CHAPTER I

INTRODUCTION

1.1   Background

God has been created all people in His own image, in that sense, man also created with all abilities, including intellectual, for man to be able to think. With that intellectual given by God, man is able to process different information from their surroundings. In order to gain information, there are some ways that people usually do. One of them is through reading. There are some reading activities people usually do in order to gain information: such as reading a book, reading a newspaper, and reading online news, and reading an advertisement.

Reading is also essential for communication. Zare and Othman (2013) explained reading as communication between the author and the reader through the text, therefore they argue that the students need to know how to learn from reading in order to have a successful communication. In communication, people need reading skill to read e-mail, short message service (SMS), notes, etc.

As human has been created in God's image, they are also called to do His work on the earth. Even the simple thing that a person do supposedly to be as a response to the cultural mandate (Genesis 1:28). In order to do that, people need to develop all kinds of skills that will enable them to fulfill this mandate. Bosma and Blok (1992, p. 17) said "to become involved in such an exploration of creation and culture requires a high degree of sophistication in learning from print". Reading is one of the most important skills that people need to develop, because through reading people can learn other skills that they need. Reading

allows people to travel around the world and meditate on the wonders of creation without even leave their chair.

To be able to gain the information from the text that they read, people need to have a skill to comprehend the text. This skill is called as reading comprehension. Reading activity have a wider scope, not only in learning process, and it is closely related to people's daily life; therefore reading comprehension can also be said as a life skill that people needed daily. Shanahan, et al., (2010, p.5) said:

> Strong reading comprehension is central not only to academic and professional success, but also to a productive social and civic life. These skills build the capacity to learn independently, to absorb information on a variety of topics, to enjoy reading, and to experience literature more deeply.

Seeing the importance of reading comprehension in human life, it is necessary to continue developing this skill, and it must be started in the early school age, especially through the teaching and learning process at school. Based on the researcher's observation in one of the third grade class at XYZ primary school, the teacher has some strategies that he implemented during English lesson to help the students in their reading comprehension. The strategies that the teacher used were set in the weekly reading program in his classroom, are unique and different from other teachers. The teacher also motivates the students to read and enjoy reading through some different ways, both giving motivation verbally and giving a reward.

By seeing all those benefits and the importance of reading comprehension, and as the researcher found out the set and uniqueness of some strategies that the homeroom teacher uses, and the passion of the teacher in teaching, the researcher wrote this as the topic of the research. In this research, the researcher will discuss some strategies that the teacher uses in the classroom in order to teach the students in reading comprehension in one of the grade 3 at XYZ primary school, Jakarta. In analyzing the teacher's strategy in this research, the researcher used a theory from The Institute of Educational Sciences (IES).

In this research, the researcher wants to emphasize more about the strategies that the teacher was implemented in the classroom. Through this research, the researcher aims to analyze some strategies that the teacher uses and its implementation to teach the students in reading comprehension. In other word, the researcher wants to explain the experience of the homeroom teacher in teaching reading comprehension based on the Institute of Education Sciences (IES) theory. Based on the aim of this research itself, the researcher decides to write a narrative research.

1.2   Research Question

How does the grade 3 teacher of XYZ School implement the strategies in teaching reading comprehension based on the IES theory?

1.3   Purpose of the Research

To analyze the strategies implemented by the grade 3 teacher of XYZ School in teaching reading comprehension based on the IES theory.

1.4   Significant of the Research

1.   For the school (other schools)

As an input for the school where the researcher did the research and also other schools to improve and promote interest in reading for the student and the importance of reading comprehension.

2.   For other teachers and educators (especially in K through 3rd grade)

To give some ideas of strategies that teachers can use to help their students in their reading comprehension.

3.   For the researcher

To develop the skills in doing research and to know some strategies that can be applied in the future, to help her students in their reading comprehension.

1.5   Definition of Terms

1.   Reading Comprehension

The IES panel (Shanahan et al., 2010, p. 5), defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

2.   Teacher's Strategy

According to Elsa Mentz (2015, p. 35), teacher's strategy is a broad plan of action that teacher has in order to achieve the learning outcomes.

3. Institute of Education Sciences (IES) Theory

Institute of Education Sciences (IES) is the statistic, research, and evaluation arm of the U.S. Department of Education. In the theory about teaching reading comprehension, IES promotes five strategies for teacher (Shanahan et al., 2010):

1. Teach students how to use reading comprehension strategies
2. Teach students to identify and use text's organizational structure to comprehend, learn, and remember content
3. Guide students through focused, high-quality discussion on the meaning of text
4. Select text purposefully to support comprehension development
5. Establish an engaging and motivating context in which to teach reading comprehension