CHAPTER I
INTRODUCTION

A. Background of Study

Reading comprehension is considered as the real core for reading process. Muslaini (2017:67) assumes that comprehension is the peak of the reading skills and the bases for all reading processes. Teaching students to read with a good comprehension must be teachers' highest priority. Most of EFL teachers have wondered what they might do to improve their students' reading comprehension achievement. The students can read words with lack of understanding of what they read. Without comprehension, reading for pleasure or knowledge is impossible. The teachers of English often assume that students will learn to comprehend merely by reading. Students with good comprehension use strategies in reading to learn new concepts, get deeply involved in what they are reading, critically evaluate what they read, and apply their knowledge to solve practical as well as intellectual. But many students fail in doing these things. According to Foster (2015:191) many students take reading for granted. They feel too busy to read, or they may not enjoy reading. Generally, EFL students can only read without being able to correlate the reading they have just read with the knowledge they have.

Furthermore, in order to improve reading comprehension, there is actually a strategy. Strategy is the important thing in teaching and learning process. Strategy is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a Strategy is procedural. Within one approach, there can be many strategies. So, strategies is a way in teaching and learning process (Jayanti, 2016). Each teacher is expected to be able create a condition of learning that give challenge the creativities and the activities of students, to motivate the students, to use multimedia, as well as multisource to achieve the objectives of learns

hoped (Dodi, 2019). The use of strategy is very needed to help the learning understanding of students. Teaching strategy is assumed as the way of achieving something in teaching process. It is appropriated with the strategy that teacher use; teacher is able to achieve the objective of the teaching plan.

In the same way, there are many teaching strategy have been introduced to the teacher English in Indonesia. According to Davodpour (2016) the teaching strategies usually used by English Teacher are visual learners, aural learners, verbal learners, social learners, logical learners, physical and tactile learners, solitary learners and naturalist learners. These Strategies can help the teacher in teaching and learning process. With many strategies are exist, a teacher also must learn to know that strategies. Because, those strategies will be applied in the classroom. Then, before use it a teacher must to know what strategy that appropriate with the material who is a teacher will be teach.

Hence, many teachers use the strategy in the classroom. A teacher should be well equipped with different strategy of teaching English. Ranggi (2019:56) concurs that students generally have a poor grasp of a language and part of the problem lies with the conventional teaching Strategy employed. Determining teaching strategy applied in English classroom has a brief relation to the teachers' perception. It is very important for teacher aware of their thought before teaching in the classroom, because all the needs, the condition, and the culture of the classroom are in the teacher's control (Sarjan, 2017). By recognizing thoughts, teacher can examine what should be done in the classroom.

In addition, English teacher at SMA Santo Benedictus Pahauman also apply strategies in teaching reading comprehension to students. The teacher applies this strategy to the entire class, which includes eleventh grade. In this regard, there is a uniqueness that the researcher found when making observations at the SMA Santo Benedictus Pahauman, where after the strategy of teaching reading comprehension was implemented, some

students became very fluent when asked by the English teacher to practice reading in front of the class. Based on the explanation from the English teacher at the SMA Santo Benedictus Pahauman, students who were fluent in reading English before applying the strategy in teaching reading comprehension were very poor in spelling English. By holding on to the uniqueness that occurs in SMA Santo Benedictus Pahauman, it can be said that the strategy in teaching reading comprehension is quite effective in order to be used as a method in teaching reading comprehension even though not all students are suitable for this strategy

Therefore, this condition demands the teacher to implement strategies and to find out the dominant strategies that English teacher use in teaching reading comprehension to the secondary grade student of SMA Santo Benedict Pahauman. This research is very interesting to do because the researcher will later know the teacher's strategy in teaching and which strategy is the most dominant or most often used by the teachers there. This research is actually in the form of qualitative because each data obtained is by interview and analyzed using thematic analysis.

B. Research Problems

Based on the background of the study described above. The researcher formulated the problem is stated as:

1. What are the English teacher's strategies on teaching reading comprehension to the secondary grade student of SMA Santo Benedictus Pahauman?

2. What are challenging that English teacher face in teaching reading comprehension to the secondary grade student of SMA Santo Benedictus Pahauman?

C. Research Purposes

1. To find out the English teacher's strategies on teaching reading comprehension to the secondary grade student of SMA Santo Benedictus Pahauman

2. To find out the challenging that English teacher face in teaching reading comprehension to the secondary grade student of SMA Santo Benedictus Pahauman

D. Significances of the Research

Significances research is literally an attempt to find, develop and test the truth of a science and a good study must provide important benefits and impacts for the subject under study, information, the environment and also further research. In this study, two meanings are obtained from the point of view of theory and practice. It can help researchers in order to determine whether the topic is worthy of research or not. Researchers can limit the scope required in an investigation.

Thus, researcher believe that this area of research can provide more useful contributions students, teachers, other researchers, and researcher, to be more aware and improve their abilities. Practical Significances. With the preparation of this research, it is hoped that this research in particular can make a valuable contribution to students, teachers, researchers, and another researcher.

1. To Students

    The researcher from this study is expected to be able to contribute to students regarding reading comprehension and can provide opportunities for students to learn to monitor learning from their own reading comprehension and thinking.

2. To Teachers

    Expected to find certain strategies that they believe to be good strategies and know how to apply data that will find in the findings section when teaching reading comprehension. On the other hand, the

results of this study can be used as a guide for teachers in selecting, designing, and using appropriate strategies in presenting reading material.

3. To Other Researcher

Especially for language researchers, they can adapt the teaching reading comprehension strategies use in this research as an alternative to teach students. They can also use the data taken in this research as a source to make a consideration for the next research. The importance of this research for future researchers is none other than because later this research will actually be very in line with what they will examine, with a note that their research has the same variables with this study.

E. **Scopes of the Research**

1. Research Variable

A variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied. Measurement means that the researcher records information from individuals by asking them to answer questions. And when variables vary, it means that scores will assume different values depending on the type of variable being measured (Sugiyono, 2014 : 50). This research is a single variable. Single variable is a variable that does not affect other variables (Creswell, 2014: 116). A single variable is a variable that is not tied to any variable. Based on the definition above, the single variable of this research is English teacher strategies in teaching reading comprehension

2. Research Terminology

The title of this research is "English Teachers strategies in Teaching Reading Comprehension". The terms defined below are used to clarify their meaning to avoid misunderstanding and misinterpreting.

a. Teachers' strategies

Teacher's strategies as a deliberate action of the teacher intended to result in student learning and then the strategy is a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.

b. Reading comprehension

Reading comprehension is the ability to process text, understand the meaning of the text and integrate it with what the reader knows. The ability of individuals to understand texts is influenced by their skills and their ability to process information.

c. Strategy of Teaching Reading Comprehension

Refer to method and technique as a plan which being use to teach student especially in teaching reading comprehension.