



**ENGLISH TEACHERS' PERCEPTIONS ON THE DIFFICULTIES AND
STRATEGIES IN TEACHING ENGLISH READING COMPREHENSION FOR
STUDENTS WITH LOW AND HIGH MOTIVATIONS**

**The Case of the English Teachers in State Senior High School
in Eastern Pemasang Regency**

A Thesis

Submitted in partial fulfillment of the requirements for the Degree of Magister
Pendidikan in English Education Program

by
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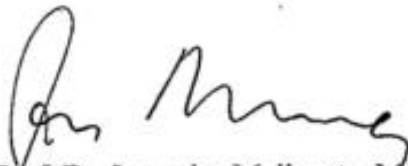
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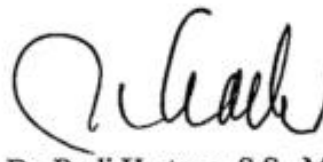
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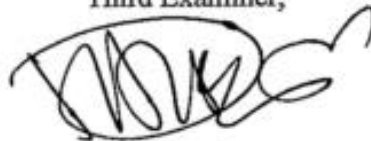
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Menyatakan bahwa yang tertulis dalam tesis yang berjudul “ENGLISH TEACHERS’ PERCEPTIONS ON THE DIFFICULTIES AND STRATEGIES IN TEACHING ENGLISH READING COMPREHENSION FOR STUDENTS WITH LOW AND HIGH MOTIVATIONS The Case of the English Teachers in State Senior High School in Eastern Pematang Regency” ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau kutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam tesis ini dikutip atau dirujuk berdasarkan kode etik ilmiah. Atas pernyataan ini **saya secara pribadi** siap menanggung resiko/sanksi hukum yang dijatuhkan apabila ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya ini.

Semarang, 10 Agustus 2018

Toto Nugroho

MOTTO AND DEDICATION

MOTTO

“Knowledge tends to one’s future, so lead the world by using the knowledge”

Toto Nugroho

DEDICATION

This thesis is dedicated to:

My beloved parents; Susmanto, Sri Indrawatiningsih

My beloved family; Sri Rejeki, Alifia Nazhifa Hanun, Raflian Kenzie Renu Putra

My beloved sister and nieces; Susi Kartiningsih, Muh. Siswoyo, Akmal, Anin

All English teachers in Pematang Regency

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The writer realizes that the thesis is still far from being perfect and there are many mistakes either in arrangement or in content. Therefore, the writer welcomes the warmest critiques for better future. It is hoped that it will be very useful for the writer and the readers in advance.

Finally, the writer sincerely hopes that the thesis will contribute beneficial information to all the readers and researchers.

Semarang,, 2018

Toto Nugroho

ABSTRACT

Nugroho, Toto. 2017. *“English Teachers’ Perceptions On The Difficulties And Strategies In Teaching English Reading Comprehension For Students With Low And High Motivations”*.

Thesis draft. English Education, Post Graduate Program of Semarang State University.

Advisors: I. Dr. Dwi Anggani Linggar Bharati, M. Pd , II. Dr. Rudi Hartono, S. S., M. Pd

Keywords : Perception, Difficulties, Strategies, Reading

A teacher should have good perception of teaching and strategies to deal with some difficulties that can be aroused in the process of reading. However, the teachers’ background of State Senior High School of Pemalang regency are various. This condition make different perception when they performed in their teaching English in their classroom. The present study sought to explore English teachers’ perception of learning second language, difficulties and strategies from different teachers’ backgrounds.

The qualitative quantitative descriptive analytical method was implemented in this study. The data were taken from 23 teachers’ responses of questionnaires. The 23 are the English teachers of State Senior High School in Eastern Pemalang Regency. The data were taken by using five-point Likert-type attitude scale to obtain the teachers’ perceptions on teaching reading and difficulties. The five-point Likert-type frequency scale was also used to know their teaching reading strategies, especially to the students with high motivation and the students with low motivation.

This study found some points. First, the English teachers of State Senior High School in Eastern Pemalang Regency perceived that teaching reading was not only read aloud the sentences correctly, but also connecting background knowledge to text to gain the students understanding to the text. Second, the teachers perceived that there were three major difficulties in teaching reading. They were the students’ lack of prior knowledge, the students’ lack of English vocabularies, and the students with low and high motivation. Third, the teachers applied some effective strategies to tackle their difficulties. Fourth, this study found that teachers’ variables influence their perception on students’ grammar problems in understanding the text. The last, the teachers’ perceptions were the representation of the condition coupled with their beliefs and expectations.

The findings suggest that the teachers should perform their best performance in front of their students. They should be the tutor, controller and the assistant for their students.

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CHAPTER I

INTRODUCTION

In this part, the writer will present the Background of the Study, the Reasons for Choosing the Topic, the Statement of the Problem, the Objective of the Study, Significance of the Study, Definition of the Key Terms.

1.1 Background of the Study

Used English is the world's most widely used language (Greenbaum, 1995). It means that English is used by most people all over the world. In addition, English in fact is widely used in many fields not only in educational matter but it is also used in other fields such as in science, business, technology, and so on. It is a proof that English is used by people all over the world for many purposes.

Based on the fact above, so mastery of English in this era is an important thing. Therefore, in the school curriculum of our country, English is one of compulsory subjects which should be learned by students from Junior High School to University. Moreover, at elementary school English has been introduced to the students as a local curriculum. In addition, many places open English courses for children to adult. All of these are to prepare the young generation to face the globalization era.

