

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an important thing for communication. English as an international language is a foreign language in Indonesia. Language consists of many skills such as reading, speaking, reading, and writing. One of skill that will become the focus this research is reading. Reading is an important thing for everyone to get much information. People usually read different text about everything. Actually they spend their time by reading, such as reading book, newspaper, magazine, label of product, etc. In business, people read to get information about trade journal, working instruction and other publications that are stored in English. In education, reading is an important subject, because all of the learning activity relates to reading. So reading is very useful and helpful to get information and knowledge.

As an international language, English is used for communication among people from different countries. By mastering English, people can communicate with all people around the world. Because of that the reason, some countries have English as their second language and others have English as their foreign language. Indonesia is one of the countries that use English as a foreign language. In Indonesia, English is taught as a foreign language but every teacher student from Elementary school until University level must study it. There are four skills that must be achieved by the by the students in learning English, namely the skills of reading, speaking, reading, and writing. Reading involves the understanding of the main and supporting ideas of a written language. Reading is concerning with the uses of language orally. Writing refers to the ability to express oneself in written form. According to Harmer (1998:68) Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is good thing for language students. Reading is the practice of using text to create meaning (Johnson, 2008:3).

If we talk about reading, that cannot be separated from comprehension. Kustaryo (1988: 11) said that reading with comprehension means understanding

what has been read. It is an active of thinking process that depends not only on comprehension skill but also on the students' experiences and prior knowledge. So from research above we know that how important to learn about reading.

The importance of reading is found by Carrel (1996: 1) that for many students reading is by far the most important of the four skills in second language, particularly in English as a second or foreign language. Certainly, if we consider the study of English as a second or foreign language around the world – the situation in which most English learners find themselves – reading is the main reason why student learn the language. From the statement we know that reading is important to improve learning language. Reading is the skill of language to be mastered.

Based on the observation at MTs Muhammadiyah Blimbing especially in reading class, many students did not understand what they read. They must read a view time to get the point of the text. This problem waste the student's time because they must read from the first word until the last words of the text only to find out the main idea or the answer of one question and they will read again to find out other answers questions, and it made them more confuse. From the reality above, the teacher should be changed their strategy to teach in reading class. They should create new strategy that can improve the student skills when they read some texts without felt bored and confused. So that can increase the students enthusiastic and improve them reading skill.

In a reading comprehension class, teacher has important position. The teachers play roles as a mediator, director, and helping the learners when they study in the class (Aminuddin, 1977:33). So teachers have an important role in the students reading comprehension. Including by way of giving questions to the students who refers to basic reading studied to facilitate the students understand the content of reading.

The questioning in reading class is important because it encourages the student to learn more and practice. Questioning is one parameter and helps the teacher to know how far the students get their reading comprehension.

For that, a teacher must create the right strategy with the aim of achieving the students understanding in reading class, to find out how he delivers his questions to his students based on Bloom Taxonomy of Cognitive Domain theory, questioning techniques proposed by Jacobsen et al, and questioning purposes proposed by Ur (1999: 32).

From the reason above the researcher conducted the research entitled “STRATEGIES FOR TEACHING READING AT THE SECOND GRADE OF MTs MUHAMMADIYAH BLIMBING IN 2015/2016 ACADEMIC YEAR”.

B. Problem Statement

Based on the background of the study, the writer states the research problems as follows:

1. What strategies used by teacher in teaching reading comprehension of MTs Muhammadiyah Blimbing in 2015/2016 academic year?
2. Types teacher's questions of strategies in teaching reading comprehension of MTs Muhammadiyah Blimbing in 2015/2016 academic year?

C. Limitation of the Study

1. The subject in this research is the teacher and students of reading class at second grade of MTs Muhammadiyah Blimbing 2015/2016 academic year.
2. The object of this study is strategies teaching reading used by the teacher at second grade of MTs Muhammadiyah Blimbing 2015/2016 academic year.

D. Objective of the Study

Dealing with the problem statement, the objectives of the study are :

1. To mention and describe strategies used by teacher in teaching reading comprehension of MTs Muhammadiyah Blimbing 2015/2016 academic year.
2. To mention and describe types teacher's questions of strategies in teaching reading comprehension of MTs Muhammadiyah Blimbing in 2015/2016 academic year.

E. Significance of the Study

1. Practical Significance

a. For the writer himself

He can get large knowledge about the teacher strategies of reading skill at reading class in MTs Muhammadiyah Blimbing.

b. For the teacher and learner

The result of the study will help the teacher and learner to know and increase about strategies in learning reading

2. Theoretical Significance

The result of the research can be useful for the students to increase his reading skill and facilitate the teachers know the students' understanding through questions provided.

F. Research Paper Organization

The writer organizes this research paper in order to make it easier to understand. The organization is as follows:

Chapter I is introduction. This chapter consists of background of the study, problem statement, limitation of the study, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature. It involves previous study, notion of reading, types of reading, principle of teaching reading, questioning in reading comprehension, question based on Bloom's Taxonomy, strategies to cope with problem faced in learning reading and theoretical framework,

Chapter III is research method. It deals with the type of the research, subject of the research, object of the research, data and data source, method of collecting data, credibility of data and technique for analyzing data,

Chapter IV is result of the study. It presents the result of the study that describe; first, strategies used by teacher in teaching reading comprehension of MTs Muhammadiyah Blimbing 2015/2016 academic year. Second, to describe types of teacher's questions asked the teacher of MTs Muhammadiyah Blimbing 2015/2016 academic year

Chapter V is conclusion and suggestion.