

## **CHAPTER I**

### **INTRODUCTION**

This chapter provides the several methods of research, background of the study, research question, objective of the study, significance of the study, scope and limitation of the study, and the definition of key terms.

#### **A. Background of the Study**

Teacher strategy is a component that must be present in learning. Silver, Strong and Perini (2007) stat that strategies are different types or styles of plans teachers use to achieve the goal . It can be concluded that to achieve the goal of learning the teacher must prepare a good strategy. It is hoped that the strategy is able to master English well, especially in reading. The strategy is applied according to the competencies that must be achieved by students and adjusting the conditions of students.

Teaching is a process carried out by teachers in supporting student learning by providing knowledge and also being able to share experiences. This method is related to the student's learning process in learning for himself (Halik, 2016). The purpose of teaching is to provide knowledge so that students can understand what has been stated accurately and precisely (Muslaini, 2017). In this method, the instructor must use an active teaching strategy, similar to that used by teachers in general, which engages students in conversation by asking questions without realizing that they are doing so. This means that teachers can modify the environment and circumstances when teaching students by utilizing effective teaching techniques in the classroom.

In the language component, there are four skills namely reading, listening, speaking, and writing. According to Harmer (2007: 99) reading is useful for language acquisition. But, according to snow (2003: 15) reading does not occur in vacuum, it done for a purpose to achieve some ends. So, to be a good reader, you must have an understanding of the parts of the sentence. In this way the reader will reach the goal of reading. Joycey (2006: 2) says that reading is an active skill, where the reader interacts with the text.

some extent the writer. In this case the reader seems to be involved in the reading. They absorb information in the reading by relating it to the experience. So that it will lead to different perceptions between readers and each other.

Hung and Ngan (2015), highlight reading as a fundamental skill and how it aids students in developing their vocabulary and fluency as well as other skills. Finally, it aids in their language acquisition and proficiency. Reading, for instance, is crucial to the growth of language learning when learning English. As a result, reading English-language texts will aid pupils in expanding their vocabulary, learning grammar, and developing effective writing

Some researchers have studied about teacher's strategy for teaching reading. Alfian (2017) by thesis entitled "An Analysis of English Teacher's Strategies in Teaching Reading Comprehension at SMA Negeri 5 Bone". This study aimed to find out: (1) the strategies used by the teacher in teaching English. (2) the students' perception towards the strategies used by teacher in teaching English. The data were conducted from September to October 2017 from 1 class that consisted 28 students the Eleventh Grade of SMA Negeri 5 Bone.

SMAN 3 Kediri is one of the most favorite school in Kediri. This school always makes positive extracurricular activities such as; drama performance, speech, quiz, football competition and the students also get knowledge, experience, money and certificate when they follow the competition and become the winner. In 2019 at event English massive which is held by Kediri's government this school get the 1st and 2nd place in the Speech Teenager category that is held by Kediri's government which was won by Silvy Triana D (MIPA 5) and Dewi Ayu (MIPA 5). In a week there are 2 days that are devoted to additional English subject after school hours are completed and In the 11th grade, this school held an English language course tour in to Kampung Inggris Pare for 4 days, this activity

was held every year to develop the English understanding of the students of SMAN 3 Kediri.

There are two English teachers that I will interview and observe at the same level eleventh grade of SMAN 3 Kediri, the first teacher is initials DL graduated from a scholarship Universitas Merdeka Malang, 10 years in teaching English subject and initials S graduated from Universitas Islam Malang, 35 years in teaching English subject. According to my observation The teachers provide students to assess their learning styles, strengths and weaknesses by reading and sharing in group and it can enhance student's motivations to read the texts and enhance their academic performance. The teachers also help the students to communicate or express their thoughts, feeling, and opinions in English. Some students are good in reading the texts and also their score in academic. Some students know how to read and pronounce the words well and they can get the information and answer the questions easily. It means that the teacher should have a plan as accurate as possible to get an effective teaching and learning. Especially, to reach a good development in teaching reading, teacher should create various teaching strategies to enhance student's motivation to understand the texts easily.

So, the researcher conducted this research for some reasons. First, English teachers in SMAN 3 Kediri have good knowledge, experience in making comfortable atmosphere, understanding, style and interest in teaching reading. Second, students can read more accurately and easily to understand the events, information, concepts in a text and they feel motivated to read in school and for pleasure. Third, most of the students are active when they are studying in classroom and also they can make decision or arguing for their opinions. The last, the school has good achievements of their graduations. Based on the reasons above, the researcher interested to investigate the strategy in teaching reading entitled” **An Analysis of Teachers’s Strategy in Teaching Reading At SMAN 3 Kediri**”

## **B. Research Question**

Based on previous background of the study above, the researcher formulated research question as :

1. What strategies used by English teachers at SMAN 3 Kediri?
2. How do the teachers implement the strategies in teaching reading at SMAN 3 Kediri?

## **C. Research Objective**

Based on the research problem, the researcher aims to know the strategies and the implementation of the strategy is used by English teachers in teaching reading at SMAN 3 KEDIRI.

## **D. Significance of The Study**

The result of this research is expected to give theoretical and practical contribution in the learning process as described below.

### **1. Theoretical Significance**

This research is expected to be input in practicing and learning process especially for knowing the teacher's strategies in teaching reading. The researcher hope that reader will get a lot of knowledge related to this research. This research is expected to be used as reference for other researcher to conduct a research in English teaching and learning process. Hopefully, the result of this study is useful for students, teachers, and all of the readers.

### **2. Practical Significance**

#### **A. For Students**

In this study, it is hoped that it can be a guideline to find out the strategies used by teachers in teaching reading at SMAN 3 Kediri. This research is additional information for students who want to read the results of this study. Hopefully it can be a guide for practice in the learning process of reading comprehension.

#### **B. For Teacher**

The researcher hope this research can be input and provide suggestions for teachers who teach reading at SMAN 3 Kediri .

Hopefully, this research is useful for teaching strategies in transferring knowledge to students and can help teachers determine the right strategy in teaching..

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

The researcher focuses on the strategy and the implementation of English teachers in teaching Reading at SMAN 3 Kediri. SMAN 3 Kediri is one of the most favorite school in Kediri. In 2019 at event English massive which is held by Kediri's government this school get the 1st and 2nd place in the Speech Teenager category that is held by Kediri's government which was won by Silvy Triana D (MIPA 5) and Dewi Ayu (MIPA 5) . In a week there are 2 days that are devoted to additional English subject after school hours are completed. And English teachers in SMAN 3 Kediri have good knowledge, experience in making comfortable atmosphere, understanding, style and interest in teaching reading. The subject of this research is two English teachers at the same level eleventh grade at SMAN 3 Kediri. The first teacher is initials DL graduated from Universitas Merdeka Malang, 10 years in teaching English subject. And the second teacher is initials S graduated from Universitas Islam Malang, 35 years in teaching English subject.

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

The researcher study about "An Analysis of Teacher's Strategy for Teaching Grammar using Mind mapping at SMAN 3 Kediri" there for to make the understanding of this thesis, the researcher would like to explain some definition of terms:

##### **1. Teaching Strategy**

Teaching strategies are the activities a teacher engages in when putting a lesson plan into action or when creating a lesson plan to ensure that students grasp what they are learning.

##### **2. Reading**

According to (Tarigan (1990:7) in Juernal 2010) argues that reading is a process that is carried and used by readers who want to get

the message delivered by the author through the medium of words or written language.