Reading is one of language skills noted as a part of important ability in broadening readers' perspectives, giving them a chance to see the world. The ability to read empowers the readers to take control of their own knowledge and further to decide future. Having reading skill will ease one understanding information and knowledge. This skill will also be useful mean to gain successful in academic.

Reading skill is one of the four English language skills in addition to listening, speaking, and writing. Reading is not simply a matter of interpreting words, but also an important activity in language class and means of consolidating and extending knowledge of the language.

Grabe in Takallou (2011) mentions that reading is probably the most important skill for second language learners in academic content.

Carrel in Hamdan (2010) claims that second language learners cannot perform at proficiency level they most so as to succeed without solid proficiency. They need to improve their proficiency in some language skills through many ways or strategies related with certain skill, for instance; reading is seen as an extremely complex activity involving a combination of perceptual, linguistic and cognitive abilities of the reader itself.

As facilitators of learning in the classrooms, teachers are responsible for the acquisition and development of reading competence of students. The teachers should help them acquire and develop the skill. English as the important language in the world should be mastered by the people who want to reach the knowledge. English is very widely used for business and education. There are many literatures which are written by using English. Between different countries, most business letters around the world are written in English and most of world's books and newspapers are made in English.

Reading is one of the four basic skills which learners are required to master if they want to learn a foreign language. English reading can improve reader's perception so as to give a lot of help to improve listening, speaking and writing. It can increase knowledge, their vision and their interest in English. So it is clear that it is very important to do a lot of English reading.

One of the four basic skills which should be thought by teachers to learners is reading. Here is a quick overview of the four types of reading skills used in every language:

- 1) Skimming - used to understand the "gist" or main idea
- 2) Scanning - used to find a particular piece of information
- 3) Extensive reading is used for pleasure and general understanding.
- 4) Intensive reading - accurate reading for detailed understanding

Here the understanding of these four basic reading skills as follows:

1) *Skimming* is used to quickly gather the most important information, or 'gist'. Run your eyes over the text, noting important information. Use skimming to quickly get up to speed on a current business situation. It's not essential to understand each word when skimming.

Examples of Skimming:

- a) The Newspaper (quickly to get the general news of the day)
- b) Magazines (quickly to discover which articles you would like to read in more detail)
- c) Business and Travel Brochures (quickly to get informed)

2) *Scanning* is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of information you need. Use scanning on schedules, meeting plans, etc. in order to find the specific details you require. If you see words or phrases that you don't understand, don't worry when scanning.

Examples of Scanning

- a) The "What's on TV" section of your newspaper.
- b) A train / airplane schedule
- c) A conference guide

This lesson plan focusing on scanning reading skills can be of help in practicing these skills on your own or in printed out for in-class use.

3) *Extensive reading* is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Use extensive reading skills to improve your general knowledge of business procedures. Do not worry if you understand each word.

Examples of Extensive Reading

- a) The latest marketing strategy book
- b) A novel you read before going to bed
- c) Magazine articles that interest you

This lesson focusing on improving vocabulary through extensive reading can help putting these skills into practice.

4) *Intensive Reading* is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number or fact.

Examples of Intensive Reading

- a) A bookkeeping report
- b) An insurance claim
- c) A contract

1.2 Reasons for Choosing the Topic

Reading is a skill which is needed to look for any kinds of new information. It is very importance for learner in formal school such as students in any level of study or any major of study to have good reading skill in order to enrich their knowledge and it is as mean for them

to mastery all school lesson materials well especially in English. By having acquisition in reading, they will also be able to comprehensive any kinds of reading texts or passages.

Teacher may also plays role as the language model in the classroom. Teachers' presentation of new vocabularies of language is through sentences with the help of visuals, drawings on whiteboard, story, or recorded material. The teacher also involves students' participation in the form of repetition, question-answer display, translaton, etc. This participation is to gain sudents' meaning comprehension. Teaching is not a gift. It is a special skill that needs some steps to learn and to acquire. Teaching may be define as showing or helping someone to learn how to do something, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2007).

Reading lessons conducted by teachers against students certainly will face a variety of problems that will be very influential with the achievement of which will be accepted by the teacher concerned. By a discussion of the problems posed by the writer will be expected to provide an overview of the problems faced by the teachers in teaching English reading text especially for students with low motivation and students with high motivation.

1.3 Statement of the Problems

Based on the reason above, the research questions are stated as follows:

1. How do the State Senior High School English teachers' perceptions about the difficulties in teaching reading comprehensively to the students with low motivations ?
2. How do the State Senior High School English teachers' perceptions about the difficulties in teaching reading comprehensively to the students with high motivations ?
3. What kind of strategies done by the State Senior High School teachers to tackle the difficulties in teaching reading comprehensively to the students with low motivations?

4. What kind of strategies done by the State Senior High School teachers to tackle the difficulties in teaching reading comprehensively to the students with high motivations?

1.4 Objectives of the Study

This study has some objectives, such as:

1. To describe the State Senior High School English teachers' perceptions on their difficulties in teaching reading comprehensively to the students with low motivations.
2. To describe the State Senior High School English teachers' perceptions on their difficulties in teaching reading comprehensively to the students with high motivations.
3. To describe the State Senior High School English teachers' strategies to tackle their difficulties in teaching reading comprehensively to the students with low motivations.
4. To describe the State Senior High School English teachers' strategies to tackle their difficulties in teaching reading comprehensively to the students with high motivations.

1.5 Significance of the Study

Theoretically, the result of the study hopefully support the theories about the acquisition of English reading. Furthermore the English teachers can understand some theories about teaching and learning reading.

