

CHAPTER I

INTRODUCTION

This chapter consist of the background of the study, research problems, objective of the study, significances of the study, scope and limitation, definition of key terms. The explanation of each part is presented below.

A. Background of the Study

English is a very important language to learn, especially for daily communication. We communicate with others, expressing feelings, desires and ideas must use language. (Audina et al., 2020, p. 95) Language can be specific, vocal or otherwise, to express thoughts or feelings, especially words or gestures including codes that also have meaning. People need to find ways to communicate well using language. Language is learned when we are just born, babies have a good potential when listening to someone speak and will automatically learn to understand language. Language is very important to cultivate one's social and emotional sense. When children grow and develop, they will learn the language, and in the school environment, children will be taught the language so that their language becomes regular and better. Therefore, language is an intermediary for the material taught in class, because by understanding the language students will easily understand the material taught in class, and will be applied in everyday life.

In language learning, (Audina et al., 2020) a lot of things are included in it. For example, aspects are a linguistic component that covers grammar, vocabulary, pronunciation, structure, and so on. Besides those aspects, the

learners also need to master the abilities of the language such as listening, writing, reading, and speaking. In learning English four skills must be mastered by students in understanding English itself, namely listening, speaking, reading, and writing. Of the four language skills learned, the role of reading is very necessary to understand English. (Wulandari, 2021) through reading, students can improve their language and experience.

Based on the opinion above, language learning has several components in it to strengthen understanding of the language. for young students in junior high school this understanding is very important to support language comprehension.

Furthermore, based on Tarigan, H.G., Saifullah, A.R., & Harnas, K.A. (2011) states that reading is one of the four language skills made and used by the reader to find the message to be brought through the writer through words. It means that reading processes for getting information in a text to read and then by reading also students can apprehend the writer's means also to make it successful we have to realize what the words suggest. That means reading is a crucial activity in reading a text. We as readers must need to realize what we read, and what the word means, that way it causes the readers clear to get the main thoughts from the text, and the reading activity will advantage a purpose.

Through reading, students will get information and ideas they need to understand. In addition, through reading students could be capable of discovering what they did not understand beforehand. Reading can easily be

defined as the method wherein a person receives and interprets a message from printed materials. Reading is how information is processed into meaning from the textual content, starting with the writing of the text and ending with what the reader receives.

In addition, Mickulecky (2007) states that reading comprehension is about understanding what you have read not only knowing the words, but perhaps connecting between the ideas expressed in the text, and reading comprehension can also be interpreted as thinking while reading what you have read before. (Wahyuni et al., 2020, p. 204) Reading comprehension is the ability to read textual content and it needs a process and understanding of the authors' ideas.

From the above opinion, it is explained that reading comprehension is not only reading word for word but also thinking about the opinions that exist in the reading, therefore young readers must practice their reading comprehension in order to understand the meaning of reading in English.

A person's ability to recognize the reading textual content becomes inspired by their developments and skills. (Audina et al., 2020, p. 96) Reading is an activity undertaken by an individual to analyze to get the message or that means that is to be delivered by the writer inside the textual content of his reading. If the students are lazy to read, the students could be difficult to get new knowledge themselves. In teaching a second or foreign language, reading gets unique consciousness that is distinctive by reading in the lesson using the Indonesian language. Therefore in the context of young students it

is very important to have good reading skills, especially for foreign languages, young students must increase their interest in reading from an early age.

Reading comprehension is one of the most important factors in teaching English. Students must achieve their learning goals. For students to achieve their goals, teachers must have strategies for teaching reading comprehension. (Wulandari, 2021, p. 174) Teaching reading is a process or activity that requires great responsibility. This is because teachers need to make sure students understand the texts they read, and the success or failure of student learning is highly dependent on the skills of doing the teacher's tasks. And the role of students is also very important for reading comprehension that teachers teach in the classroom. Students have to learn the basics of reading before the teacher delivers the material being taught. This requires students to understand and know the purpose of the text. It should enable students to understand, identify and interpret what they read.

