

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents The Background of the Research, Statement of Research Problems, Objectives of the Research, Significance of the Research, Scope Limitation of Research, and Definition of Key Terms.

### **A. Background of Research**

Language is a necessary thing used by people in the world to communicate. According to Brown (2007:6), language was utilized for communication. People interact with others whenever and wherever they have to use the language. Without language, people encounter problems when they carry out activities. Language is not just an object that is studied, but something that people use every day. In learning language as a means of communication, it is necessary to realize that there are language meanings that to be master. This current era of globalization along with the fast expansion of technology and information greatly affects the use of language as the medium of communication.

One language used by people in the world is English as the international language. As we know, English as an international language which certainly utilized by people in the world. So, when we master English, of course, we adapt and communicate with anyone easily. Furthermore, mastering English which is the most general language in the world, of course, our main aspect to extend the interactions throughout the world. Furthermore, the ability to communicate using

English is a necessity in the modern era considering its function as an international language. Having the ability to communicate using English is one way to get into the world of work and have developed in the world from time to time the world is increasingly advance in technology.

English is a tool for communication, either verbal or written. Communicating is understand and expressing information, thoughts, feeling, developing knowledge, culture, and technology. The ability to communicate in a complete sense is the ability to conceive and generate written or oral text which is important in four language skills, namely writing, reading, listening, and speaking. In learning English, we must master four basic skills such as reading, speaking, listening, and writing. Listening and reading are called receptive skills. On the other hand, writing and speaking are called productive skills (Scrivener, 2011:26). These four skills are very important to master for people who want to study or mastering English.

Reading skills became one of the basic skills that need to master because it is a necessary aspect in learning the language. Reading skills help to enhance other language skills. According to Brown (2001), reading ability expanded in correlation with writing, listening, and speaking activities. In general, reading skill is developed in people who have literary taste, because it can lead to comprehension development, enrich vocabulary. Reading like any other skill is more enjoyable to do. Reading plays an important role because reading is one of the activities that cannot be updated in our life to look for information or knowledge from textbooks, articles, or magazines written in English. Thus, the

students must have good reading skills to assist them in their academic studies and not underestimate reading skills.

Reading is a skill that also important like speaking, writing, and listening. Because reading is important, we must have the reading ability or reading skill. According to Nunan (2003), reading is an important skill for second language learners of English. By strengthening reading skills, learners build better advancement and expansion in all other part of learning. Despite this, we also faster derive the text's main idea, so we could save our time. Moreover, the reading skill of someone can determine how well someone can absorb the information that they get from the text.

Reading as skill because from reading we receive many pieces of information. According to McNamara (2007:3), reading is incredible achievement when someone considers levels and components need to be mastered. Other than that, the process of reading needs speaking skills, so we could speak the words being read. Reading skills is productive skills because after reading, we get the information and we can send or give the information we get to others. Reading is a good tool to improve our English skills. Furthermore, by reading we can broader our English vocabulary, then we can apply it when we speak English. So, reading is an activity that precious and recommended for people who want to learn English. The students must have reading skills, so they can understand the meaning of a text. Without good reading skills, the students cannot understand material and learning process.

Reading comprehension is the main point in activities of reading, wherein to builds an understanding text of the readers. In reading comprehension, a reader must know about reading comprehension. Reading comprehension itself is an activity to construct an understanding of the text meaning which can be translated through our language. Furthermore, this understanding can be useful to others. According to Oakhill, Cain & Elbro (2015), reading comprehension is necessary, not only for text understanding, but for wider learning, success in education, and work. Thus, it is more necessary for the societies, because of text, email, and sites of social networking. However, comprehension typically requires the readers to integrate from the meaning into meaningful whole of the words and sentences.

Duffy (2009:14) stated reading comprehension was depened on previous knowledge or world knowledge. In reading comprehension, the reader was not just required to simply know and understand the content of the reading but have to analyse or appraise and connect it to the experiences and previous knowledge. High reading comprehension skills was expected to be able to arrest the main ideas included in the material of reading, discover the relationship of the main idea with other main ideas and as a whole, then connect what they understand from the material of reading to the ideas outside the material of reading. Reading is an act that is undertake based on the cooperation of some activities such as observing, understanding someone's ideas and activities of someone as appointed in the material of reading

Harmer (2007:23) stated that teaching is not a simple job. There are many problems and obstacles in teaching. Teachers don't know the technique and

strategy appropriate for teaching. Teachers only use the strategy they already know without understanding and comprehend the strategy, whether the strategy appropriate for their students or not. Furthermore, the obstacles and problems that came from students. One of them is tough to understand and learn the material. If the process of learning is boring and monotone establishes the students not enjoy the learning process. Students can only learn, without understanding the material. Students unable to understand the material and students confuse about what they have to do about the material. So that's why it is important to have a strategy that useful and helpful for improving student's knowledge.