Practically, this study is purposed to support the English teacher in exploring their perceptions in teaching reading to the students with high and low motivations, to help the English teachers understand the difficulties in giving reading skill instructions and teaching strategies.

Pedagogically, are expectantly will be usefull for SMA English teachers in developing their strategies in giving motivations to the students with high and low motivation in learning English, especially for the students with low motivation .

1.6 Definition of the Key Terms

The definitions of Key Terms are represented as follows:

1. Reading

Grabe in Alyousef (2005) states that reading is interactive process between a reader and a text which leads to automaticity or (reading fluency). In this case, the reader try to get the point or content of the text which consist of letter, words, sentences, paragraph and also idea within the text. It will create their comprehension of the whole message of the text.

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language , it is complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement (Carver, 2010).

Spratt, Pulvemess, and Williams (2010) state that reading is receptive skill which means it involves responding to text, rather than producing it. It involves making sense of text by understanding the language of the text (at word level, sentence level, and whole text level), and connecting the message of the text to background knowledge.

2. Reading Skill

Reading skill is the important thing shoould be had by everyone particularly for the students. To get knowledge from any other fields, it is needed a good reading skill. Grabe and Stoller (2002) state that reading skills are techniques that enchance comprehension and retention of information contained printed material. Urquhart and Weir (1998) describe that reading skills as a cognitive ability which a person is able to use when interacting with the written text.

Seravallo (2010) stated that there are some reading skills to assess, they are (1) activating prior knowledge before, during, and after reading a text, (2) determining the most important ideas and themes in a text, (3) creating visual and sensory images before, during, and after reading text, (4) asking questions (5) drawing inferences, (6) retelling and synthesizing, and (7) using fix-up strategies when comprehension breaks down.

3. Perception

The process of interpreting the sensations and giving them order, meaning, and interpretation in the brain is called as perception (Wortman, Loftus, and Marshal, 1988).

Robbins (1993) defined perception as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.

From those definitions, perception may be regarded as a process of a person to interpret the surroundings and giving them meaning.

4. Strategy

Barnett (1989) said that the term strategy means the mental operations involved when readers purposefully approach a text to make sense of what they read. It means that reading comprehension needs integrated strategies / multiple strategies or skill in practice

5. Motivation

Motivation is one of the most important factors that influence the success in language learning process. The term of motivation is frequently used to describe why a person does something. Johnstone (1999) considers motivation as a stimulant for achieving a specific target.

Cole and Chan (1994) define that motivation is concerned with personal energy directed towards the achievement of particular goals. Brown (1987) defines motivation as an inner drive, impulse, emotion or desire that moves one to particular action. Thus, a motivated

learner is the learner who wants to achieve a goal and who is willing to invest time and effort in reaching that goal.

Radio (2002) stated that motivation is the type of movement that penetrates boundaries, stimulates interplay between internal and external elements and , thereby, initiates and perpetuates mutual impact and interaction between the individual and environment.

Brown (2004) says that there are two kinds of motivation which are influencing students in learning English: first, intrinsic motivation which aimed at bringing about certain internally rewarding consequence, namely feeling of competence and self-determination. The other one is extrinsic motivation which is carried out to anticipate of reward from outside and beyond their selves. Motivation has been defined as a process that includes specific directive and stimulating properties. A student who does not have a feeling or inspiration to act is categorized as unmotivated on their hand the one who has inspiration to do an action is considered as the motivated one. To be motivated means to be moved to do something.

From the definitions above, it can be said that motivation is the energy which supports students in achieving their goals in learning language. It involves the biological, emotional, social and cognitive forces that active behavior.

1.7 Scope of the Study

Scope of this study is the English teachers of State Senior High School in eastern Pematang regency which are classified according to teachers' gender, level taught, qualification, and teaching experience are the backgrounds to find differences between each teachers.

1.8 Outline of the Thesis

This study will be presented through some chapters as follows:

Chapter I : Introduction. This chapter consists of Background of the Study, Reasons for Choosing the Topic, Statements of the Problems, Objectives of the Study, Significance of the Study, Definition of the Keyterms, and Scope of the Study.

Chapter II : Review Related Literature. This chapter covers Previous Study, Theoretical Review, and Theoretical Framework. Theoretical Review consists of the Definition of Reading, the Concept of Reading Skill, the Definition of Perception, the Concept of Effective Teacher, and the Concept of Input of SLA.

Chapter III : Method of Investigations. This chapter deals with Subject of the Study, Design of the Study, Instruments, Method of Data Collection, and Method of Data Analysis.

Chapter IV : Research Findings and Discussion

Chapter V : Conclusion and Suggestion

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer provides the previous studies deal with the topic, the theories used in the study, and the framework of the theories.

2.1 Previous Study

Some researchers carried out investigations about teachers' perception and teaching reading in primary level. Brown (2006) studied teachers' perception of effective teaching behaviors with those of their own students. He analyzed forty-nine teachers and their 1400 students from 83 intact beginning-level language classes (101-202) across nine district language at the University of Arizona during spring semester, 2005.

This study demonstrated that teachers and students have very different perceptions of what should be done in the foreign language (FL) classroom. As the result, the teachers and students responded to the use of native-like command and the simplification of the FL by the teacher are used to aid students' understanding. Moreover, situating grammar into real-world context is necessary. Students and teachers seemed to have different opinions regarding grammar teaching and the usefulness of communicative language teaching strategies. The students favored a more traditional, grammar-based approach and teachers favored a more communicative FL classroom.

According to Brown's study, the writer get the description about how do the teacher's perception in teaching in foreign language classroom may differ from the students' perception and teachers' perception may be reflected in how they conduct their class. This study gives the writer an idea to hold a study of teachers' perception especially in reading from different teachers' background.

