

1. For English teachers, the findings are expected to be useful for them, so that they can select particular strategies in teaching reading comprehension based on their students' characteristics.
2. For future researchers, this research will give more references and information about strategies in teaching reading comprehension to conduct similar research.

1.5 Definition of the Key Terms

To avoid misunderstanding, the researcher will explain the definition of the key terms of the study as follows:

1. Teaching strategies

Teaching strategies is a generalized plan for a lesson or a lesson which includes structure, desired learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy (Strasser, 1994).

2. Reading comprehension

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text or message (Nurlaili, 2014).

most of the students cannot read English correctly, have limited vocabulary, and grammar. The students are also lack of motivation to improve their reading ability. So, the researcher wants to find out how the teacher treats the students, regarding with their reading problems and to find out teacher's strategies in teaching reading comprehension for the ninth year students at SMP ASSALAM BATU.

1.2 Problems of the Study

Based on the background of the study above, the problem can be formulated as follows:

1. What are the teacher's strategies in teaching reading comprehension?
2. What are the teacher's considerations to choose particular strategies?

1.3 Objectives of the Study

Based on the statement of problem mentioned above, objective of the study is:

1. To know teacher's strategies in teaching reading comprehension in the ninth year students of SMP ASSALAM BATU.
2. To know the teacher's considerations to choose particular strategies in teaching reading comprehension in the ninth year students of SMP ASSALAM BATU.

1.4 Significances of the Study

The result of the research is expected to give some contributions for teachers and future researchers.

Indoneisa are so different. Another example is many students find difficulty in the context. Many students in Indonesia from outlying place or their school in the village, they are difficult to understand the context if the teachers give the material that is different from their culture, such as the context about international food, they do not know about it. Regarding with the difficulties faced by the learners, it is necessary for the teacher to teach reading comprehension with appropriate strategies.

Teaching strategies are generalized as plans for a lesson or a lesson which includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy (Strasser, 1994). In addition, Nunan (1999:249) said, "Success in teaching depends on many factors, one of them is teaching strategies. In fact, it is probably true to say that more time is spent teaching reading than other skill". Moreover, according to Aswan, et al. (2010), "Teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which has plan". In other words, teaching strategies are approaches to teaching students. Teachers have to apply the strategy to make it a balance with the materials.

To get more insights about what and how teaching strategies teach reading comprehension, the researcher chose SMP ASSALAM as the research setting because according to the English teacher there, and based on the researcher's teaching practice when conducting PPL, the researcher has already known about the students background at SMP ASSALAM BATU. And the researcher chose the ninth year students because it was recommended from the English teacher since

Reading is one of the language skills that is important. With reading, the readers can get a lot of information. Especially for English learners, reading is very important because reading can enlarge their knowledge, vocabulary, and information, such as English learners can learn about native people's habit and culture. In addition, reading develops students' imagination. This is because when they read, their brains translate the description that they read of people, places, and things into pictures. When reading a story, they are also imagining how the characters are. Moreover, reading is important because through reading, the students exercise their brain and improve the concentration.

According to Richard (1992:306), it is said, "reading perceives a written in the text in order to understand the contents. The understanding that result is called reading comprehension". To be a good reader, the learner must learn how to comprehend and understand the passage. Moreover, based on Tarigan (1990:7), reading is as a process that is done by readers to be used for getting the message conveyed by the writer on the medium of writing text. During reading, the reader processes the text with regard to the purpose. To be a good reader, the learner must learn how to comprehend and understand the passage. So, she or he can achieve the purpose of reading.

Unfortunately, many students think that reading English text is difficult. They find difficulties in vocabulary, grammar, context, and etc. They are lack of vocabulary because it is so difficult to understand vocabulary of English that is very different from their native language, it is Bahasa Indonesia. And also many students are lack of grammar because between grammar of English and Bahasa

CHAPTER I

INTRODUCTION

This chapter provides background of the study, problems of the study, objectives of the study, significances of the study and definition of the key terms.

1.1 Background of the Study

In Indonesia, English is delivered as a compulsory subject in secondary schools. It is supported by Depdiknas which states that in curriculum 2013, English should be thought start from junior and senior high school level. There are four skills taught, they are listening, speaking, reading, and writing. It is demanded for English learners to master in all of those skills. Indonesian government absolutely realizes this situation. So, they decided English as a compulsory subject for formal education. It is supported with competences in the current curriculum-school based curriculum (Kurikulum Satuan Pendidikan (KTSP)) and in curriculum 2013. In KTSP, in teaching reading the students are expected to be able to understand the meaning of functional text in the form of procedure, narrative, recount, report, and descriptive text for interact in daily life. And in curriculum 2013, the students are expected to be able to understand the meaning of descriptive text about people, animals, and things in the simple text. In addition, the students are also expected to be able to understand the meaning of functional text, such as instruction, short notice, warning, and lyric of the song.