

CHAPTER I

INTRODUCTION

This chapter presents the explanation for conducting the research including background of the research, research problems, the objective of the research, scope and limitation, significance of the research, and definition of key terms are elaborated within the following sections.

A. Background of The Research

Reading comprehension is the skill of doing more than just reading words or sentence, but also combining reading with understanding and critical thinking. The ability to do this is the most necessary skill for students as they progress through more challenging content in different subjects. Hence, we need to understand how reading comprehension should be taught in the context of the Merdeka Curriculum based on what works and what doesn't work from teacher's perspective.

Effective strategies in teaching reading comprehension often include questioning techniques, scaffolding, and group discussions, all of which encourage students to think critically and interact with the text. In the context of the Merdeka Curriculum, additional approaches like Project-Based Learning (PjBL) and Problem-Based Learning (PBL) are recommended to foster deeper student engagement and critical thinking. However, not all teachers adopt these suggested methods, choosing instead to employ techniques that they find more practical and effective in their specific classroom settings. Digital tools such as Google Classroom and WhatsApp have also been used by teachers to support interactive reading activities, enhancing student engagement and comprehension.

But there are some teething issues to switching over the new curriculum. They are compelled to leave the traditional teacher-centred methods of teaching and implement a new way that which is student focused. Teachers might adjust the way in which reading is accomplished to accommodate a variety of different learners, as well as ensure students are engaged and actively involved using whatever it takes. The provision of resources and high-quality teacher professional development is also a consistent issue. Moreover, the method teachers select to teach reading and strategies they use like questioning techniques, scaffolding or group discussion as well as digital tools are very important in helping students improve their comprehension. The framework in the Merdeka Curriculum helps

us recognize these strategies so that we know how effective they are, and this will help schools to adopt best practices as well as enhance learning outcomes.

In the preliminary observations at MA YTP Kertosono, it was found that the English teacher, while adhering to the Merdeka Curriculum, chose not to employ the genre-based approaches of PBL and PjBL that are encouraged by the curriculum. Instead, the teacher developed unique strategies tailored to the needs of the students and the resources available. This teacher's approach highlights an interesting adaptation to the curriculum, suggesting that individual teaching contexts can significantly influence the choice and effectiveness of reading comprehension strategies. Analyzing this case offers valuable insights into how teachers navigate curriculum requirements while addressing the specific needs and challenges of their classrooms.

This research theme is relevant for several reasons. First, reading comprehension is a critical skill that supports learning in all areas of study, and effectively teaching this skill in the context of the Merdeka Curriculum is essential for students' success. Second, the Merdeka Curriculum requires teachers to innovate in their instructional methods, creating a need to analyze which strategies align best with the curriculum's goals and are most effective in real-world classrooms. Additionally, identifying obstacles teachers face in implementing these strategies can provide insights for curriculum improvement, teacher support, and resource allocation. By understanding how teachers navigate this curriculum, this study seeks to provide valuable recommendations for the development of best practices in Indonesian education.

A similar study about teacher's strategy in teaching speaking was also done by Chotimah (2020) which aims to analyze teacher's strategies in teaching reading comprehension by using descriptive qualitative as its method. The result shows that the observed teacher had made the lesson plan while considering the essential elements of creating the lesson plan such as objectives, activities, and media used. Moreover, the observed teacher applied (QARs) Question Answer Relationship and meta-cognitive strategy in teaching reading comprehension. The observed teacher also divided the activities into three steps, namely pre-reading activities, during-reading activities, and post-reading activities, and implemented various activities to the students either using *Mclass*, *Google Classroom*, *Live Worksheet*, *ISL Collective*, *YouTube*, *WhatsApp Messenger*, and *Google Meet*.