Ghanaguru, Liang, and Kit (2003) also held semi-structured interview with a teacher who taught in primary schools as an initial study of teacher's perception in teaching reading. The participant of the study was in service teacher. The respondent had thought in diferent primary school mainly in rural areas for sixteen years. This study purposed to explore the reading problem that an inservice English language teacher perceive her students face in the classroom, and how does an inservice English language teacher help her students cope with the reading problems.

Another study deals with reading instruction was held by Chawwang (2008). He held a study of 840 students from science and the arts groups to investigate English reading problems of Thai 12th grade students in educational regions 1, 2, 3, and 7 in Nakhonratchasima, in the academic year 2006. Percentage of students shoed that reading comprehension was at a low level. Most of the participants had problems in all three areas of reading test: a) sentence structure, b) vocabulary, c) reading comprehension. Moreover, there were no diffetrences in reading ability between students in the science and the students in the arts groups. This study showed how vocabulary may arouse some difficulties in rreading learning in a foreign language learning context.

Kameli and Baki (2013) also held study about the impact of vocabulary knowledge in the performance in comprehending a text among EFL language learners. They conducted a study among 220 adult language learners at BAHAR institute in Shiraz, Iran in advanced level of English proficiency at the beginning of second semester of 2011. The data of this study were collected from questionnaire, the Vocabulary Level Test (VLT), and the reading section of IELTS. This study found that test scores on vocabulary size/breadth the vocabulary knowledge, and reading comprehension. It also assumed that language learners will have a better process of reading if they reach a specific level of vocabulary proficiency, then they may use the vocabulary any kind of reading item type in their course books.

Those previous studies show that the second language learners may meet some difficulties in performing reading ability and understanding a text. Almost all of the study stated that vocabulary was the main problem in reading activity. Moreover, the teacher perception in effective teaching may differ from the students' belief. However, this study may differ from those previous studies. This study explores more about the SMA teachers' in Pematang on the reading concepts, difficulties and strategies from different background; gender, qualification, level thought, and teaching experience. This study does not involve the students' perceptions and students' achievement in reading skill. Furthermore, this study only uses questionnaire to get the data.

2.2 Theoretical Review

This theoretical review includes some theories deal with the definition of reading, the concept of reading skill, the definition of perception, the concept of effective teacher, and the concept of input of SLA which are elaborated in this study.

2.2.1 The Definition of Reading

Reading is one of important aspects in mastering a language, especially a foreign language. There are many scholars who discuss about reading. Harris (1980) claims that

“Reading is a form of communication. Information and are exchanged between writer and reader in the act of communicating. The writer expresses his thought on language, using whatever skills and styles he has developed personally.”

Meanwhile, Hills (2003) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Further, Pardo (2004) in Snowball (2006) affirms that comprehension is “a process in which readers construct meaning by interacting with text through the combination of prior knowledge and

previous experience, information in the text, and the stance the reader takes in relationship to the text.”

Grabe in Alyousef (2005) wrote that reading can be seen as “interactive” process between a reader and a text which leads to automaticity or reading fluency. In this process, the reader interacts dynamically with the text as he / she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom – up processing) as well as schemaic knowledge (through top-down processing). The text consisting of letters, words, sentences, and paragraphs generates meaning.

Reading is the ability to draw meaning from printed page and interpret this information appropriately (Grabe and Stoller, 2002). While, Harrys and Edward (1975) state that reading is the meaningful interpretation of written or printed verbal symbol. Hafner and Jolly in Burn and Roe (1984) state that reading is a process of looking at written language symbols, converting them into overt and covert speech symbols, and then manipulating them so that both overt (direct) and covert (implied) ideas intended by the author may be understood.

Reading is an active process of interacting with printed material and comprehending text to establish meaning (Reinking & Scheiner, 1985 in Cholisoh (2010)). Reading is an activity to comprehend the writer’s ideas or construct the meaning of text.

Spratt, Pulveness, and Williams (2010) state that reading is receptive skill which means it involves responding to text, rather than producing it. It involves making sense of text by understanding the language of the text (at word level, sentence level, and whole text level) and connecting the message of the text to background knowledge.

Davies (1995) states reading is private. It is a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer who is distant in

space and time. Because of this privacy, the process of reading and responding to a writer is not directly observable.

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement (Carver, 2010)

Bum, Roe, and Ross (1984) state that reading is a thinking process. It involves the process of recognizing words which requires interpretation of graphic symbols. Meanwhile, Aebersold and Fieid (1997) say that reading is what happens when people look at a text and assign meaning to the written symbols in that text. It not only deals with word interpretation, but also how reader interprets the intended meaning.

Based on the explanation above, it can be concluded that reading is the interaction between text and reader that needs cognitive competence like background knowledge to understand language of the text, the message of the text, information or ideas of text, words, and intended meaning.

2.2.2 The Concept of Reading Skills

In learning the second language, the learners should understand not only the form, but also the meaning of the language. They need more than linguistic competence to understand. The context, knowledge of the world, and extra-linguistic information help them to understand language directed them. In order to understand the above factors, the second language learners should get help from the teachers and the capable people surroundings. The help is in form of input.

