

# CHAPTER 1

## INTRODUCTION

This chapter includes of background of the study, research questions, objectives of the study, research significances, scope and limitation, and definition of key terms related to this study.

### **A. Background of the study**

Language is required for interacting with others. Language consists of words expressed by voice, writing, or gestures that used by a particular country. The function of language is to express, show their feelings and also allow us to share our ideas. Language is vital, which we can use this to learn, to get knowledge and to communicate, even to use it as network with others or look for a job. As a result, we might say that language includes complexes of skills.

In this era, most of us interact with people even in different country. Because of this, the role of English as a second language should be mastered either passively or orally. The role of vocabulary to master the language is very important to be able to master the language.

In Indonesia, lots of students understand about English but they cannot speak well even we know that most of us learn English since elementary school. Almost of them think that English is hard, when they ask to produce word, they choose to be passive because afraid of making mistake. It's made the students cannot develop their ability in speaking.

Dewi (2016: 342) stated that the following factors of students' poor in speaking abilities are little practice time, a lack of vocabulary, being uninterested in speaking due to the boring teaching method and not being able to connect the speaking material to their daily experiences.

The “not having enough time to practice” occurs the students can't develop their skills. While “not having enough vocabulary” make students hard to convey their message. And “not having interest” frequently occurs in a class as a result of the teacher's monotonous teaching style.

Students should enrich much vocabulary when they study foreign language. One goal of teaching English to learners is to help them become more proficient in four different language abilities. Reading, listening, speaking, and writing are four language skills that involve in English teaching. And also, vocabulary, grammar, pronunciation and spelling are four aspects that support four language skill in teaching and learning a language. As we know that vocabulary is very important to be taught in the secondary school. By mastering vocabulary students can learn those four language skills.

Because of that, those skills have to be included into the classroom teaching and learning procedure conducted by the teacher. (Harmer, 2001) state that Reading and listening belong to the category of receptive skills, while speaking and writing are defined as productive skills. In addition, according to the Permendiknas No.23, 2006 on the Graduate Competence standard for primary and secondary schools (Depdiknas, 2006, cited in Apsari, Y., & Yana, Y. 2015), Four language skills are taught when

teaching English: speaking, reading, listening and writing. Speaking and writing are categorized as productive skills, whereas listening and reading are categorized as receptive. The purpose of receptive skills instruction is to help students comprehend the meaning in a variety of text types, such as recounts, narratives, procedures, descriptive, news items, and reports. The goal of teaching productive skills is to help students express their own meaning in these text types. According to the mentioned goal, the English teacher should at least boost the students' reading skills. It because through reading we can get all of knowledge, increase vocabulary, develop language skills and experiences.

Reading provides opportunities to learn languages as well. (Burt, Peyton, and Adam 2003 cited in Wibowo, Y., Syafrizal, S., & Syafriyadin, S. 2020) Stated that reading is necessary because it fosters students' development of new language skills, increases vocabulary, develops comfort with written English, and facilitates the planning of studies abroad in English-speaking nations. The success of students in reading comprehension exercises is significantly influenced by their understanding of word meanings. Despite the fact that many students can read, reading and understanding what students read are two very different things. Students are unable to comprehend what they read if they do not have comprehension skills.

Each of teachers have their own ways to teach, such as different strategy, media or assessment, it based on their teaching skill. To be a good teacher as their profession, they are required to be competent English

teachers. Teaching strategy are required for teachers to help students to overcome the challenges of learning reading. It is teacher's task to help the students to increase their reading comprehension as many as possible by using variety of strategies that enable students to comprehend reading text both functional and continuous text more easily. Brown (2004) cited in Wibowo, Y., Syafrizal, S., & Syafryadin, S. (2020) stated that implementing a variety of learning approaches and techniques can be made much easier by teaching strategies. Therefore, the researchers want to know what strategy in teaching reading comprehension and also implementation of the strategy in teaching reading comprehension. This research conducted in MTsN 1 Kediri which is located in Jl. Stadion Canda Bhirawa 01 Tulungrejo, Puhrejo, Tulungrejo, Pare, Kediri Regency, East Java 64212.

