

CHAPTER 1

INTRODUCTION

1.1 Background of the research

Language is a system of arbitrary vocal symbol used for human communication. We use language as a means of communication with other people, as a tool to express our ideas and wishes. Without language it is hard to imagine how people can cooperate and get along with one another. Communication has an important role in human life. We must know how to share, to express our idea to other. Because communication is important, so human being should learn how to communicate correctly. Communication will be easy if the sender and the receiver understand the information delivered.

However, everybody knows that language cannot be apart from human life. People need language for communication with each other. By using language, people can express their ideas and feeling. Therefore, language has a central role in students' social and emotional development. It can support them in learning all subject matters.

English is one of international languages. This language is used all over the world. As a result, Indonesian government has decided that English is foreign language in Indonesia. In addition, it is the first foreign language taught as a compulsory subject in elementary school, junior high school, senior high school and university in Indonesia. English has important roles as the communication media. it is also used for challenges of technology, sciences and culture that requires us to learn English deeply. In learning language, there are four skills should be mastered by students, such as listening, speaking, reading and writing.

Reading is one of the language skills which is very important to be learned by students. Through this activity, students can improve their own language and experience. They will get information and ideas which they need to know. Moreover, they will be able to know what they do not know before. The students who master reading skills will easily extract meaning from reading English texts because they have a better vocabulary in context.

Reading is the process of getting information from the written text; from the writer to the reader. The goal of all reading is the comprehension of meaning that is conveyed in the written text. Grabe (2009: 56) views that reading is an interactive process. It is the process of combining textual information with the information a reader brings to a text. In this view the reading process is not simply a matter of extracting information from the text.

Talking about reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. The person is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension.

There are many strategies that teachers can use when they are teaching reading comprehension. Some of them are by using authentic material and approaches, reading aloud in the classroom, comprehension question, check the level of difficulty of the text, use pre reading activities to prepare students for reading.

Factually, as seen that there are many teachers who did not know how to teach English, especially in teaching reading comprehension. Teachers always ask the students to read the text and then answer the question without understanding the text first.

Based on the problem stated above, the writer assumes that the reading comprehension become a problem if not overcome soon. For this assumption, the writer is interested to do descriptive research by doing this research with title “*An Analysis of the English Teacher Strategies in Teaching Reading Comprehension on High Flyers Student at “English First” Kota Harapan Indah*”.

1.2 Identification of the Problem

Based on the background of the research, the writer wants to know the strategies used by English teacher and how the English teacher implementation the strategies in teaching reading comprehension.

1.3 The Limitation of the Problem

Referring to the identification of the problem, the writer limits the focus of the English teacher strategies in teaching reading comprehension on High Flyers student at “English First” Kota Harapan Indah by doing observation and interview.

1.4 The Formulation of the Problems

According to the limitation of the problem, the formulation of the research problem could be:

1. What are the strategies of English teacher in teaching reading comprehension on High Flyers Student at “English First” Kota Harapan Indah?
2. How does the English teacher implement the strategies in teaching reading comprehension on High Flyers Student at “English First” Kota Harapan Indah?

1.5 The Objectives of the Research

The objectives are the answer or target of this research. They are:

1. To find out the English teacher strategies in teaching reading comprehension used on High Flyers student at “English First” Kota Harapan Indah.
2. To describe the implementation of English teacher’ strategies in teaching reading comprehension on High Flyers student at English First Kota Harapan Indah.

1.6 Method of the Research

Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. The writer use descriptive design in this research because this research is focused on a certain phenomenon in the school environment. In this case the phenomenon is the activities of teaching and learning English. A descriptive research design can use a

wide variety of research methods to investigate one or more variables. Unlike in experimental research, the writer does not control or manipulate any of the variables, but only observes and measures them.

The design of this research is descriptive qualitative with doing observation how the teacher taught and what the strategies that teacher used in teaching reading comprehension. After that, doing the interview with the teacher to make sure the data from observation were really valid. Creswell (2012: 19) says that in qualitative research, statistics are not used to analyze data, instead the inquirer analyzes words or images.

1.7 Benefit of the Research

This research has some benefits. The benefits are not just for the writer to complete the last-year student's requirement. Some people will get some utility from this paper. Those people are students, teachers, and Darma Persada University. For students, the finding of the research can be used as a new reference to learn English, especially reading. They can know kinds of teacher's teaching strategies and they can choose one of the strategies that use by the teachers to comprehend reading.

The benefits of this research are not only for students but also for teachers. 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,

For Darma Persada University, this term paper which consists of research has benefit to enrich research paper. This research enriches Darma Persada University research papers about linguistic problematic in education. This research focuses on the strategies in teaching reading comprehension at "English First" Kota Harapan Indah.

1.8 Systematic Organization of the Research

To facilitate the readers in obtaining an overview of this writing systematic, the writer compiles it in 4 parts, is:

CHAPTER 1 : INTRODUCTION

This chapter contains of the background of the research, identification of the problem, the limitation of the problem, the formulation of the problem, the objectives of the research, method of the research, benefit of the research , and systematic organization of the research.

CHAPTER 2 : FRAMEWORK OF THEORIES

This chapter consists of theories of reading comprehension, teaching and the strategies.

CHAPTER 3 : AN ANALYSIS OF THE ENGLISH TEACHER STRATEGIES IN TEACHING READING COMPREHENSION ON HIGH FLYERS STUDENT AT “ENGLISH FIRST” KOTA HARAPAN INDAH

This chapter consists of the implementation of the An Analysis of the English Teacher Strategies in Teaching Reading Comprehension on High Flyers student at English First Kota Harapan Indah.

CHAPTER 4 : CONCLUSION

This chapter consists of the result of term paper. It explains what and how strategies are used by teachers in ESL class that teaching reading comprehension.