

# CHAPTER I

## INTRODUCTION

This chapter discusses about Background of the Study, Statement of the Problems, Purposes of the Study, Significance of the Study, Scope and Limitation, and The Definition of the Key Terms.

### A. Background

Language is a system of arbitrary specific words that is used to communicate with people. Language is a tool that we use to communicate with others and to express our feelings and wishes. It's difficult to imagine people cooperating and getting along if they don't speak another language. The importance of communication in human life cannot be emphasized. We must be able to share and communicate our ideas to others. Because communication is crucial, people should learn how to communicate effectively. If both the sender and the recipient understand the information sent, communication will be simple.

However, everyone understands that language is closely linked to human life. Person needs language in order to communicate with others. People can convey their emotions and opinions using words. As a result, language plays a vital role in the social and emotional development of students. It can help children in learning a variety of topics.

English is an international language that people from all over the world use to communicate. The condition of English as a foreign language in Indonesia. Studying English is challenging for Indonesian students, according to Chaudron (2004), because the English and Indonesian languages are significantly

different in terms of spelling, sounds, pronunciation, vocabulary, and culture. As a result, the Indonesian government has created an English language curriculum that had to be studied from elementary school through university.

In learning English language there are four skills that must be mastered by students including: reading, writing, listening and speaking. This applies too in the English process called listening and reading as receptive skills while reading and speaking as productive skills. Often people call only by mastering speaking, this is true, written language also important to master. For example, our compilation opens the internet and want to reply to an email, of course you need careful reading skills the ability to write using the correct language give appropriate answers.

Reading, according to Dean (2013), needs more than just seeing words clearly, accurately pronouncing written words, and understanding the meaning of vocabulary items. You should think and feel while reading. Reading means not only looking at and pronouncing words in a text, but also comprehending all of the text's components. The reader evaluates the material in relation to the purpose while reading. Learners must learn how to explore and understand passages in order to get better readers. As a result, she or he will be able to complete the task of text reading.

Reading English is a crucial skill for pupils to master. The purpose of reading a text is to comprehend its content. When students read a text in school, they often struggle to understand and comprehend its content. As a result, reading teachers must have strong methods for teaching reading to children in order to assist them achieve high results.

The process of reading and analyzing a book is known as reading comprehension. Specifically, readers must comprehend the literature during the reading process. Readers comprehend a text if they read it and understand the message and meaning of the text.

Teaching strategy, according to Aswan et al. (2010), is a teacher's plan in the teaching and learning process to achieve a goal that has been set. To put it another way, teaching techniques are methods for instructing students. The instructor must employ a strategy to find a balance between the method innovative teaching and the style in which the material was applied by the teacher.

Involves teaching students in the classroom to become effective and successful readers through effective reading comprehension instruction. Creative teachers with different of techniques and skills to meet the requirements and learning styles of each student in the classroom, rather than relying on a single approach or technique. To improve students' reading comprehension, teachers must use a variety of techniques in teaching reading. The English teacher must have the greatest method for their pupils in attempt to implement the reading process more effective in the classroom. Students appreciate class when the teacher becomes a buddy with someone they can discuss classroom problems. Other times, the teacher takes on the role of their parent, supporting them through the teaching and learning process. The teacher must design a method for preparing the pupils for reading. The teacher can motivate the students' confidence to read correctly by using the appropriate strategies in the teaching and learning process.

This research was inspired by several previous studies. The first previous study conducted by Fitri Nurdianingsih (2021). This research uses qualitative. The result of this research shows that teachers need to be equipped by strategies in teaching reading comprehension in order to help the students to cope with the difficulties in learning English. The choice of strategies was adapted by the teachers with the materials, the syllabus and curriculum. Those strategies were effective in teaching reading comprehension because it can help student to comprehend the text and they could exchange their opinion with their friends. The second previous study was conducted by Devi Nur'aini (2015). This research used qualitative. The results of this study show that the teachers in this study used teaching reading comprehension tactics at three stages of reading: pre-reading, while reading, and after reading. It also concluded that students' reactions to their teachers' tactics, which were characterized as low-level association responses and partially-formed knowledge structure responses, were effective in general. These findings suggest that the three teachers should improve their knowledge and skills in addition to understanding the concepts, implementations, and reasons for employing reading comprehension strategies. It is also proposed that students with low level association responses be given instructions on teaching methods before beginning reading activities, and that students with partially developed information be given some assistance.

