CHAPTER I
INTRODUCTION

1.1 Background

Reading is the important skill in learning English. Through reading, the students can improve their knowledge which is needed for continuing personal growth and adapt the change in the world. In order to, the students can get much new information through the book, newspaper, magazine, etc.

Reading for comprehension is skill involves absorbing the content of the text. The students cannot look for specific points only, but rather than it, we need to get and overall understanding of the text. Comprehension is much needed to understand the meaning of the text or written information. In order word, the students cannot get the purposes or massagers of author without comprehension properly. The comprehension of this case means the ability of students to paraphrase, explain, summarize and make prediction. Reading is not phonics, vocabulary, syllabication or other skill, as useful as these activities may be the main of reading is a transaction between the words of an author and the mind to the reader, during which meaning is constructed. This means that the main goal of the reading instruction must be comprehension. Therefore, the researcher want to students to understanding what is on a page.[1]

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[1]Yulian, *The Using of Derected Reading Activity Strategy to Improve the Reading Comprehension* (Skripsi, Mahasiswa STAIN Parepare, 2012), P. 2.

In fact, many students were lazy to read a book by the reason of had not enough time, make boring, and etc. but actually, the students had to know that reading has many purposes. Not only be gat new information but the purpose of reading is to arrange ideas. When th e students found such difficulties, they may read some books to enlarge and recognize their ideas as good as possible. Besides that, the purpose of reading was be solve problems and make a relax.

Teaching reading to English learners is exciting for teachers who have the ability to perform it. The teachers have skills and competence to apply the appropriate teaching strategies and method which can motivate their students to enjoy the printing materials they distribute.[2]

Pedagogical competence refers to performance, knowledge and skill in teaching and teach, thus it includes teachers' capability to manage the teaching and learning process from the planning to the evaluation stages. Accordingly, Indonesia government policy and regulation defined teachers' pedagogical competence as the understanding of basic education, students, curriculum development, lesson plans, dialogical teaching and learning process, learning evaluation, and student's potential developments. Furthermore, teaching quality is related to the teachers' pedagogical content knowledge, which includes content knowledge, effective teachings, and the knowledge on how students learn the content. The implication of pedagogical content knowledge is applicable in the daily teaching, such as maintaining students' motivation, subject related attitudes, and other forms of students development. Accordingly teacher are supposed to plan the lesson and pedagogical activities based

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[2]Maryam, *Improving Reading Comprehension of the Second Year Students of MA PP Nurul Haq Benteng Lewo Sidrap Through Critical Reading* (Skripsi Mahasiswa STAIN Parepare, 2012), p. 2.

on the students' learning style, prior knowledge, information retrieval style, cognitive needs, learning motivations, and social interaction style.[3]

In general, English teachers had mastered the field of studies that he built and things related to the learning process. But in reality teachers in implementing learning in the subjects of English (reading) cannot allocate time well and some students there who cannot show the maximum learning achievement.

Competence of good teachers had a positive relationship to the urge to read or read to students, which means that in contrast to competent teachers which means otherwise good teacher competencies provide poor relations to the encouragement of reading of students.

It was interesting to study at SMP 4 Sendana because some teachers of English language education had not yet developed their pedagogical competencies, did not manage learning well, then students had less learning outcomes in each learning process evidenced by many students failing comprehension reading tests because the text has many foreign words, so they make them give up easily in reading, students feel stressed in reading, never enjoy reading and fail in reading comprehension tests.

In this case the researcher prioritized the pedagogic competence of the teacher to improve the learning outcomes of the students in the learning process of pedagogic competence which was very necessary for the teacher as an educator in realizing through the process of applying strategies and teaching methods

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[3]Syahruddin, Andi Ernawati, Muh. Nasir Ede, *Teacher Pedagogical Competence in School-Based Management* (Journal: Education and Learning, 2013), p. 214-215.

Based on the problem above the researcher concluded a research under the title "The Analysis of Teacher's Pedagogical Competence to Teach Reading Comprehension at the eight grade students of SMPN 4 Sendana."

1.2 Problem Statement

Based on the description above, the problem statement can be formulated:

1.2.1 How does the teacher's pedagogical competence in teaching reading comprehension at the ninth grade students of SMPN 4 Sendana?

1.2.2 How is the student reading comprehension at the ninth grade students of SMPN 4 Sendana ?

1.3 The Objective of Research

Based on the statement above, the objective of the research was

1.3.1 To find out the teacher's pedagogical competence in teaching reading comprehension at the x class students of SMPN 4 Sendana.

1.3.2 To find out the student reading comprehension at the ninth grade students of SMPN 4 Sendana.

1.4 Significant of the Research

1.4.1 This research was expected to deliver and add references, materials, literature, particularly about the teacher's pedagogical competence to teach reading comprehension.

1.4.2 To add insight and deepen knowledge in the review of the Analysis of Teacher's Pedagogical Competence to Taught Reading comprehension against the learners.

1.4.3 As a reference point for subsequent researchers that had similarities with what was examined by researchers.