

CHAPTER 1

INTRODUCTION

1.1 Background of The Study

English is one an international language. It is the concept of the English language as a global means of communication in numerous dialects, and the movement towards an international standard for the language (Modiano: 1017). Languages used all over the world. As a result, the Indonesian government has decided that English is foreign language in Indonesia. In addition, one of lessons that must be taught as a mandatory subject in junior high school, senior high school and university in Indonesia. In study language, there are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by the lecturer as a facilitator of the learning media in process of teaching and learning in a classroom.

According to Wiradi, the meaning of analysis is an action or activity to separate, sort, and clarify something, which is then grouped according to certain parameters. According to Spradley (Sugiyono, 2015:335) says that analysis is an activity to look for a pattern besides analysis is a way of thinking which deals with sistematic testing of something for define the parts, the relationship to the whole. Analysis is an attempt to break down a problem or focus of study into parts (decomposition) so that the arrangement of the form of something is parsedit is clearly visible and hence the meaning can be more clearly understandable sit the case (Komariyah, 2014)

Teaching strategy is the plan of a lesson or lesson that includes the structure, the desirability of the learner's behavior, in terms of teaching objectives, and an outline of the tactics needed to implement the strategy (Strausser, 1964). Strategy lecturer often expects students to develop their reading skills by osmosis (absorption) and without assistance. In the

osmosis approach, therefore if a lecturer teaches reading comprehension to the target language throughout the day, they will improve their reading comprehension. However, this study proved ineffective because students also had difficulty reading comprehension.

These findings indicate that lecturer need to be equipped with strategies in teaching reading comprehension to help students face difficulties in learning to read English. In line with the previous explanation that reading comprehension is needed in language teaching. The lecturer faces several problems in the reading comprehension process. Many lecturer teach reading comprehension by explaining the text, main ideas, and purposes of the text.

Definition of teaching reading in the classroom, teaching reading is a way to transfer knowledge from lecturer to students by using certain strategic techniques and materials to master the reading itself. Teaching is a complex process, not only providing information from the lecturer to the students. Reading is the best way to make students understand better in the teaching and learning process. According to Harmer (2007: 23) is not an easy job, but it is a necessary one and can be very rewarding when we see our student's progress and know that we have helped to make it happen. It is true that some students can be difficult and stressful at times, but it is also worth remembering that its best teaching can also be extremely enjoyable. Based on the explanation the writer concludes that teaching activities and manages the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose.

Based on the above problems, researcher have assumption that by reading comprehension into one of the problems if not quickly overcome. Based on the assumption in question, in researcher interested in doing expected that this research with Title "*Lecturer's Strategies in Teaching Reading Comprehension At Semester One Academic Year 2021-2022 STKIP PGRI Sidoarjo*".

1.2 The Statement of The Problem

What are the Strategies used by lecturer in teaching reading comprehension at the first semester students at STKIP PGRI Sidoarjo?

1.3 The Objectives of The Study

To describe the strategies used by the English lecturer teaching reading comprehension at the first semester students at STKIP PGRI Sidoarjo.

1.4 The Significances of The Study

The results of this research can be beneficial as follows:

- 1.4.1. For students. The finding of the research can be used as a new reference to learn English, especially reading. They can know kinds of lecturer teaching strategies and they can choose one of the strategies that use by the lecturers to comprehend reading.
- 1.4.2. For Lecturer Reading Comprehension. 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 lecturer can take one of the strategies in teaching reading for comprehend to their students.
- 1.4.3. For the next research. This thesis will give some contribution and information for next researchers about lecturer strategies in teaching reading comprehension. The result of the research is expected to give some contributions for students, lecturer, and future researches.

1.5 The Scope and Limitation of the Study

Based on the problem above, the scope of this research particularly focuses on lecturer strategies in teaching reading comprehension to students of semester one at STKIP PGRI SIDOARJO.

The limitation of the study is teaching strategies employed by lecturer in teaching reading comprehension and how the implement of the strategies.

1.6 Definition of Key-Terms

The definition of terms that are used in the research:

1.6.1 Teaching

Teaching is a complex process, it does not only give the information from the lecturer to the students. There are many activities that can be doing especially when the process of teaching and learning in the classroom.

1.6.2 Reading

According to Pang (2003:6) reading is defined as understanding written texts

1.6.3 Reading Comprehension

Reading comprehension is the act of understanding what you are reading. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

1.6.4 Strategies of Reading Comprehension

Adler C.R, 2001 stated that reading comprehension strategies are conscious plans-sets of steps that good readers use to make sense of text.

1.6.5 Teaching Reading Strategies

Taching strategy can be defined as a plan that contains a series of activities designed to achieve specific educational objectives. They are: scaffolding, think aloud, reciprocal teaching reading, prediction strategy, clarify strategy, summarize, SQ3R, QARS.