Krashen (1987) input is “something” that the learner gets as the basic understanding in acquiring and learning language. The form of input can be “caretaker speech” or “foreign-talk”. The caretaker speech is a kind of modifications that parents and others make when talking to young children. Linse (2006) defined reading as a set of skills that involves making sense and deriving meaning from the printed word. Besides, teaching how to derive meaning as well as analyze and synthesize what they have read is an essential part of reading process. In addition Hammer (1995) as quoted by Fauziyati (2010) stated that reading text also provide opportunities for students to learn vocabulary, grammar, pronunciation and even good models for English writing. So that, when reading texts are very interesting and engaging, the acquisition process will be more successful.

In addition, there are some reasons of doing reading. Nation (2009) viewed that reading purposes are a search for information (including skimming and scanning), reading to learn, reading to fun, reading to integrated information, reading to critique text, and reading to write. Moreover, Harmer (2007b) proposed reasons of reading an English text are for getting information, for their careers, for study, or simply for pleasure. Additionally, Grabe and Stoller (2002) stated four reasons in doing reading; reading to search for simple information, reading to learn from texts, reading to integrated information, and reading for general comprehension.

In delivering an effective reading and writing pedagogy, we need a better understanding of how learning actually occurred between teacher-learner interactions. For reading, the first place to start is in parent-child reading at home. In reading with young children, parents work with a repertoire of strategies to draw their attention, model behaviors, affirm them, and elaborate their understandings, in order to engage them in the act of reading as meaningful activity (Rose and Martin, 2012). Based on parent-child strategy in reading, teacher can also play role as parent in exploit reading text to the full. Students need to be

engaged with what they read and should be encouraged to respond to the context of reading text, not just its language.

To cope with learning reading, there are three skills in reading that learners should acquire proposed by Harmer (2007a); Scan, skim, and reading for detailed comprehension. In doing scanning, the students do not have to read every word and line. They only scan the text for certain bits of information they are searching for. Second, skim is a skill in order to get students' eyes over a text's surface. The activity involves finding the main idea of a text. Scan and skim depends on what kind of text they are reading and what they want to get out of it. The last is reading for detailed comprehension. It covers the activity involves looking for detailed information or picking out certain examples of language use.

2.2.2.1 Kinds of Reading

There are two kinds of reading; extensive reading and intensive reading. The following description will describe those two kinds of reading.

(a) Extensive Reading

One of extensive reading purposes is reading for pleasure. This purpose can be easily covered when the readers read the sources outside the classroom. This kind of purpose is close to an extensive reading. Harmer (2007) classified the extensive reading as reading which students do often (but not exclusively) away from the classroom. Students may read novels, web pages, newspapers, magazines or any other reference outside the class.

However, extensive reading purpose is not merely reading for pleasure; it may also benefit quality of language use, language knowledge and general academic performance. This happens as it allows learners to learn at their level and to follow their interest (Nation, 2001). As a result, when the English learners learn to read any sources outside of the class, it will give them positive effect.

(b) Intensive Reading

Nation (2009) described some focuses on intensive reading. They are: comprehension, sound-spelling, vocabulary, grammar and cohesion, information content, and genre. Based on that focuses, Nation explained that the students may use some strategies. On comprehension focus, the learner may predict the answer from the text. On the other hand, on the grammar focus, the learner may type the grammatical features and determine the topic of the text. For the further explanation are stated in the following table.

Table 2.1. Focuses in Intensive Reading (Nation, 2009)

Focus	Items	Strategies
Comprehension	Question type	Predicting
Sound-spelling	Question form	Standardized reading
Vocabulary	Regular sound spelling correspondence	Spelling rules
		Free/checked vowel
	High frequency vocabulary	Guessing
		Noting and learning on cards
Grammar and cohesion	Underlying meanings of words	Word parts
	High frequency grammatical features	Dictionary use
		Dealing with sources of difficulty
Information content	Topic type constituent	Topic type
Genre	Features that typify this type of text	Generalize to writing

The understanding of learners can be seen from how well do they answer or do exercises. To make it clear, Nation also stated some features of good intensive reading exercises. The exercises should direct to the learners' attention to features of the text, direct the learners' attention to the reading text, provide the teacher and the learners with useful information on the learners' performance on the exercise.

Harmer (2007) also argued that intensive reading refers to the detailed focus on the construction of reading texts which takes place usually in the classroom. On the other hand,

Nation defined it as a means of increasing learners' knowledge of language features and their control of reading strategies in which also can improve their comprehension skill (2009). Based on those two definitions, the intensive reading focuses on the comprehension of the text. Translation method can be applied to check whether the L2 learners understand the text or not. Intensive reading also determines what language features will get attention in the course.

Dealing with predicting the genre of the text, Harmer added that the teacher may ask students to look at many genres surround the students. The exact choice of genre and topics may be determined by the specific purposes that student are studying for (2007b). Based on the features and focuses on intensive reading above, the proces of teaching and learning English in the foreign language classroom especialy for the senior high students are focused more on intensive reading activity. As applicaton of reading are more concern with vocabularies, language features, and genre.

2.2.2.2 Reading Comprehension

Reading comprehension is the ability to read the text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferer with their ability to comprehend what is read.

Comprehension is recarged of meaning by anticipating message contents (Nunan, 1993). Reading (comprehending) is a result of the interaction between the perception of graphic symbols that represent language and the readers. Language skills and knowledge of the world in this process, the reader tries to recreate the meaning intended by the writer.

While, Pearson et al. (1978) in Burn and Roe (1984) state that reading comprehension involves relating textual information to pre-existing knowledge, structure, or schema.

From the definitions above, it can be said that reading comprehension is a process of recognizing and comprehending the written symbols in a text to get the ideas of both explicit and implicit messages.

