CHAPTER I

INTRODUCTION

In this chapter, the writer discusses some topics such as background of study, statement of problems, purposes of study, significance of study, scope and limitation, and definition of key terms.

1.1 Research Background

English is one of the international language used as a means of communication in the international relationship among countries and is widely used in all branches of knowledge (Sukarno, 2006). In our education system, English became one of the subjects that are used for the national examination. In addition, English is very important to apply for universities and job vacancies.

In teaching English skill, the teacher not only needs the applications of techniques and methods, but also teaching strategies which is suitable with the material. Teaching strategies are used to achieve the teaching goals. The improvement of learners’ proficiency also deals with how the teachers strategy in teaching, because teaching strategies applied by every teacher who have to be able to improve the students’ language performance in terms of the four skills.

According to Sudjana, in Sabri (2005: 2), teaching strategy is the teachers’ action to perform teachers’ course design. It means that teachers’ effort to use some teaching variables such as the purposes of study, methodology, teaching materials, teaching aids and evaluation in order to influence students achieve the
determined goals. A strategy used by the teacher is one factor that determines the success of instruction.

In teaching reading, a teacher should use appropriate strategies for the students because this skill is more important than speaking and writing. Moreover, teaching English for vocational high school is different from teaching general English because it provides the English material based on their specific needs. As we know that students of vocational high school get more practice than theory, so it will influence their ability in reading. The students of vocational high school more easily get bored than those of general English. It makes some of students have difficulty to get the point from what they read. Understanding how the words come together in each sentence can be a challenge. Or, the student may understand each word and even each sentence, but fail to understand the relationships between the sentences and the meaning of the text as a whole.

State Vocational High School 1 Plosoklaten Kediri is one that has been raising its reputation with the exchange students abroad. In addition the school also awarded the alumni set up ready to directly enter the workforce in both the national and international era. Thus, the reading is crucial to enhance their knowledge in their field. In addition, strategy in teaching reading is very important to improve the students’ ability in reading.

In order to support this research, the researcher uses some previous study as a guide for establishing a research framework. In Wita Devi (2012) found that the English teacher at SMPN 5 Kertosono implemented five strategies in teaching reading. They are determining importance strategy, pair share strategy,
summarizing strategy, question and answer strategy, and imaging strategy. The teacher chooses the strategies to help the students comprehend the text well. The students also perceive positively with those strategies used.

Based on the previous studies that strategies influence on teaching and learning process especially in reading, the writer would like to investigate the teaching strategies used by the English teacher of Agriculture Department in State Vocational High School 1 Plosoklaten Kediri, also the students’ response toward the strategies used by the English teacher of Agriculture Department in State Vocational High School 1 Plosoklaten Kediri.

1.2 Research Problems

Based on the background above, the writer formulates the problems as below:

1. What are the strategies used by the English teacher of eleventh grade in Agriculture Department of State Vocational High School 1 Plosoklaten Kediri to teach reading?
2. How are the students’ responses toward the strategies used by the English teacher of eleventh grade in Agriculture Department of State Vocational High School 1 Plosoklaten Kediri?

1.3 Research Objectives

In this present study the writer composes the objectives to describe the problem as follow:

1. To identify the strategies used by English teacher of eleventh grade in Agriculture Department of State Vocational High School 1 Plosoklaten Kediri in teaching reading.
2. To investigate the students’ responses toward the strategies used by the English teacher of eleventh grade in Agriculture Department of State Vocational High School 1 Plosoklaten Kediri in teaching reading.

1.4 Scope and Limitation

The scope of this study is to explain about the strategies in teaching reading used by English teacher of eleventh grade in Agriculture Department of State Vocational High School 1 Kediri and students’ responses toward the strategies used by the English teacher. Limit of this study is the English teacher and the eleventh grade students of Agriculture Department in State Vocational High School 1 Plosoklaten Kediri.

1.5 Research Significance

In this study, the writer expects the teacher and the students. The writer hopes that after considering this research, the teacher can elaborate the theory of using strategies in teaching because teaching strategies can give some alternative in teaching learning process. For the students, the writer hopes that they can read comprehensively and will encourage them to improve their competence in reading.

1.6 Definition of Key Terms

To make the readers understand the term used in this study easily, several definitions of the key terms are presented as follows:

*Teaching* is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, causing to know or understand (Brown, 2000).
*Teaching strategy* is the teachers’ action to perform teachers’ course design. Its means that teachers’ effort to use some teaching variables such as the purposes of study, methodology, teaching materials, teaching aids and evaluation in order to influence students achieve the determined goals (Sudjana on Sabri, 2005: 2).

*Reading*, according to Clark (2010), is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading can be said as the process of recognition of various written text. Its mean that reading is not just read the text, but it is process of understanding the meaning of the text through comprehensive activity done by the readers.