

CHAPTER I

INTRODUCTION

A. Background of Study

Learning English requires four skills: speaking, writing, reading and listening. Since English is not the first language spoken in this country, many students find it difficult to find and understand the information in a text. In language learning, of course reading English is an important skill for students. Because reading is said to be one of the language skills that has an important role, students are required to develop these reading skills, both inside and outside the classroom. This is to improve students' understanding when reading a text in English.

There are at least two skills in language learning, namely receptive skills, which means listening and reading skills, and productive skills, which mean speaking and writing skills. Following that justification, it can be concluded that reading is a receptive skill, meaning that it is an activity in which students are taught to hear and read written texts. When reading, the goal is to understand the content. Students who read in school often find it difficult to understand and understand its meaning. Therefore, reading teachers must have good reading skills for students to be effective.

Reading is an English skill in which students, especially for students at senior high school, play an important role in learning a foreign language. With good reading, students can gain a lot of

information, new ideas, and understanding of what they read. This is also unavoidable as you will have to find the necessary reading and study topics that can be read in books, journals, newspapers, magazines, novels and even books.

Based the research preliminary study before writing this paper, the researcher interview English's teacher and representative students at the tenth grade of SMKN 3 Cilegon about their obstacles in teaching learning reading. Based on the interview with English teacher reviews threat students' problem in teaching learning speaking such as Some students are very difficult to understand the meaning in a reading because there are so many vocabulary that they do not master. In addition, they look nervous and lack of confidence when learning reading, because they are afraid of being wrong when translating or interpreting meaning in a reading. It reflector the evidence that the researcher found that most students admit they are feel bored when learning reading comprehension in their classroom because they are that the strategies used by teachers are less attractive and less effective. So they feel bored when learning to read understanding, especially English is a foreign language for them.

Teachers should use various reading aids to help students understand the reading. English teachers must have the best skills to help students use what is appropriate to maximize the reading cycle in their classrooms. Sometimes teachers become partners in class research on problems so students can participate in class. Other times, teachers are parents who guide their teaching and learning. Teachers need to

have skills to prepare students to read. By applying the right skills to teaching and building on past experiences, teachers can encourage students to apply them.

As described above, teacher feedback is important in improving students' reading comprehension. This is why scientists like this research to solve this problem. The purpose of this study was to test the teacher's strategies to improve reading skills. According to that explanation, the researcher is interested in conducting study with the title: *Teacher Pedagogical Competences in Teaching Reading (A Case Study at The Tenth Grade of SMKN 3 Cilegon)*.

B. Identification of the Problem

1. Students' difficulties understanding the text and its meaning.
2. Reading learning strategies that do not affect students' interest.
3. Some students feel lack of confidence when learning reading comprehension.
4. Some students stated that the reading strategies less effective for understanding the reading text.
5. Some students tend to feel bored when learning reading comprehension in their classroom.

C. Statements of the Problem

Based on the problem weaknesses, the researcher suggests the following:

1. What are the students' problems that occur in learning reading comprehension at the tenth grade of SMKN 3 Cilegon?
2. How is teachers teaching students in reading class at the tenth grade of SMKN 3 Cilegon?

D. Objectives of the Study

Based on research questions mentioned above, the study's objectives can be deduced as follow :

1. To analyze the problems that occur in learning reading comprehension at the ten grade of SMKN 3 Cilegon.
2. To analyze teachers teaching students in reading class at the tenth grade of SMKN 3 Cilegon.

E. Significances of Study

There are some beneficial aspects in conducting this reasearch probably it will be divide in two, as theoritical and practical aspects. The researcher hope, this research can be made as the disource to be discussed later and also can be made as a reference in developing the media in students reading comprehansion related to what is written on this paper. On the other hand, it will be beneficial for many parties such as teachers, students and other scholars. First, this study hopes to explain empirical evidence of students' reading comprehension from the teacher's perspective and identify reading strategies that can improve students' reading skills, learn reading

comprehension, and develop a favorable learning environment. Second, we hope that this research can equip students with effective reading strategies to increase reading interest and reading practice. Finally, for other researchers, this research can be used to determine whether a scientist wants to test reading comprehension. Finally, this study aims to support research.

F. Previous Study

There are several previous studies which related to this research.

The first is: *An Analysis of Teacher Strategies in Teaching Reading At The First Years Students' Of SMK 2 Gerung in Academic Year 2016/2017*.¹ This led to the acquisition of more information about the strategies used by teachers to teach reading comprehension. This study uses a good research design which includes research data using two data collection methods. assessment and maintenance. Courses in this program are intended for first-year home teachers. Interviews were used to strengthen the data collected from class assessments. All data were analyzed by three main analyses: data reduction, data presentation, conclusion and usability.

The second previous study is: *Strategies On Teaching Reading Comprehension For The Junior High School Students During The Covid-19 Pandemic*.² This study examines the strategies used by

¹ Muhammad Hudri and Jannatun Naim, "Am Analysis Of Teacher Strategies In Teaching Reading At The First Years Students Of Smk 2 Gerung In Academic Year 2016/2017" (2016).

