

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses the research about background of the study, research problem, objective of study, significant of the study, limitation of the study, and definition of the key terms

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

Every teacher has his/her own ways to teach the students for examples, every teacher applies different strategies, media, assessment on teaching process based on their teaching skills. According to Scheper (2013) teaching process may be affected by many things for example the management of school, teachers' experience and skill, students' learning character and the others. Because of many factors which effect on teaching process, researcher wants to what kinds of strategies, media, and assessment which teachers use during teaching in classroom and the researcher wants to know the implementation of strategies, media, and assessment during teaching in classroom.

In brief, teaching is a process that design the methods, prepare the media and tools that used by the students and has the aim of conveying knowledge to students in class (Rajagopalan, 2019). According to Pearson & Cervetti (2015) in 1985 as cited by Frankel et al (2016), the author of BNB defined reading as “the process of constructing meaning from written texts” and noted that “it is a complex skill that requires the coordination of several sources of information linked to each other”. Teaching reading is a process that teacher teaches the students to know the meaning of the texts and understand the role and the context of text.

Military high school is from the word military which has a meaning as an education system that applies military principles aimed at shaping the character of a student, and this education system fits into the orientation of military high school students. (Suhardi & Ngarawula, 2015). Military high school just not focus on military educational system but also on national educational system which they use national curriculum for their teaching and learning activities.

The reason why the researcher chooses the title “An Analysis of Teaching Reading At SMAN 5 Taruna Brawijaya” because, based on the researcher’s observation SMAN 5 Taruna Brawijaya is one and only military high school in Kediri and that school is one from several military high schools in East Java which cooperates with Indonesian National Armed Forces - Army or we know as Tentara Negara Indonesia Angkatan Darat. SMAN 5 Taruna Brawijaya uses the same curriculum with others high schools which are Kurikulum 2013 that develops boarding education that must be followed by students during their education in this school. Beside of the using of Kurikulum 2013, this school also uses another curriculum which is Kurikulum Sekolah Penggerak (Kurikulum Merdeka) that only applied on teaching in grade ten. The education system of SMAN 5 Taruna Brawijaya provides reinforcement of religious values, independence, responsibility, toughness, tolerance, social spirit, virtuous, leadership, and honest and has a strong national character. Students also get a special curriculum to defend the country and the ability which is supported by the Indonesian Armed Forces. According to the explanation above, there some interesting things to seek how the implementation of the using strategies, media, assessment that teachers use during

teaching reading, because SMAN 5 Taruna Brawijaya uses the same curriculum as some high schools and researcher wants to know are there any differences about the using of strategies, media, assessment from this school.

This research conducted in SMAN 5 Taruna Brawijaya which is located in Jl. Selomangleng No.2, Sukorame, Kecamatan Mojojoto, Kota Kediri, Jawa Timur 64114.

There are two previous studies used as reference in this research. The first previous study is Teachers' Strategies In Teaching Reading Comprehension (2020) by Gendis Nadira Dwiningtiyas et al. This previous study uses Descriptive Qualitative as the research design. The purpose of this study to find out the strategies used by English teachers in teaching reading and how they applied the strategies.

The second previous study is Military Education for Building Students' Character: A Study of Policy Implementation of Military Education in Indonesian Vocational High School (2015) by Suhardi & Bonaventura Ngarawula. This previous study uses Descriptive Qualitative. The goal of this study is to analyze and explain of the political implementation, strategy, and related factors behind the implementation of the military education program.

Therefore, based on that background, the researcher conducts this research on seeking the implementation of teaching reading in SMAN 5 Taruna Brawijaya as military high school.

## **B. Research Problems**

The research questions of this study are:

1. What strategies the teachers use on teaching reading at SMAN 5 Taruna Brawijaya?
2. What media the teachers use on teaching reading at SMAN 5 Taruna Brawijaya?
3. What assessment the teachers use on teaching reading at SMAN 5 Taruna Brawijaya?

## **C. Objectives of The Study**

This study has the objectives which are:

1. To describe the strategies the teachers use on teaching reading at SMAN 5 Taruna Brawijaya
2. To describe the media the teachers use on teaching reading at SMAN 5 Taruna Brawijaya
3. To describe the assessment the teachers use on teaching reading at SMAN 5 Taruna Brawijaya

#### **D. Significances of The Study**

This research is aimed to give the contribution to education field in Indonesia specifically in teaching English. The research is expected to be useful for the following parties:

1. For the teachers

The researcher hopes this research will provide several strategies, media, and assessment about teaching reading based on others teachers' experiences on teaching reading.

2. For the students

The researcher hopes the students can learn about strategies, media, and assessment on teaching reading.

3. For the next researchers

The researcher hopes this research can be useful for the next researchers who want to do research with the same topic and can be one of references for other researchers who want conduct the research that related to this research.

#### **E. Scope and Limitation**

This research focusses on the implementation of strategies, media, and assessment on teaching reading that is used by the teachers in SMAN 5 Taruna Brawijaya as military high school. This research conducted in SMAN 5 Taruna Brawijaya which is located in Jl. Selomangleng No.2, Sukorame, Kecamatan Mojoroto, Kota Kediri, Jawa Timur 64114. This study is one for ten and one eleven grades teachers of SMAN 5 Taruna Brawijaya especially in the second

semester 2021/2022 academic year. The limitation of this study is the researcher can only do one observation because, the school at that time has military activities so that the teaching reading process has been completed. Also, the researcher only can do interview with one of the teacher, because another teacher has some activities that representing the school.

## **F. Definition of Key Terms**

### **1. Teaching Reading**

Teaching reading is a process of teachers transfer their knowledge to students to learn the process of how information from text is processed into meaning (Gaol et al, 2019).

### **2. Strategy, Media, and Assessment of Teaching Reading**

Teaching strategy refers to the teaching pattern used to produce results, so the teaching strategy is certainly a planned plan and is determined by a conscious method and of course it must be the best (Gaol et al, 2019). The media is everything that can be used to convey the teacher's message to the student and can stimulate the student's mind, emotions, attention and interest to accomplish the teaching and learning process (Mardiana et al, 2015).

Assessment refers to a set of related measurements used to determine the complex attributes of an individual or group of individuals. This includes collecting and interpreting information about student achievement of learning goals (Yambi, 2018).

### 3. Military High School

Military high school is from the word military which has a meaning as an education system that applies the principles of the military which aims to shape characters of the students and this education system and adjusted to the orientation of students in military high school (Suhardi, 2015).