2.2.2.3 Difficulties in Reading

The L1 and L2 readers have some differences. Grabe and Stoller (2002) compiled some linguistic and processing differences between; differing amounts of lexical, grammatical, and discourse knowledge, greater metalinguistic and metacognitive awareness in L2 reading, differing amounts of exposure to L2 reading, varying linguistic differences across any two languages, varying L2 proficiencies as a foundation for L2 reading, varying language transfer influences, and interacting influence of working with two languages.

In line with Grabe and Stoller above, Hudson (2007) argued that language readers and second language readers differ in a number of important ways. First, second language readers are likely to be already literate in their first language. Second, reading in the first language typically begins after speaking is relatively advanced in that language, but second language learners typically do not have mastery of the spoken language prior to beginning reading instruction. Third, there is a great cognitive difference between child first language and adult second language readers.

2.2.2.4 Reading Strategies

Before talking about reading strategy, the researcher tries to explain about learning strategy. In general, learning strategy can be defined as a specific action that are used by the learners to make their learning activity easier, faster, more enjoyable, more self-directed,

more effective, and more transferrable to new situation (Oxford in Baker and Boonkit, 2004). From that definition, the use of learning strategy is an important role in teaching and learning process. The teacher should adapt an appropriate strategy to support material.

Reading strategy involves the particular techniques and methods by the readers to improve their reading ability. Block in Baker and Boonkit (2004) add that the methods include how to conceive a task, and what textual cues they attend to, how readers make sense of what they read, and what they do when they do not understand the content of the text. Reading strategy itself reading for pleasure in English, skimming and scanning, summarizing information, making guesses, prediction, making inferences, underlining words or phrases, and making notes (Baker and Boonkit, 2004). Four highlighted can be added to improve the students' reading ability such as summarizing (self-review), questioning, predicting, and clarifying.

To increase their comprehension of reading ability, it is important for the students to use an appropriate reading strategy (Shang, 2010). By using an appropriate strategy, hopefully students can make a sense of the text to what they read, so they can improve their understanding of the text.

To achieve reading comprehension, the application of multiple strategies or skills are used, those reading strategies involve memory, cognitive, compensation, metacognitive, affective, social, and test-taking (Shang, 2010).

2.2.3 The Definition of Perception

In teaching learning process in the class, the teacher or instructor will be rated "excellent" by some students and "not-excellent" by the other students in the same class. The teacher's behavior is constant, but the students see the same instructor differently. On another case, a student who studies in a certain classroom may be rated "excellent" or "not-excellent"

by some teachers. The science teacher may regard this student as an excellent student, but the language teacher regards him as the “usual” student. This condition shows that people perceive things around them differently.

It happens as people are the human beings who are possessed set of sensing and perceiving devices. The eyes, ears, nose, taste buds, fingertips, and nervous system are used to detect and discriminate things around them. The sensory and perceptual system, in short, give them windows to the world. They are the starting point of all psychological processes, such as learning, memory, communication, and problem solving (Wortman, Loftus, and Marshal, 1988).

Moreover, in a part of single information, as soon as the brain receives sensation, it automatically interprets or perceives them. Process of interpreting the sensations and giving them order, meaning, and interpretations in the brain is called as perception (Wortman, Loftus, and Marshal, 1988). Additionally, Robbins (1993) defined perception as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. From those definitions, perception may be regarded as a process of a person to interpret the surroundings and giving them meaning.

Furthermore, how does the interpretation may differ from one and another? Wortman, Loftus, and Marshal (1988) argued that the sensory perceptual may differ as each person brings to the task of “reading” the world a slightly different set of knowledge, beliefs, and expectation. This process may shape the way people perceive, attend to and interpret the stimuli data. This statement shows that someone’s perception is not exact the representation of the conditions. People may see the same thing, but they interpret it differently as it is the product of stimuli data coupled with his belief and expectation.

Robbins (1993) stated that the perceiver, the target being perceived, and the context of the situation in which the perception is made are some of factors that may influence

someone's perception. Among the most relevant personal characteristics affecting perception are attitudes, motives, interest, past experience, and expectations.

Following figure summarizes the factors influencing perception.

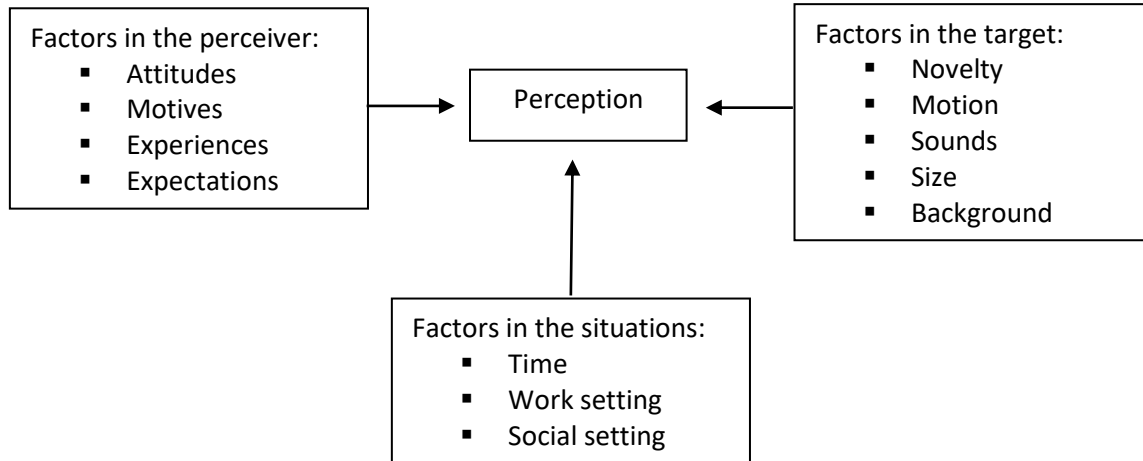


Figure 2.2 Factors Influencing Perception (Robbins, 1993)

Based on the explanation of the concept of perception above, we can conclude that perception is individual, means that someone's perception may differ from others. Moreover, individual behavior in a given manner based not on the way their external environment actually is but, rather, on what they see or believe it to be. Because individuals act on their interpretations of reality rather than on reality itself, it is clear that perception must be a critical thing in the study of behaviorism.