The third previous study was conducted by Muslaini (2017). This research uses qualitative design. The result of this research shows the researcher found several problems that needed to be solved, especially in the preparation of lesson

plans even though the teachers at the school already had much knowledge of teaching. Based on these observations, the methods and strategies generally used by the English teachers at the school included individual learning, cooperative learning, using media, (*games, pictures and picture series*), and the grammar translation method. They modified the strategies used in teaching depending on the materials or the genre of the text. The choice of strategy was adapted by the teachers with the materials, the indicators and the purpose of learning based on the syllabus and curriculum. They chose the most appropriate strategy to help the students comprehend the text well. Their reasons for using a particular strategy was to help the students to avoid difficulties in reading the text, especially comprehending the aspects of reading such as the main idea, making inferences, noting detailed information and references. The use of appropriate strategies to reach the purposes of learning was planned in the lesson plan. This research didn't explain about the problems faced by the teacher when using those strategies.

There are many reasons why the researcher chooses SMKN 1 Bandung. First, the researcher have preliminary observation in this school. During the preliminary observation, the researcher got some information about this school such as about the teachers, students, teaching and learning process. Furthermore, from the initial observations, the researcher obtained some information about the teaching strategies of teachers to read differently from other schools. Second, SMKN 1 Bandung has extracurriculars that are directly related to English subjects, namely the English club.

Third, reviewing Fitri Nurdianingsih (2021), Devi Nur'aini (2015), and Muslaini (2017), all of them conduct research on Senior high school. So, in this research investigated the teachers' strategies in teaching reading at SMKN 1 Bandung, which is a vocational high school. Moreover, vocational high school has a majors system.

Due to this situation, the researcher is interested in analyzing teacher strategies in teaching of reading and knowing the problems faced by teachers in online teaching reading comprehension in this school. For this reason, the researcher conducted a research entitled " TEACHERS' STRATEGIES IN TEACHING READING AT SMKN 1 BANDUNG IN THE YEAR ACADEMIC YEAR 2020-2021".

## **B. Research Problems**

Based on the background of the study, the research problem of the study is formulated as follows:

1. What are the teachers' strategies in teaching reading at SMKN 1 Bandung?
2. How do the strategies help the teachers' in teaching reading SMKN 1 Bandung?

## **C. Objective of the Study**

Based on the background of the study mentioned above, the writer states objectives of study as follows:

1. To know teachers' strategies in teaching reading at SMKN 1 Bandung.

2. To describe How the strategies help the teachers' in teaching reading SMKN 1 Bandung.

#### **D. Significance of the Study**

##### 1. Theoretical

This study is very useful for English teachers in teaching reading comprehension of narrative text. English teacher will get some information about strategies in teaching reading. On the other hand, in this study can be used as a reference by other researcher. So, in the future it can improve the quality of learning through appropriate strategies. It can improve students' abilities and motivation in understanding reading narrative text.

##### 2. Practical

###### a. For English 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. 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.

###### b. For Researcher

The result of the research is expected to give some contributions for students, teachers, and future researches

### **E. Scope and Limitation of the Study**

The scope of this research are focus on describing the strategies that used by the teacher in teaching English reading comprehension and the students perception towards the strategy that used by the teacher experienced in teaching and learning process at first Grade Students in SMKN 1 Bandung.

### **F. Definition of Key Term**

#### 1. Teacher Strategies

According to Cole (2008), the teacher's duty is to provide effective plans/strategies for meeting students' educational requirements, with the overall objective of communicating using the language being learned.

#### 2. Reading Comprehension

Reading comprehension, according to Singer (1985), is described as the interpretation of written symbols, the comprehension of meaning, the assimilation of written concepts, and the act of thinking while interpreting symbols