In this research, some previous studies have been used as references. The first previous study is a thesis done by Nurmadia Sarjan 2017 "An analysis on the English teachers' strategies in teaching reading comprehension at the second-grade students of junior high school 1 of wonomulyo". Additionally, the purpose of this study was to look into how English teachers implemented their strategies when teaching reading comprehension of junior high school 1 of wonomulyo. This study used qualitative research as its method. The English teacher at junior high school 1 of wonomulyo became the subject of this research. This study used interviews and observation checklists to collect the data. This study

shows the implementation of scaffolding and QARs (Question Answer Relationships) by the teacher in junior high school 1 of wonomulyo.

The second study was carried out by Khairunnisa, Anggraini Thesisia Saragih, M.Hum and Morada Tetty, SS, M.Hum (2020) entitled “An Analysis of teachers’ strategies in teaching reading comprehension of first grade students at SMK Swasta Tunas Karya Batang Kuis”. Furthermore, this research was conducted to find out the reason of the strategies that teachers used to teach reading comprehension at first grade students of SMK Swasta Tunas Karya Batang Kuis. The descriptive qualitative method was used in this study. Two English teachers who teach at SMK Swasta Tunas Karya Batang Kuis became the study's subjects. As the instruments, this study used recording, conducting interviews, and documentation. This research found that the first teacher employed QARs (Question Answer Relationships) and scaffolding while the second teacher used conventional strategy.

Another study was carried out by Rofiqi (2022). Entitled, Teacher Strategies in Teaching Reading Comprehension at the Eight-Grader of Al-Kuatsar Junior High School Malang. The method that was used by the researcher was descriptive qualitative. The researcher used a variety of instruments, including documentation, observation, and interviews. The subjects of this study were one teacher and 3 students. The finding shows that the English teacher used four strategies in teaching reading, including Question-Answer Relationship, Reciprocal Teaching, Scanning, and Skimming.

Last but not least, the teacher should be more emphasized how to teach reading comprehension to the students that make them easy to understand and master the text better. Based on problem above, this study aims to finding teacher's strategy in teaching reading comprehension. Considering those fact, the researcher conducted the present study entitle **“An Analysis on Teacher's Strategy in Teaching Reading Comprehension at Second Grade of MTsN 1 Kediri”**. This research used descriptive qualitative method.

## **B. Research questions**

According to the context of this study, the problem is as follows:

1. What is the strategy that teacher used in teaching reading comprehension at second grade of MTsN 1 Kediri?
2. How does the English teacher implement the strategy in teaching reading comprehension at second grade of MTsN 1 Kediri?

## **C. Objectives of the study**

According to the problems statement, the research objective is as follows:

1. To know the strategy that teacher used in teaching reading comprehension at second grade of MTsN 1 Kediri?
2. To know the implementation of English teacher's strategy in teaching reading comprehension at second grade of MTsN 1 Kediri

## **D. Research significances**

1. Students:

The aim of this research's finding was to improve students 'reading comprehension through instruction given by the teacher.

2. Teachers:

The findings of this research will be used as a guide when teaching students reading comprehension in the future.

3. Further researchers:

It is expected that the findings of the research will be referenced when carrying out further research. Especially for the students of English education who want to make reading comprehension as an object in their thesis.

### **E. Scope and Limitation**

This research focuses on the implementation of strategy on teaching reading comprehension that is used by the teacher in MTsN 1 Kediri. This research conducted in MTsN 1 Kediri which is located in Jl. Stadion Canda Bhirawa 01 Tulungrejo, Puhrejo, Tulungrejo, Pare, Kediri Regency, East Java 64212. The limitation of this study is this research focus on what strategy that teacher used in teaching reading comprehension and how the implement of strategy in teaching reading comprehension.

### **F. Definition of key terms**

In this study, several key terms are related to the topic of study such as:

1. Teaching

The word "teaching" comes from the verb "to teach," which means giving knowledge to someone else. The word "teach" is most frequently used in formal and informal contexts and across all educational levels. Teaching was the process of sharing knowledge,

whether formally or informally, from the teacher to the students or from one person to another.

## 2. Strategy

Strategy means plan that made the teacher to achieve some purpose in teaching. According to J.R. David in Sanjaya, a strategy is a plan, method, or set of actions created with the aim of achieving a specific educational goal.

## 3. Reading comprehension

Reading comprehension means understanding the point with silent reading. (Anton, 1995, cited in Putri, I. N. 2013) stated that Reading comprehension refers to lessons on reading comprehension that generally focus on a text passage followed by questions.