# CHAPTER I INTRODUCTION

# Background of the Problem

Language is a tool for communication between people, because language is one of interrelated means between people, so they can understand one another.

Language is extremely important to human beings. We use it to communicate with one another, to solve problems, to express emotions, etc. In other words, language is one of the most important things to carry out our activities of life.

English is one of international languages. This language is used all over the world. As a result, Indonesian government has decided that English is foreign language in Indonesia. In addition, it is the first foreign language taught as a compulsory subject in junior high school, senior high school and university in Indonesia. In learning language, there are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and learning in a classroom. 2 Speaking and writing refers to productive skills while reading and listening refers to receptive skills (Harmer, 2001).

Reading is one of the four aspects in English learning that can measure the skill of someone in mastering English, by reading someone can develop and release their idea on their English skill.

Reading is one of the language skills which is very important to be learned by students. Through this activity, students can improve their own language and

experience. They will get information and ideas which they need to know. Moreover, they will be able to know what they do not know before. By reading, people may get a lot of information. The more he/she reads, the more information he/she will get. Reading makes someone smarter and creative as stated by Laddo (2007).

Reading skill plays an important role to get information and it is an important part for mastering environment (Suharti, 2012:2). According to Adams “Reading is one of the basic ways of acquiring information in our society and in academic setting in particular” (in Hasibuan, A, 2015:56). The students who have skilled in reading will get enough information from the text to satisfy their needs.

Reading can easily be defind as the process in which a person receives and interprets a message from printed materials. Reading is the process of how information is processed from the text into meanings, starting with the information from the text, and ending with what the reader gains.

Talking about reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. The person is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension.

Teaching strategies is generalized plan 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, 1964). Teaching strategies often expect students to develop their reading skill by osmosis (absorption) and without help. In the osmosis approach, it is believed that if a teacher teaching reading comprehension to the target language all day, they will improve their reading comprehension. However, this research is proven to be ineffective since the student also find difficulties reading comprehension.

This finding indicates that teachers need to be equipped by strategies in teaching reading comprehension in order to help the students to cope with the difficulties in learning English reading.

Learning depends upon motivation, it has a significant role in language learning process. The students’ motivation in language learning also affects their reading test in English especially in reading skill. By having motivation the intensity of reading will increase and the knowledge will add and has much benefit. It is assumed that the students with high motivation in learning English will be more successful rather than the students who have low motivation.

That is stated that the role of motivation during learning is equally important. Here are some various studies have found that motivation relate to reading test in language learning:

Jeremy Harmer said that, “it seems reasonable to suggest that the motivation which students bring to class is the biggest single factor affecting their success.

From definition above, we know that motivation in the classroom affects both learning and behavior of the students who are motivated to learn more.

The students with higher motivation to learn English will show effort to learn more than students with lower motivation. More than this, the student who is well motivated to learn English will be more successful than the one who is unmotivated to learn. It is clear that motivation has an important role to learning process.

From the statement above, the writer can conclude that teaching strategies give impact for students in understanding lesson. Teacher is as a tool in learning so that the student can get understanding well. Besides that, motivation is really needed for student. In this case teacher can be a tool also to give motivation to students.

# Identification of the Problem

According to the background of the study, the writer can identify some problems, they are:

* + 1. The teaching method of the teacher in reading class
		2. The students’ motivation in reading
		3. The skill of reading of the students

# Limitation of the Problem

Actually, the writer finds out that there are many causes to get success in language learning such as teachers, parents, methods, motivation, and environment. This research, the writer makes limitations of the study. The writer focuses on teaching strategies and learning motivation of the ninth grade of junior high school students.

# Formulation of the Problem

In this research, the writer makes a formulation based on the problem of the study, as follows: “Is there any significance correlation between teaching strategies and learning motivation on students’ reading skill?

# Objective of the Problem

This study aims to know whether teaching strategies and motivation have any correlation with students’ reading skill of the student in the ninth grade of junior high school at SMPS IT Al Musabbihin, Medan.

# Significance of the Problem

By doing this research, the writer expected can give useful information about the students’ motivation and teaching strategies in learning English at SMPS IT Al Musabbihin Medan, especially in students’ reading skill and help the reader to solve the problem of the students about the motivation of students in reading.

In addition, the result of this research can be used as a reference for further researcher who is interested in conducting similar case study.

# Assumption

The proposed assumption in this study is:

* 1. Reading is an students’ activity in learning English and being one aspect in scoring in school
	2. Students have motivation in reading depends on the teaching strategies in class.