² Maharani Dyah and Ayu Setiawati, "Strategies on Teaching Reading Comprehension for the Junior High School Students During the Covid-19 Pandemic" 2, no. 2 (2021): 15–25.

teachers during the COVID-19 outbreak in secondary schools, identifies problems faced by teachers in implementing strategies, and reveals how teachers can overcome problems in the process of implementing reading learning strategies. This explanation was conducted at SMP 2 Manyaran in Central Java. Content is an English teacher. Surveys and interviews were used to collect data. As a result of this research, educators are using five strategies to teach reading comprehension when COVID-19 is rampant. Read the text carefully and quickly to get the main idea, scan the text for specific information, analyze each one existing vocabulary, and apply the L-R-D (Listen-Read-Discuss) strategy

The third previous study of this topic is: *The Effect of Question Answer Relationship (QAR) Strategy in Enhancing Students' Reading Comprehension*.³ The purpose of this study was to explore the benefits of the QAR (Question-Answering Relationship) concept to improve students' reading comprehension. The strategy used for this expedition is still half-explored. An example of this research is 30 simple stress lessons X at SMK Yadika Model Lubuk Linggau. They were selected using a target test. They were divided into two classes, 15 based on a test-based test with a question and answer relationship strategy, and 15 based on a control class that did not use the QAR concept. When compiling the data, the experts conducted two tests, one before the test and one after the test. Prior to teaching diabetes testing, the therapist

³ Zelvia Liska Afriani, Meita Anggraini, and Riswanto Riswanto, "The Effect of Question Answer Relationship (QAR) Strategy in Enhancing Students' Reading Comprehension," *Journal of English Education and Teaching* 4, no. 4 (2020): 548–558.

provided us with drug samples in a research and management course with various instructions. The equipment used in this study were 20 different determinants for bank statements which were declared valid. The t-test was used to test the test results before and after the test. The aftereffect of the t-table was 1.76 and the consequence of the t-test was 2.690. It uncovered that the t-test is greater than the t-table ($2.690 > 1.76$). Hence, the invalid speculation (H_0) is dismissed and the elective theory (H_a) is acknowledged. In short, QAR Relationship Strategy can be one of compelling courses in showing perusing for 10th grade understudies.

The next previous study is: *High Five Strategy to Improve Students' Reading Comprehension*.⁴ This article will help students improve their understanding of the reading alphabet after using the five advanced principles and concepts that affect reading comprehension. student stories using high standards in XI IPA 2 at SMA 1 Merangin This is a purchase item. increase. The results are as follows in both cycles to answer the questions. First, the median cumulative GPA is 22.44 or 26%. Second, the innovation is influenced by good understanding and inspiration from high school students, decision making about the material and understanding process. Overall, this assessment shows that the use of the High Five strategy can improve the literacy skills of class XI IPA 2 SMA 1 Merangin Jambi students.

⁴ Jufriza Susi Purnama Sari¹, Hermawati Syarif², "High Five Strategy to Improve Students' Reading Comprehension," *Jurnal Iqra' Kajian Ilmu Pendidikan* 4, no. 1 (2019): 99–112.

The last previous study from this topic is: *Improving Students' Reading Comprehension by Using Problem-based Learning Strategy*.⁵ This course is designed to develop a prototype design for Darma Yudha Middle School to explore the development of students' reading comprehension using problem-based learning techniques. Problem-based learning (PBL) is one of the most widely used problem-based learning strategies to develop thinking and problem-solving skills. In problem solving, students work in teams to identify what they need to learn to solve problems. The objectives of problem-based learning are: 1) basic knowledge, 2) good problem solving skills, 3) good cooperation, 4) lifelong learning, 5) encouraging life. Besides that; APP is given because it helps students become active learners because it increases awareness of real world problems and plays a role in learning. Research shows that APP is one of the learning strategies that can help improve students' reading comprehension and motivation.

The difference with this research is, this research will be conducted in SMKN 3 Cilegon that the researcher The difference with this research is this research by observing the learning process to meet the desired goals by using the checklist method, not only observing but also conducting interviews by giving some questions to the teacher and also some students who take the English class. It is the qualitative method which is a researcher gathers data in a logical and systematic

⁵ Wandu Syahfutra and Siti Niah, "Improving Students' Reading Comprehension by Using Problem-Based Learning.. Improving Students' Reading Comprehension by Using Problem-Based Learning Strategy," *Journal of Education Informatic Technology and Science (JeITS)* 1, no. 1 (2019): 125–136, [https://ejurnal.umri.ac.id/index.php/JeITS/article/view/1246#:~:text=Problem-based learning \(PBL\),order to solve a problem.](https://ejurnal.umri.ac.id/index.php/JeITS/article/view/1246#:~:text=Problem-based learning (PBL),order to solve a problem.)

manner. In order to collect data in accordance with the research problem's focus.

G. Organization of Writing

This study contains 5 chapters, with the following descriptions:

CHAPTER I	Introduction which consist, Background of the study, Identification of problem, Statement of the problem, Objective of the study, Significant of the Research, Previous Study, Organization of Writing.
CHAPTER II	literature Review which consist, The General Concept of Reading, Definition of Speed Reading, Techniques of Speed Reading.
CHAPTER III	Methodology which consist, Research Method, Setting and Research Timeline, Participant, Technique of Data Collection.
CHAPTER IV	Discussion and Analysis of the Research.
CHAPTER V	Provides Conclusions and Suggestions.