Furthermore, nowadays teaching and learning was conducted using online system. According to Ko and Rossen (2010:21), teaching online was conducted the lesson partly or completely using internet. The teachers should changes the way to teaching, because the differences of aspect in online teaching and offline teaching. So, teaching online is conducted not face-to-face but through internet. Beacuse the aspect in teaching online is internet. The teachers must consider the use of the internet to conduct the lesson. Considering the online strategies, media, application, websites, materials, and others that suit for online teaching. The differences aspect in online and offline teaching was the challenges for teachers. It also make the teachers to be more creative in preparing the stuff for teaching online. Thus, in online teaching the teachers couldn't observe the students directly. So, it is necessary for teachers to prepare some different strategies in order to make online learning run effectively and optimally. Moreover, in online teaching the teachers couldn't explain directly, either materials or instruction.

Sometimes, it cause misunderstanding between teachers and students. Then, the teachers should prevent some obstacles or problems that would occur when teaching online.

Kistner et al (2015:177) stated that besides teaching subjects relate to knowledge and skills, one important thing that teachers are expected to do in their classroom is online teaching-learning strategies. Some aspects that must be considered by the teacher before online teaching. One of them is teachers must prepare strategies for online teaching. Duffy (2009:13) stated that strategy is a plan, so, a strategy is something that teachers must prepare before teaching the students. What their plan to teach their students, and how they would implement their plan in the process of teaching and learning. The teacher looking for an appropriate strategy, so they can use it for online teaching.

One of the strategies that must the teacher manage and utilize in the classroom is strategies of online teaching reading (Antoni, 2010). There are many strategies that can use for teaching especially for teaching reading comprehension it depends on how the teacher implements the strategies. It needs to consider whether the strategy is suited to use in online teaching reading comprehension. Teachers should find a good strategy that can make students enjoy and interest to improve their reading skills. Considering the importance of reading skills in learning English and the student's reading skills, a teacher should make the lesson more interesting and pleasant. Especially in reading comprehension, strategies used by the teacher make the students easy to understand the material in reading comprehension.

Teachers have to know whether the strategy effective to apply in online teaching and learning. According to Sarode (2018:58), the strategies of teaching identify the various learning methods to enable them to expand the appropriate strategies with the identified target group that is students. Moreover, not all of the students have the same learning method, so the teachers must prepare some different teaching strategies, but still interesting and enjoyable. So, the students feel excited when learning and able to understand the material. Furthermore, it is important to prepare several online teaching strategies, so the teacher would know the advantages and the weakness of each strategy.

The strategy that the teacher use in online teaching can affect the effectiveness and success of the online teaching and learning process. Sarode (2018:58) stated that teaching strategies that effective helps students to reach their purpose and successful life. In addition, an appropriate and effective teaching strategy help teachers to create a good teaching and learning process. So, the students easy to get and understanding the learning material well. On the other hand, the success of online teaching a learning process is effective, the teacher must know various online teaching strategies and not only focus on one method. Teachers must implement the appropriate online reading strategy in teaching. The strategy that the teacher use must suitable for the need of the students.

The phenomenon above shows that strategies in online teaching reading comprehension are very necessary. As a teacher, it is important to have many different strategies for online teaching reading comprehension. So, it is easier to know whether the strategies effective or not effective for online teaching reading

comprehension by knowing the advantages and disadvantages of each strategy. Furthermore, the strategies that the teachers use are one of the necessary factors which influence the success of online teaching reading comprehension.

This research was inspired by several previous studies. The first previous study conducted by Ningsih (2017). This research uses qualitative. The result of this research shows that there are four strategies the teacher used in teaching reading comprehension. Those are monitoring of comprehension, using previous knowledge/ predicting, summarizing/retelling to evaluate in increasing comprehension of reading, and generating and answering questions. Meanwhile, the problems faced by the teachers are unsuffice instruction, students' less interest, and difficulties in vocabulary. The problems in this research was general problems means not specific problems and problems when face-to-face learning. On the other hand, this research didn't explain the advantages of each strategy that the teacher used. The second previous study was conducted by Hidayah (2016). This research used qualitative. The results of this study show the strategies used by the teacher are memorization, question and answer, silent reading, games, discussions, and aloud reading. From this research, these strategies was effective for teaching reading comprehension because it can assist the student in text comprehension. The third previous study was conducted by Nurlaili (2014). This research uses qualitative design. The result of this research shows the strategies used by the teacher are memorizing, question-answer relationships, games, and discussion. The advantages of each strategies was explained directly. This

research didn't explain about the problems faced by the teacher when using those strategies.

