

CHAPTER ONE

INTRODUCTION

In this chapter, the researcher explains why she chooses the topic of teacher's roles in teaching reading in English to students of a university in Bandung. Two particular research questions are proposed, which form the basis for the rest of this paper.

1.1 Background of the Study

Nowadays, the English language is very important in Indonesia, especially for trade and business, but also for forming partnerships and communicating with non-Indonesian people. This situation indicates how English has become an international language. Yet most Indonesian students have a lack of English skills, even though these skills are becoming more and more necessary in this era of globalization; therefore, using appropriate teacher's roles in teaching English can help to improve

students' mastery of English to adapt to global changes. English teaching has to do with four language skills, namely, listening, speaking, reading, and writing. For university students, reading is considered the most important skill because reading involves several specific requirements, like reading comprehension, vocabulary, reading strategies, which take quite a long time to acquire.

There are many sources available for the students to get information. One of them is teachers. Other sources include textbooks, the Internet, books for general reading. English teachers need to guide their students to develop their English language skills, especially their reading skills. The researcher thinks it is necessary for a teacher to use suitable roles in teaching reading because students need to improve their reading skills. This is especially true for students who do not like reading much (Iftanti, 2012, p. 160). The reason that many students do not like reading is that they often do not understand the language well enough (Iftanti, 2012, p. 160). Teachers have to encourage those particular students so that they can have willingness to learn reading and therefore will improve their reading skills. Hence, the purpose of this research is to investigate the suitable teacher's roles in teaching reading in English, specifically at the university level.

Choosing suitable roles in teaching reading in English also helps the teacher to control the classroom and deliver lessons more easily. This statement is in line with Harmer's (2007, pp. 108-111) theories about teacher's roles, as presented in Chapter Two of this thesis. As a result, the students can understand the lesson more effectively if the teacher is organized and can change roles according to the ones needed at a particular time in the lesson. Moreover, the researcher believes that if the

teacher uses the roles suitable for the teaching purposes, the students can understand the lesson better.

This research investigates the teacher's roles in teaching reading in English to students of the English Department of a university in Bandung, and the result of using those particular roles. The researcher believes that using particular roles when teaching reading is important, even to university students, although they do not need a great variety of activities since they are mature enough to be serious in learning (Harmer, 2007, p. 83). Besides, the teacher has to use the roles correctly, so she or he can deliver the lesson effectively to the students. According to Harmer (2007), there are five general teacher's roles in teaching: *controller*, *prompter*, *participant*, *resource*, and *tutor* (pp. 108-111) which the researcher focuses on when analyzing the data.

Indonesian university students need to improve their English skills, especially reading skills; therefore, it is necessary for the teacher to be aware of the importance of using suitable roles in teaching reading in English. In order to do this, the teacher needs to know more about particular roles that can be used effectively for teaching reading in English. According to Nation (2009, p. 25, p. 50), there are two kinds of reading: intensive and extensive; intensive reading is more focused on improving their reading skills while extensive reading is to improve students in using the vocabulary that has previously been read so that the students can increase their knowledge.

Reading skill is more than the ability to read. As Klingner, Vaughn, and Boardman (2007) state, "Knowing how to read only has a little value if the students

are unable to construct the meaning of the text” (p. 2). From that statement, the researcher concludes that if the students cannot comprehend the meaning of the text, they are lacking in their reading skills, especially in vocabulary and comprehension (MacPhee, 2015). Vocabulary and comprehension are needed to understand the message of the passage (Cahyono & Widiati, 2006, p. 37). Therefore, the reason for the researcher to choose this topic is that she wishes to find out if the students will give positive responses to the chosen teacher’s roles, especially their reading comprehension. This, she thinks, can be achieved by finding out the most suitable teacher’s roles that should be used in the teaching of reading. This research is different from other studies which have previously been conducted because specifically, this present study investigates the teacher’s roles in teaching reading skills in English to students of a university in Bandung.

1.2 Statement of the Problem

Based on the topic of this thesis, the problems are formulated as follows:

1. What are the most suitable teacher’s roles in teaching reading in English to third semester students of the English Department in a university in Bandung?
2. What is the effect on the students’ responses when the teacher chooses particular roles in teaching reading in English to the students?

1.3 Purpose of the Study

This study purposes to find out:

1. The most suitable teacher's roles in teaching reading in third semester students of the English Department in a university in Bandung.
2. The result of using those particular teacher's roles in teaching reading in English, based on the students' responses in class.

1.4 Significance of the Problem

The researcher hopes that this study can help university teachers to choose suitable roles in teaching reading to their students, especially in Indonesia, since English is the main foreign language in Indonesia. The researcher believes that using suitable teacher's roles can improve the students' responses in learning English.

1.5 Limitations of the Study

This study is limited to teacher's roles in teaching reading in English to 25 third semester students of the English department students in one particular university in Bandung. The results are not to be compared to those of similar studies in other universities. This study is also limited to only one reading class, which has only one teacher, and it will only focus on the five general teacher's roles from Harmer's theory (2007, pp. 108-111).

1.6 Organization of the Study

This study is divided into five chapters. Chapter One is Introduction, which consists of six parts, namely Background of the Study, Statement of the Problem, Purpose of the Study, Significance of the Study, Limitations of the Study, and

Organization of the Study. Chapter Two is Theoretical Foundation, which has some relatable theories from educational experts, especially theories of teacher's roles from Harmer (2007), to support the writer's analysis, and also some theories of reading skills. Some related previous studies are also included in this chapter. Chapter Three is Research Methodology. It presents the method that is used for the research and how the researcher gathers the data and accomplishes the study. Chapter Four is Findings and Discussion. The last chapter is Chapter Five, Conclusion and Recommendations. Moreover, there are also Bibliography and Appendices, which contain consent form, information sheet, observation checklists, interview questions and the transcription of interviews at the end of this paper.