Finally, it is crucial for the teacher to place greater emphasis on instructing students in reading comprehension, enabling them to comprehend and master textual content more

effortlessly. Based on the above issues, there is a similarity in which this research focuses on teacher's teaching strategies in imparting reading comprehension using the same method, namely the qualitative descriptive method. Additionally, the researcher can find the GAP that the study does not specifically explore the impact of the Merdeka Curriculum on the selection and effectiveness of teaching strategies, nor does it consider the ways in which the curriculum might require changes or adaptations in the teaching approach. Moreover, the focus was on the tools and platforms rather than the curriculum-driven pedagogical changes. Therefore, this study aims to identify and provide a thorough understanding of the teaching strategies implemented and the challenges faced. By focusing on these areas, this study seeks to contribute valuable recommendations for enhancing reading comprehension instruction within the Merdeka Curriculum. Considering those fact, the researcher conducted the present study entitle "**An Analysis of Teacher's Strategies in Teaching Reading Comprehension in Merdeka Curriculum at MA YTP Kertosono**".

B. Research Problem

An Analysis of Teacher's Strategies in Teaching Reading Comprehension is the main point of this research. Therefore, research questions of this research are:

1. What strategies are used by English teacher and how does English teacher implement the strategies in teaching reading comprehension in Merdeka Curriculum?
2. What obstacles are faced by English teachers in teaching reading comprehension in Merdeka Curriculum?

C. The Objective of The Research

The need for the research is expected.

1. To investigate the strategies are used by English teacher and implementation of these strategies in the context of teaching reading comprehension.
2. To know the obstacles are faced by the teachers in teaching reading comprehension in Merdeka Curriculum.

D. Scope and Limitation

The scope of this research focuses on analyzing on the strategies are used by the teacher and obstacles are faced by the teacher in teaching reading comprehension and its implementation.

There are some types of genre those are narrative, description, procedure, exposition, recount, report, argumentation, discussion, and authentic text. So that, this research does not discuss the implementation of all those aspects but only examines the genre which exist at eleventh-grade.

E. Significance of The Research

The results of this research are expected to provide a valuable contribution to the following:

1. For English teachers: The study aims to offer valuable insights for teachers in the effective selection of strategies for teaching reading comprehension.
2. For students: The goal is to assist students in overcoming English learning challenges, with a specific focus on improving reading comprehension.
3. For readers: This study seeks to inform readers about strategies that can enhance students' reading skills.
4. For a future researcher: Anticipated to be a valuable reference point for future studies, particularly for aspiring English education researchers focusing on incorporating reading comprehension as a central theme in their theses.

F. Definition of Key Term

1. Teaching Strategies

Teaching strategies refer to the planned and deliberate methods, techniques, approaches, or actions employed by educators to facilitate effective teaching and learning experiences. These strategies are designed to engage students, enhance their understanding and retention of content, and promote their overall academic growth and achievement.

2. Teaching Reading

The instructional process of imparting specific methods, techniques, and approaches designed to enhance individuals' reading abilities. It involves teaching and guiding learners in the use of various strategies, such as decoding, fluency, vocabulary expansion, and comprehension skills, with the ultimate goal of fostering effective and proficient reading habits.

3. Reading Comprehension

Reading comprehension refers to the ability to understand and make meaning from written or printed texts. It involves the reader's understanding of vocabulary, sentence structure, and overall text organization, as well as the application of higher-order thinking skills, such as inference, analysis, evaluation, and synthesis, to interpret and comprehend the content.

4. Text Types

The types of texts taught in English are diverse, including narrative, descriptive, expository, procedural, argumentative, discussion, specialized texts (short messages, advertisements), and authentic texts. These various texts are presented not only in written form but also in oral texts (monologues or dialogues), visual texts, audio texts, and multimodal texts (texts that contain verbal, visual, and audio aspects), whether authentic or texts created for teaching purposes, whether single or multiple texts, produced on paper or screen. This is aimed at facilitating students to be skilled in using technology (technological literacy) so that they can enhance their abilities in navigating digital information.

5. Merdeka Curriculum

Merdeka Curriculum is a curriculum with diverse intracurricular learning where content will be more optimal so that learners have enough time to delve into concepts and strengthen their competencies. Teachers have the freedom to choose various teaching tools so that learning can be tailored to the needs and interests of the learners.