There are many reasons why the researcher chooses MAN 3 Tulungagung. First, the researcher have preliminary observation in this school. During the preliminary observation, the researcher got some information about this school such as about the teachers, students, teaching and learning process, and online learning system. Furthermore, from the preliminary observation the researcher derive several information like learning application and website, online system,

Second, during this pandemic Covid-19 era, this school used online system for the process of teaching and learning. The process of teaching and learning was held by using the madrasah website called e-learning, Whatsapp, and other application. Different from the previous studies those are Ningsih (2017), Hidayah (2016), and Nurlaili (2014), which the schools use the offline system, so the researchers in the previous studies able to know the process of learning directly in the class. This is why the researcher wanted to conduct the research in this school. The researcher wanted to know how the process of teaching and learning in reading using the online system, which is the teaching and learning process, not face-to-face but uses website and application.

Third, reviewing Ningsih (2017), Hidayah (2016), and Nurlaili (2014), all of them conduct research on junior high school. So, in this research investigated the teachers' strategies in online teaching reading comprehension at MAN 3 Tulungagung, which is a senior high school. Moreover, senior high school has a majors system. Meanwhile, junior high school was only divided into regular

classes such as Class A, B, C, D, etc. Each grade of MAN 3 Tulungagung was divided into 3 major classes, those are Religion Class, Science Class, and Social Class. So, the first grade was also divided into 3 major classes. The researcher wants to know whether each class can be taught by using the same strategy of reading comprehension or each class must be taught with the different strategy of reading.

Fourth, there are two English teachers in first grade of this school. So, the researcher wants to know the differences in the way to teaching reading comprehension between the teachers. Furthermore, what strategies and how the teachers implement those strategies when teaching reading comprehension. Then, to know the difficulty or problems faced by the teacher when they teach reading comprehension by online.

The next was the reasons of the researcher choosed first grade, not second grade or third grade. There are some reasons the researcher choosed first grade. The first reason is the researcher already know one of the teachers in the first grade from the preliminary observation. The researcher thought that it easier to ask information and get the information directly about teaching and learning process in this school, exactly at the first grade. Because the researcher wanted to interview not only one teacher, so the researcher interview all of the teachers in the first grade, those are two English teachers. Furthermore, during the preliminary observation the researcher got the first grade class, the researcher know some students of the first grade and their contact. So, when the researcher needed informations, the researcher could ask the students directly.

Due to this situation, the researcher was interested in analyzing the teachers' strategies in online teaching reading comprehension and find out the problems faced by the teachers in online teaching reading comprehension at this school. For this reason, the researcher was conducted research under the title "TEACHERS' STRATEGIES IN ONLINE TEACHING READING COMPREHENSION AT FIRST GRADE OF MAN 3 TULUNGAGUNG".

### **B. Statement of Research Problems**

1. What are the teachers' strategies in online teaching reading comprehension at first grade of MAN 3 Tulungagung?
2. How do the strategies help the teachers in online teaching reading comprehension at first grade of MAN 3 Tulungagung?
3. What problems are faced by the teachers in online teaching reading comprehension at first grade of MAN 3 Tulungagung?

### **C. Objective of the Research**

1. To know the teachers' strategies in online teaching reading comprehension at first grade of MAN 3 Tulungagung.
2. To describe how the strategies help the teachers in online teaching reading comprehension at first grade of MAN 3 Tulungagung.
3. To know the problems are faced by the teachers in online teaching reading comprehension at first grade of MAN 3 Tulungagung.

#### **D. Significance of the Research**

The results of this study was expected to provide the good contribution for teachers and other researchers.

##### **1. The teachers**

The results of this research was expected to help the teachers in considering the use of the strategies in online teaching reading comprehension. The strategies as the alternative ways in online teaching reading comprehension. This is a good strategy that can be used in online teaching reading comprehension for the students. Teachers can use the strategies to teach online reading comprehension. These strategies hope can be effective strategies and can help the teachers.

##### **2. Other researchers**

This research has many limitations, but the researcher hope it would give several information about teachers' strategies in online teaching reading comprehension. The finding of this research can be used as the references for another research of other researchers that is strategies for online teaching reading comprehension.

#### **E. Scope Limitation of Research**

To avoid misinterpretation of the problem, the researcher limiting the scope of the study. The researcher would like to know the strategies used by the teachers in online teaching reading comprehension at the first grade of MAN 3 Tulungagung. This research was only conducted by interviewing the teachers, but not interviewing the students.

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

### **1. Teacher's strategies**

Teacher's strategies are the methods that the teacher uses to convey information to their student.

### **2. Teaching**

Teaching according to Brown (2007:8) interpreted as representing or helping someone to learn about doing something, giving order, leading in learning something, imparting knowledge, inducing them to know or understand.

### **3. Reading comprehension**

Reading is about written texts understanding (Pang et al, 2003:6). Furthermore, according to Tarigan (1990:7) reading is a process took and utilized by readers who want to derive the message conveyed by the author via the words or written language medium.