers, and all readers. And the results of this study will also help teachers to improve their strategies in teaching English, especially reading.

2. Practical Significance.

The result of this research is suggested to apply the teacher teaching strategy to increase the students' competence in English teacher strategy. Practical significance, for teachers, of the findings of this study can be used as a reference for learning to improve the teaching strategies of English teachers, in particular reading strategy. and can choose one of the strategies that have been applied by researchers as a source of research reference according to Brown 2001. This research is expected to be a useful contribution that can transferred to the teacher with the characteristics. who understands different strategies in teach.