The evidence in our surroundings suggests that what individuals perceive from their work situation will influence their productivity more than will the situation itself (Robbins, 1998). So, whether a teacher successfully plans and organizes the class is actually help them to structure their class efficiently and effectively.

2.2.4 The Concept of Effective Teacher

Language learning in the classroom setting involved a teacher and students being in the same physical space. This condition makes the teacher act some roles; controller, agency,

prompter, assessor, tutor, and resource of information (Harmer, 2007). In line with those role Harmer argued that if the teacher has a good connection with the students, the teacher will have a good rapport. It is established when students become aware of teacher's professionalism, but also occurs as a result of the way the teacher listen to and treat the students in the classrooms.

Besides, describing a good teacher seems difficult as different teachers are often successful in diferent ways. Effective teachers personality is a blend between who they really are, and who they are as teachers. For teachers, to switch role when present in front of a class is ver important. They have to be able to face the students which they find both interesting and effectives. They should be able to absorb the unexpected and to use it to them and the students' advantage. Harmer (2007a) also argued that a good teacher should be able to adopt a number of different roles in the class, depending on what the students are doing.

To be able to perform good personality in presenting the lesson, to be regarded as a good teacher, there are some skills that sould be obligated. Managing classes is a kind of procedures to make the activity successfull. Matching tasks and group also a kind of skills to make the students enjoy the activities that they are involved in. Students are also interested or stimulated by the topics that the teacher brings into the classroom. So, good teacher should vary the activities and topics over period of time (Harmer, 2007a).

Moreover, Westwood (2008) also argued that the effectiveness of teaching is not merely depends on the teaching method, but it deals with the way in which teachers operate in their classroom, the action they take, their interaction with students, their presentation skills, and the way they manage the group. Furthermore, try to understand the students and listen to them, and treating all students equally are things that the effective teacher get close to the students.

To be a good teacher, skills and personality are not enough. A teacher should have a capability and knowledge about the material that will be presented in a class. There are knowledge that a good teacher should have, they are: the language system, materials and resources, classroom equipment, and keeping up to date. Three language systems cover the knowledge about the grammar system, the proper pronunciation, sounds, stress, and intonation. Materials and resources cover how the teacher prepares the materials before presenting the lesson. Reading the textbook, other materials and has worked out a way to deal with them. For the equipments part, the teacher should develop and use the various pieces of educational technology than others. The last is about keeping up to date. A teacher should read the various teachers' magazines or journals, joining seminars. Staying in touch with those activities may broaden teacher's knowledge (Harmer, 2007a).

2.2.5 The Concept of Input of SLA

In learning the second language, the learners should understand not only the form, but also the meaning of the language. They need more than linguistic competence to understand. The context, knowledge of the world, and the extra-linguistic information help them to understand language directed to them. In order to understand the above factors, the second language learners should get help from the teachers and the capable people surroundings. The help is in form of input.

Input is "something" that the learners get as the basic understanding in acquiring and learning language. The form of input can be "caretaker speech" or "foreigner-talk". The caretaker speech is a kind of modifications that parents and others make when talking to young children (Krashen, 1987). The second term deal with input is "foreigner-talk". It is a result of modifications in which the native speakers make with other non-native speakers or less-competence speakers (Krashen, 1987)

Caretaker speech and foreign-talk are made and used for the purpose to help the second language acquirer understand what being said or communicate. The foreign-talk that happens in the classroom context may perform in the teacher-talk interaction. Those two terms may enhance learners' comprehension that will be resulted as comprehensible input.

In order to give the comprehensible input of language learning, the classroom condition should help to supply the comprehensible input in a conductively environment to propose students' motivations and self-confidence (Krashen, 1987). Classroom interaction along the teaching and learning process helps the foreign language learners who do not have a chance to get it outside the class.

To shape the good condition classroom language learning above, some conditions should be assisted to get a success process. The teacher who plays role as the language modeling in the classroom should present the language in an attractive way. The teacher should also involve students' participation in the form of repetition, question-answer display, translation, etc. Students' participation is to explore about students' meaning comprehension.

In line with the explanation above, Westwood (2008) stated five areas in which skilled teachers display their expertise. these areas includes presenting and explaining subject matter and ideas, questioning students during lesson time, giving feedback, strategy training, and adapting or differentiating instruction.

The reinforcement used by the teacher as a positive feedback can arouse students' eager to learn the language. The teacher may become the provider of input, as a facilitator of communication, and as an instructor. In addition, Lynch (1996) described that the way a teacher talk and asks question may influence the way learners use the language.

Furthermore, the teacher can apply repetition and drill as a way to help the students to transfer knowledge from their short-term to their long-term memories. This repetition plays vital importance in language learning in order to help fix things in their mind. More students

come across the language – the more repeated encounters they have and the better chance of remembering. In short, the teachers' ability to give comprehensible input is very important in the process of understanding and acquiring the second or foreign language.

