

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

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. (Richard and Rodgers, 2001) So, strategies is a way in teaching and learning process. Each teacher hoped able to create a condition of learning that challenge the creativities and the activities of students, motivation of students, use multimedia, multimethod, and multiresource so that achieve the objectives of learning that is hoped (Rusman, 2012). The using 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 used, teacher are able to achieve the objective of the teaching plan.

Teaching strategy is a form of teacher planning process in teaching activities to achieve the planned goals. Whereas teaching technique is a method to help students in their learning. The learning process is very important, and teaching methods for understanding can have an impact on students' understanding (Enggar, 2020). Making students able to understand is the goal of reading instruction. When teaching reading, teachers must be innovative and able to guide students in everyday learning strategies that encourage effective learning. Therefore, incorporating interesting methods into

teaching reading will encourage students to be involved in the learning process activities (Ridianto, 2021).

In a classroom setting a teacher should be well equipped with different strategy of teaching English. Ahmad and Aziz (2009) 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's 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. By recognizing thoughts, teacher can examine what should be done in the classroom.

The results of the Indonesia National Assessment Program in 2016 conducted by the Pusat Penelitian Pendidikan (Puspendik) of the Ministry of Education and Culture itself revealed data that the national average distribution of literacy in students' reading ability in Indonesia was 46.83% in the low category, only 6.06% is in the good category, and 47.11% is in the sufficient category (P. Kemdikbud, 2017)

Data on English UAN results achieved by Indonesian children published by KEMDIKBUD shows that junior high school students have an average score of 50.23 MTS 45.94 SMA (Language) 49.13

SMA (Science) 53.58 SMA (IPS ) 44.78 SMA (CATHOLIC) 37.51 SMA (PROTESTANT) 38.51 MA (LANGUAGE) 47.12 MA (science) 46.99 MA (IPS) 40.59 MA (RELIGION ) 44.22 and vocational school 41, 78

## **B. Research Question**

1. What kind of teaching technique used by the teacher in teaching reading at Muhammadiyah 1 Karanganyar High School ?

2. What are the teachers' difficulties in teaching reading at Muhammadiyah 1 Karanganyar High School ?
3. What is the teachers' solution to solve teaching reading problems at Muhammadiyah 1 Karanganyar High School ?

### **C. Objectives of Study**

1. To explore the teacher's technique in teaching reading at Muhammadiyah 1 Karanganyar High School.
2. To find out what the teachers' problems are in teaching English in Reading Material at Muhammadiyah 1 Karanganyar High School.
3. To investigate teachers solution for teaching reading comprehension at Muhammadiyah 1 Karanganyar High School.

### **D. Research Benefit**

This research is expected to be used as :

1. With this research, it is hoped it can provide solutions to the problems faced by teachers in teaching reading
2. The teachers need to improve their technique in teaching reading
3. The next researches can use the result of this research as the material to explore deeply about this topic.