

CHAPTER I

INTRODUCTION

In this chapter, writer would like to present the background of the research, research questions, objectives of the research, and significance of the research.

1.1. Background

Strategy is an important thing in teaching and learning process. According to Sulistyono (2003), using appropriate strategy can help teacher achieving learning objectives. In addition, good strategies can make learning fun and educative. Thus, students enjoy learning and most likely succeed in mastering the learning materials given by the teacher.

Sulistyono (2003) defines teaching strategy as special actions taken by the teacher to make it easier, faster, more enjoyable, easier to understand directly, more effective, and easier to transfer into new situations. By using teaching strategy, it is hoped that teachers create a condition of learning that challenges students to increase their activities, and to increase their learning motivation. Using learning media is one way to support teaching strategy, for example using, multimedia to improve understanding, and multi resources in order to achieve the objectives of learning that is hoped (Rusman, 2012). Teaching strategy is assumed as the way of achieving something in teaching process. Sanjaya (2007) stated that the teaching strategy is a general pattern of teacher-student behavior in the embodiment of teaching and learning activities. The strategy in this context can refer to the abstract characteristics of a series of teacher-student actions in teaching and learning events.

There are many teaching strategies that have been introduced to the English teachers in Indonesia. These strategies can help the teacher in teaching and learning process. With the

existence of many strategies, a teacher should also learn to know and to use those strategies. However, a teacher should really consider which strategies are good and appropriate with the learning objectives needed to be achieved.

There are many perceptions and opinions about teaching strategy of EFL in the classroom. In a classroom setting, a teacher should be well equipped with different strategies of teaching English. Ahmad and Aziz (2009) in Andjema 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 teacher's perceptions. It is very important for teacher to aware of their thought before teaching in the classroom. By recognizing thoughts, teacher can examine what should be done and what strategy is suitable to help students learning in the classroom. In addition to the perception of teaching strategy, there are some opinions about it as well. Baker, R., & Moroz, W. (1997) noted that most teachers conduct social studies lessons in a similar way and that little has changed over decades, that is, they continue to use teacher-centered delivery rather than student-centered inquiry strategies. Some experienced teachers believe that teaching English language in the classroom should be teacher centered because teacher as the expert who has authority to present the material or the information in the classroom. But, other teachers also believe that student-centered in an appropriate strategy to apply because it can promote students engagement in classroom discussion or presentation. It can also increase students' participation in classroom activities when presenting material. Some teachers still keep on their belief to apply a traditional way to teach, some other teachers who have changed into new belief affecting the changing in the way of their teaching.

Meanwhile, students' perception can bring much more benefit for teachers' future improvement, because it can evaluate teachers' teaching in the classroom through analyzing students' perception. It is possible that strategies used by teacher are liked and disliked by students. Some students might find the strategies used are difficult to follow and some might feel that the strategies are good for learning. Therefore, teacher should know if the teaching strategy is suitable and enjoyable for his/her students.

Based on the description above, this research examines what are the strategies that teacher used in teaching reading comprehension, with the title

“AN ANALYSIS ON TEACHER’S STRATEGIES IN TEACHING READING COMPREHENSION AT SMP NEGERI 10 KUPANG”

1.2. Research Questions

This research aims to answer the following questions:

1. What are the strategies that the English teacher used in teaching reading comprehension at SMP NEGERI 10 Kupang?
2. What are the students' responses toward their English teacher's strategies in teaching reading comprehension?

1.3. Objectives of the Research

1. To find out the English teacher's strategies in teaching reading comprehension at SMP NEGERI 10 Kupang.

2. To find out the students' responses toward their English teacher's strategies in teaching reading comprehension.

1.4. The significance of Research

This research has an important meaning for teacher of researched school and writers as presented below:

1. To the writer, by doing this research the writer can find out what strategies teachers used in teaching reading comprehension, so that it becomes a guideline when to become a teacher.
2. For teacher of researched school, to know what are the strategies that used by him/her is well perceived by the students or not.

1.5. Scope and limitation of the Research

This research is focused on describing the strategies that used by the teacher in teaching reading comprehension and the student's responses toward the strategy that used by the teacher experienced in teaching and learning process at SMP Negeri 10 Kupang.