

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, scope and limitation of the study, statement of the problem, significance of the study, and definition of the key term.

A. BACKGROUND OF THE STUDY

Strategy in teaching reading plays an important role for a teacher while teaching in his or her classroom. It means that in teaching reading, a teacher surely has to have strategy to help his or her students activate their minds to comprehend the content of the reading text given. It is like what Lynch (Erin Lynch, 2017) argues,

” Comprehension reading strategies help students stay engage and think about what they are reading. Utilizing reading strategies requires while reading a passage, students to stay active, which leads them being able to comprehend a text on a deeper level.”

Therefore, a teacher should be responsible for creating and applying various techniques and strategies to lead students to comprehend a text (N’Namdi, 2005:9)

However, students’ proficiency varies in classroom. Some students are superior, some are in the middle and the rest are inferior. In other words, Saaris (2017) argues that teachers find themselves in classrooms where students are drastically different level of reading proficiency. After having small talk with the researcher’s colleagues, poor vocabulary is one of the obstacle factors for the inferior students to understand a text. Moreover, each class consists of 38 students. It is overload class from the national standard. It should be 32 students for each. So, if strategies in teaching reading are applied by teachers in their classroom, they are helped to make students understand what they teach.

As noted by Cox (2018), effective strategies in teaching reading can be applied by teachers in their classrooms. They are for example graphic organizer, incorporating technology, activating prior knowledge, using a

word wall, and student choice.

Moreover, McEwan (2018) claims that there are seven strategies in teaching reading such as activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing. Similarly, Neese (2017) concludes that six strategies can be used by a teacher in teaching reading. They are activating prior knowledge/predicting, questioning, visualization, monitoring, clarifying, fix-up, drawing inferences, and summarizing/retelling. Unlike the sources above, Weng (2015) argues differently. He states that the six strategies of teaching reading are inferring anaphoric and cataphoric references, sequences, compare and contrast, inferring meaning from contextual clues, cause and effect sequences, and predicting.

Strategies in teaching general reading are different from strategies in teaching narrative text. Although some of the strategies in teaching general reading can be applied in teaching reading narrative text. It is because of its generic structure and purpose. The generic structure of narrative text consists of orientation, evaluation, complication and resolution. The purpose of this text is to entertain or amuse the readers. There are kinds of strategies which can be applied by teachers to assist their students to understand the text given easily. According to Sejnost and Thiese (2010), students should learn the five focuses-themes, conflict, features, characterization, and setting. While Tierney (1982), cited in Read Naturally, states that there are 4 strategies used in teaching reading narrative. For example: story map, retelling, predicting, and answering comprehension questions.

Based on the research conducted by Nila Sari (2013) indicates that Very Important Point (VIP) strategy is suitable in teaching reading narrative text. It is used to identify the main idea supporting ideas. Not only VIP strategy but also skimming and scanning strategies can be applied in teaching reading narrative (Reysha Kusuma Tamsi, 2013). These activities are usually done in pre reading activity. Another appropriate one is story grammar strategy (Wati and friends, 2017). Mind mapping strategy can also be used in teaching reading narrative (Suherman, 2015).

From the explanation above, it can be concluded that teaching narrative

text can be done by using a number of strategies. Therefore, the researcher is eager to know what strategies used by his colleagues in their classrooms in teaching reading narrative text. Moreover, strategies in teaching reading narrative text done in the state junior high school at Kecamatan Wonocolo Surabaya have not been done yet.

B. SCOPE AND LIMITATION OF THE STUDY

The scope of this study focuses on the strategies of teaching reading text used by the state junior high school teachers in their classrooms and the limitation of this study only focuses on strategies in teaching reading narrative text. This study is only limited at kecamatan Wonocolo Surabaya.

C. STATEMENT OF THE PROBLEM

Based on the previous points, the statements of the problems are as follow:

1. What strategies of teaching reading narrative texts are used by the State Junior High School English teachers at Kecamatan Wonocolo Surabaya?
2. How do the state junior high school teachers apply the strategies of teaching reading narrative text in their classrooms?

D. PURPOSES OF THE STUDY

The purpose of the study is the researcher knows and learns kinds of strategies in teaching reading narrative texts conducted in the classrooms by the state junior high school English teachers at Kecamatan Wonocolo Surabaya and how they apply the strategies of teaching narrative text in their teaching and learning activities.

E. SIGNIFICANCE OF THE STUDY

The significances of this study are:

1. For the researcher:
 - a. This study can be used to his promotion to get raised as one of the requirements.
 - b. This study is used as his research collection to motivate him to write another research in the future.
2. For English teachers:

This study can be used as their source of literature to enrich their knowledge of teaching reading narrative text.
3. For the researcher's school
 - a. This study can be used as a document to enrich the library research collection.
 - b. This study can add point for accreditation requirement.

F. DEFINITION OF THE KEY TERM

Teaching Strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. (Amstrong, 2013)

Narrative Text: is a story or a description of a series of events.
(Cambridge Dictionary)

Teaching Reading is rocket science and unfortunately the difficulty of learning to read and teaching it has been underestimated, one reason why many children develop reading problems. (reading resource)
<https://www.readingresource.net/teachingreading.html>

