

Chapter I

Introduction

Basic Consideration

Reading is an activity to read text or book in getting more knowledge and information. From reading, we can refresh our memory and increase our knowledge. Reading comprehension has different meaning with reading that is only entertain the readers. Reading comprehension aims to examine the meaningful text or book. It is supported by Kustaryo (cited in Djunaidi, 2010, p.2), “reading comprehension is the understanding of what one has read or understanding something”. Besides, reading to entertain the readers refers to read comic to get fun. It is included in benefit of reading.

Reading has many benefits. Every time we read text or book to get benefits of reading. Some benefits consist of more vocabularies, information, knowledge, and gets fun. By reading we have many references to write and speak. For example, before making a research, we have to read journals or books. Without reading journals or books, we have no idea to conduct a research. Besides, by reading, we can speak. Therefore, reading has connection with other skills. According to Krashen as (cited in Fathonah, 2006) reading ability affects the other skill.

Reading is one of skills that must be taught by teachers. Teachers have to know how to teach “learn to read” and “read to learn”. Learn to read is called intensive reading, and read to learn is called extensive reading. According to Paran as (cited in Loucky, ND), “characterizes the type of intensive reading program texts and processes teachers’ need to focus on to maximize the familiar three phases of pre- reading and post reading with better language preparation, retention and activation strategies to improve learning”. Meanwhile, an extensive reading is “not sufficient for developing reading skills, and a more focused intensive reading approach, including explicit

instruction, is also needed it deals with more detailed comprehension and has an important role in teaching reading strategies. Both of intensive and extensive reading are not easily in teaching process, because teachers should be creative and use strategy in teaching reading.

There are some essential of teaching reading which have to do by the teachers. There are knowledge, decision making and action. The teachers need some knowledge about reading subject, make decision about reading subject, and the teachers have to practice knowledge and decision making in teaching reading. Without practicing or action, knowledge and decision making are fail. It is supported by Kyriacou and Thornes (2007, p. 11), “knowledge about one’s own teaching reading skill, decision making is comprising the thinking and decision-making that occur before during and after a lesson; concerning how best to achieve the educational outcomes intended, and action is comprising the overt behaviour by teachers undertaken to foster pupil learning”. In knowledge, decision making and action, there are some points that must be looked by the teachers, namely planning and preparation, lesson presentation, lesson management, classroom climate, discipline, assessing pupil’s progress and reflection and evaluation (Kyriacou and Thornes 2007, p.18).

Hay McBer as (cited in Kyriacou and Thornes, 2007, p.12) ,“identified the following list of teaching reading skills. There are high expectations, planning methods and strategies, pupil management/discipline, time and resource management and assessment”. To reach successful of teaching reading, the teachers have to do the essential of teaching reading skill. It should be suitable with the curriculum in senior high school, in order the application of reading subject is easier for teachers and students in leaving process. Not only knowledge, decision making and action about reading subject that must be known by the teachers, but knowledge, decision making and action about curriculum must also be known. The teachers have to know it because

curriculum becomes escort of reading subject. In fact, there are some teachers who do not pay attention the relevance between reading subject and curriculum. The teachers do not only have to master the reading and curriculum, but they also have to master the methods and strategies and the essential of teaching reading. All of them have the correlation each other.

Because of the teachers did not pay attention to the essential of teaching reading skill, the teacher faced some problems in teaching reading. For example, (a) materials, resources and aids were not well prepared and checked in good time, (b) the teacher's instructions and explanations were not clearly matched to pupils' needs, (c) material, resource and aids were not used to good effect, (d) all planning decision did not take account of the pupils and the context, (e) the teacher's manner was not confident, relaxed, self-assured and purposeful, and generates interest in the lesson, (f) the teacher's questions including a variety of types and range were not distributed widely, (g) pupils were not actively involved in the lesson and were not given opportunities to organize their own work, (h) the teacher does not show respect and encouragement for pupils' ideas and contribution and foster their development, and (i) the content, methods and structure of the selected lesson were not appropriate for the pupil intended learning. The researcher came to observe the learning process condition in SMAN 4 Gorontalo city and found the English teacher does not well prepared and checked materials, resource and aids in good time. It means that, the teacher in this school has difficulty in teaching reading process.

Based on the explanation above, the researcher is interested to hold research on teachers of SMAN 4 Gorontalo with title teaching reading problems faced by the teachers.

Problem of Study

Based on the basic consideration above, the problem of this research that will be analyzed refers to what are the English teacher's problems in teaching reading?

Objective of Study

Researcher objective in this research is to find out teacher's problems in teaching reading.

Significance of Study

There are several significances of this research. Firstly, from this research, the English teacher can learn and get some knowledge about the essential of reading skill, such as planning and preparation, and lesson presentation. Secondly, this research can help teachers in teaching reading. Lastly, this research can be used as another source or references for the further researcher.

Scope of Study

The researcher will focus on two points in teaching reading faced by the teachers. They are planning and preparation and lesson presentation.