Therefore, students must try earnestly to learn to read. To be easy to understand, a strategy is needed. Strategies are used in combination to solve problems and learn from texts more easily. (Wulandari, 2021, pp. 174–175) Teaching reading and improving reading comprehension requires strategy. Strategy can be defined as a plan that includes a method, skill, or activity method to achieve an educational goal in a learning process and an organized action plan to achieve a particular educational goal. According to the above understanding, it could be interpreted that there is a need for a strategy to be competent to understand reading, and for young students, this is very

necessary because understanding foreign language texts will be very difficult to understand in case don't know the strategy in reading.

There are many strategies that teachers can utilize when teaching reading comprehension. This includes brainstorming, explanations, clicks and clunks, predictions, problem-solving scenarios, Q&A creation, and more. Teachers can also use other strategies such as expanding vocabulary, stopping reading without understanding, understanding the nature of the problem, using contextual instructions, teaching reading strategies, visualizing what is written, identifying different reading goals, and identifying different texts and assignments.

The important point after reading is understanding. Understanding is the reason for reading. Block et al. (2004, p. 3) argue that reading comprehension is an active process driven by intentional thinking and that young readers develop thought processes, text content, knowledge, expectations, and reading goals. It means reading comprehension is how readers respond to a text and its interactions, or what they bring to the text. Therefore reading comprehension in junior high school is very necessary to direct young students to be more focused on learning English, especially in their reading comprehension as it is the beginning of their understanding of English texts.

Based on these factors, the researcher became interested and chose the topic "Analysis of Teacher Strategies in Teaching Reading Comprehension in the Second Graders of SMP Negeri 4 Pare". The researcher hopes to

analyze the strategies of English teachers. The researcher wants to know what strategies are used by English teachers to teach reading comprehension and what strategies are applied by English teachers at SMP Negeri 4 Pare to solve this problem.

B. Research Problems

Based on the background of the study above, the problems of this research problem as follow:

What is the teacher's strategies for teaching reading comprehension to the second grades of SMP Negeri 4 Pare?

C. Objective of the Study

Based on the research problems above, this research aimed to find out the teacher's strategies in teaching reading comprehension to second-grade students of SMP Negeri 4 Pare.

D. Significances of the Study

The results of this study are expected to provide important information for English students and teachers. It means:

1. For the researcher

Researchers get significance in this study. Researchers will improve skills, learning strategies, and knowledge with those involved in the research.

2. For the readers

The Readers will be able to systematically understand phenomena in education, provide instructions that should be applied in teaching,

and as an opportunity to self-correct in the implementation of the teaching and learning process in the classroom.

3. For the next researchers

Researchers hope this research can be useful for the next researchers who want to research the same topic and can be a reference for other researchers who want to do research related to this research.

E. Scope and limitation

The focus of this research is on the implementation of the teaching strategies used by English teachers of the second graders of SMP Negeri 4 Pare, Kediri. During class learning in the academic year 2022/2023. The researcher focuses on teaching strategies in reading comprehension learning, Researcher interview the teachers about how the strategies used by the teachers in teaching reading comprehension.

F. Definition of Key Terms

For the study, the researcher defines the definition of terms used in this study as follows:

1. Teaching Strategies

The teacher's strategy is an act that teachers undertake to achieve one or more teaching goals, and the teacher should use many strategies to teach reading, for example, the use of various methods, media, and games to maintain students' attention.

2. Reading Comprehension

Reading comprehension is an activity to obtain information that requires processing and understanding the mind of the reader. The

ability to understand and read a text is influenced by the nature and ability of the reader because it involves several elements of the reading text when the reader needs to understand the content of the reading itself. Therefore, the result of reading is to get accurate information.

3. Teaching Reading

In teaching reading, teachers can use different strategies. To use teaching methods effectively, anyone who teaches must understand the principles and assumptions behind each particular technique. Teachers who are effective in teaching reading comprehension lead students in the class to become proficient and successful readers. Instead of using certain methods and techniques, creative teachers apply different strategies and methods in the classroom to suit each student's needs and learning styles.

4. Teacher Strategies in Teaching reading Comprehension

Successful readers can also read for full understanding. That is, reading to understand the meaning of the text as a whole. This reading style is common in academic and other environments where full comprehension is required. Therefore in learning reading comprehension, as teachers we must set a good strategy so that students can understand the material that we convey, various strategies can be carried out by teachers who agree with Richard T. Vacca's theory.