CHAPTER I

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1.1 Background of the Problem

In Indonesia, English is the first foreign language to be taught, and this involves four language skills: reading, listening, speaking and writing. Reading in English, as one of the language skills to be developed, has been taught since students are in primary school until they graduate from university.

Among the four language skills, according to the 1994 syllabus of senior high school (SMU), reading is one of the important things to do in the process of education. Although the reading skill is emphasized, it does not mean that the other skills are neglected. Besides reading, listening, speaking, and writing, the students should master the language components namely, pronunciation, structure, and vocabulary. It is also stated in the syllabus of senior high school *(Garis-garis Besar Program Pengajaran)*. In practice, most senior high school English teachers spend much of their time teaching reading.

In teaching reading, teachers use strategies to guide the students to comprehend the content and meaning of the reading passage. Duffy as quoted by Jansen (1996: 6) states that reading strategies can be defined as "plans for solving problem encountered in constructing meaning." It means that reading strategies is the arrangement for finding out the solution or the answer for some questions, which are written in the reading passage.

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The students' ability in getting information will be influenced by the strategies they used. Giving a good strategy is also important since both of them will give a great influence on the students' motivation in reading.

Based on the writer's observation at some senior high schools in Surabaya, every English teacher has different strategies in teaching reading. Even though there are many books, which provide some strategies to teach reading, in practice, the teachers still find some difficulties to apply the strategies. Most teachers find out that the difficulties are from the students and the books as the sources to teach. From the students, they cannot prepare directly when the lesson is beginning. The teacher often gives them some time to the students to be quiet and to prepare themselves to study (reading). As a result, the time allocation for the teaching-learning process is decreased, so the teacher has only a limited time to explain the lesson. (For example; 2 x 45 minutes for discussing a reading passage, there is around 10 – 15 minutes spent for managing and preparing the students to discuss about the lesson).

Besides the time allocation, some students also lack vocabularies and are poor in their pronunciation. Here, the teacher has to give more chances to the students to read more until they read the passage correctly and understand what it is talking about.

Sometimes teachers also find some difficulties in discussing the reading comprehension questions or exercises. This is probably caused by the instructions given in that book through some exercises.

It is then expected that teachers have to be able to manage the time and motivate the students to comprehend the reading passage, so that their reading achievement will increase.

1. 2 The Problem Statement

In accordance with the background of the study, the questions to be answered in this study is:

"What strategies do teachers use in teaching reading at some senior high school in Surabaya?"

"What are their reasons in using those strategies?"

1. 3 The Objective of the Study

Relating to the problem of this study, the objective of this study is to find out the strategies used in teaching reading at some senior high schools and the reasons of the teachers in using the strategies.

1. 4 The Significance of the Study

The writer hopes that this study can help English teachers especially teachers of senior high school in their efforts to make the teaching of reading more successful. Moreover, teachers can improve the strategies that they use in teaching reading.

1. 5 Scope and Limitation of the Study

Being aware of how broad the topic is and how limited is the time given to finish it, the writer thinks that it is necessary to limit the scope of the study.

The writer takes some senior high schools (SMUN 9, SMU Gracia, and SMUK St. Louis I) in Surabaya as the places where the observation is conducted. She takes those school because she wants to compare the strategies used by the teachers in teaching reading. To support her observation, she takes SMUN 9, which is one popular state senior high schools. Besides that, she takes two private senior high schools, SMU Gracia and SMUK St. Louis I, Surabaya.

In addition, she will discuss only the teaching strategies used by the respective teachers in these schools.

1. 6 Theoretical Framework

The theory which is going to be used in this study is the theory of reading, which covers reading comprehension and strategies in teaching reading.

1. 7 Definition of Key Terms

To avoid misinterpretation or misunderstanding, it is necessary to define some key terms used in this thesis. They are: teaching, teaching strategies, reading and reading comprehension.

Teaching

There are many definitions of teaching, but the one adopted in this thesis is that of Garmezy. According to Garmezy (1987: 6) *"Teaching is showing or helping someone to learn how to do something, to give instruction, to guide in*

studying something, to provide with knowledge, and to cause to know or understand".

Teaching Strategies

According to Larsen – Freeman (1986: 12), *teaching strategies are the behavioral manifestation of the principles, in other words, the classroom activities and procedures derived from an application of the principles.* It means that teaching strategies are the ways to help the students to become consciously involved not only in comprehending but also in analyzing what they do (their activities) and use in order to comprehend.

A strategy or technique itself according to Richard (1986: 2) *is implementation, which actually takes place in a classroom.* It is a particular trick, strategy, or contrivance used to accomplish an immediate objective.

According to Zhenyu (1997: 40), *teaching strategy is how the teacher conducts the classes applicable in most classroom situations and finds them very beneficial for helping students learn to read at the textual level so as to "see the forest as well as the trees."*

Reading

There are also many definitions about reading. According to Hodgson as quoted by Tarigan (1986: 43 – 44), *reading is a process, which is carried out and used by the readers for getting message uttered by the writer through words or written language.*

Reading, according to Finnochiaro as quoted by Tarigan (1986: 45), means *bringing meaning to and getting meaning from printed or written material.* (Finnochiaro and Bonomo 1973: 119)

According to Smith, *"reading is an act of communication in which information is transferred from a transmitter or a writer to a receiver or a reader."* (Smith, 1971: 12). He also points out that reading is extracting information from text. (Smith, 1979: 104)

Reading Comprehension

According to Shepherd (1973: 79), *"Reading Comprehension is the ability of the students to think about the information presented by the author."*

From the various definitions about reading above, the writer can conclude that *reading is a process of responding with appropriate meaning to printed or written verbal symbols.*

1. 8 The Organization of the Study

This paper consists of three chapters. Chapter I is the introduction which covers background of the study, the statement of the problem, the objectives of the study, the significance of the study, the scope and limitation of the study, theoretical framework, the definition of the key terms, and the organization of the study. Chapter II discusses the review of related literature, which covers reading comprehension and the strategy for teaching reading. The following chapter; chapter III attempts to describe about the research methodology. In this part, the writer discusses the research design, subjects, instrument, and procedure of collecting data and analysis of data. Chapter IV is the analysis and interpretation of the findings. Chapter V is about conclusion that consists o summary and suggestion.