2.3 Theoretical Framework

One of the languages that are broadly learnt nowadays is English. Indonesian learners study English as a foreign language as this language plays no major role in the community and it is primarily learnt only in the classroom. One of the skills in language learning is reading. It is a kind of set of skills that involves making sense and deriving meaning from the printed words.

Moreover, a teacher should assist the learners to be successful in learning English by giving comprehensible input. On the other hand, a teacher's perception leads the way they perform and engage in the classroom. Their ability to integrate some strategies to minimize the learners' difficulties might influence the success of acquiring English. One of the factors that may influence the perception is the teacher's background. So that, this study will explore the teachers' perception in teaching reading comprehension, teaching reading difficulties, and their strategies to tackle the difficulties from different teachers' backgrounds. The theoretical framework of this study can be figured as follows:

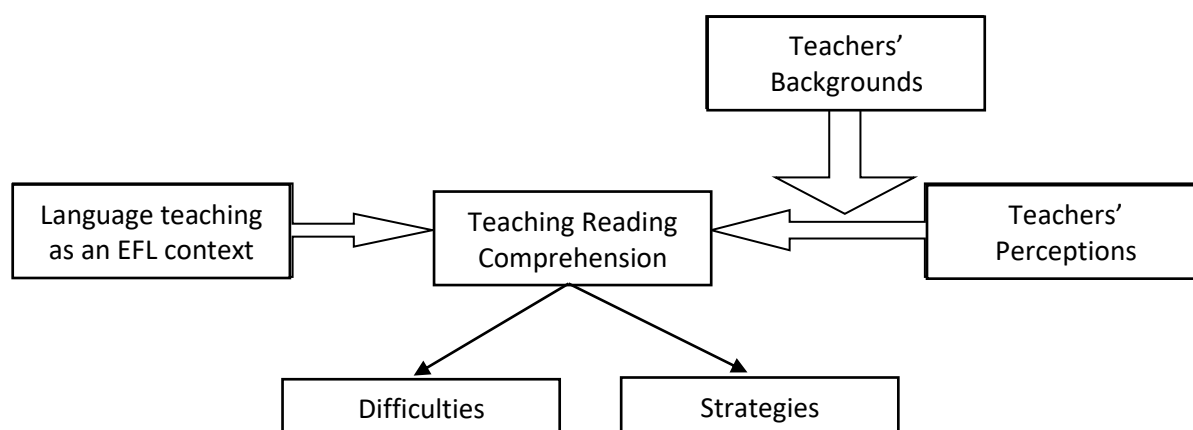


Figure 2.3 Theoretical Framework of the Study

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusions and suggestions. From the data analysis and data interpretations in the previous chapter, the writer can draw some conclusions and provide some suggestions.

5.1 Conclusions

After conducting this study and analyzing the teachers' responses on their perceptions, the writer can draw some conclusions as follows. The conclusions are developed on the basis of research questions and its findings.

First, the English teachers of State Senior High School in Eastern Pematang regency perceived that there were some concepts in teaching reading comprehension. They perceived that teaching reading was not only interpreting the meaning of written words, read aloud the sentences correctly, but also connecting background knowledge to the text, and also applying scanning and skimming in order to gain the students understanding of the text.

Second, the teachers applied some effective strategies to tackle their difficulties. Dealing with prior knowledge, they tried to construct the students' prior knowledge before reading a text through sequence of questions dealing with the topic, asking their students to identify the main idea of each paragraph, the features and structure of the text. In order to gain the students mastery of English vocabulary, they asked their students to look up certain meaning of difficult word in the dictionary and they directly translated questions into Indonesian. Regarding the students' interest and motivation, they applied some audio-visual aid to make their class more fun and interesting. It also enlarged students' understanding of certain text.

Third, the teachers perceived that there were three major difficulties in teaching reading comprehension. Those difficulties were the students' lack of prior knowledge, the students' lack English vocabularies, and students' low motivations and interest in English.

Fourth, the finding of this study found there were no high difference in on concept gender, academic status, qualification, and teaching experience. However, on difficulties in teaching reading comprehension, there were slightly differences according to teaches' variables especially on students' grammar problems in understanding a text. Male teachers perceived that students' grammar paid a role in teachers' difficulties in teaching reading, but female teacher did not. Then, the noncertified teachers regard students' grammar was a problem in understanding a text, but the certified teachers did not. The last, was that the teachers who have been teaching between 1-6 years perceived students' grammar become one of difficulties in helping students uderstanding of a text, on the other hand, the teacher who have been teaching for than 7 years did not perceived the same. Those differences showed that perception may differ from one teacher to another.

The last, the teachers perceived that the concepts of teaching reading lead their way to conduct an effecting teching in the classroom. They also argued that their strategies was developed to tackle their difficulties in teaching reading and to improve students' ability in understanding a text. This finding showed that perception was the representation of the condition that may lead someone's behavior.

5.2 Suggestions

In order to reach the goal of effective teaching reading comprehension to the students with high motivation and low motivations in State Senior High School, some implications for the English teachers are suggested. Firstly, the teachers should present their best performance in front of their students. He or she should be the tutor, the controller and also the assistant for

their students. On the other word, that as a teacher he or she should be ready in every condition which the students wanted.

Secondly, with regard to the teachers' different perceptions on students' grammar difficulties in understanding a text, the accuracy in grammar is important in identifying the genre of the text. Based on that, the writer suggests that the teacher should not neglect students' grammatical competence in understanding a text.

The last suggestion is that the English teacher should improve their capacity and knowledge, as his perception in the process of teaching is the product of presentation of their knowledge coupled with belief and expectation. So that, their perceptions may influence their expectations on the teaching and learning process.

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