

# **CHAPTER I**

## **INTRODUCTION**

This chapter contains the context of the study, the focus of the study, the purpose of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

### **1.1 Context of the Study**

According to KH Dewantara (1961:471) in Marwah, et.al (2018), stated that "education is all efforts from the parents to the children with the intention of supporting the progress of their lives." Furthermore, in Law National Education System Number 20 of 2003 article 1 states: "Education is a conscious and planned effort to create a learning atmosphere and learning process so these students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by them, society, nation and state." Education is a conscious and planned effort in the learning process carried out by adults towards children who intend to develop their potential, personality and skills, both those needed for themselves, others, and the nation. The role of education is crucial in efforts to improve human resources.

Developing students' skills is one of the goals of education. To realize the goal of learning English itself, there are four components of skills that are interrelated and must be understood to master English well. The four skill components are listening, speaking, reading, and writing. This is in line with the opinion of Tarigan (2015: 2) "Language skills have four

components, namely listening skills, speaking skills, reading skills, and writing skills".

Reading is one of the skills in the language. Reading is an activity carried out to get information or messages conveyed by the author through written media. Richards and Schmidt (2002) in Basuki, et.al (2017), define reading skill as abilities required for skillful reading, such as discerning main ideas, understanding sequence, noticing specific details, making inferences, making comparisons, and making predictions in second and foreign language instruction, particularly with adults. Furthermore, Nunan (2003) in Basuki, et.al (2017), stated that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Based on the definition above, the researcher can conclude that the purpose of reading is not only to get information but also to find out comparisons between texts, make inferences, as well as improving the reader's ability to construct meaning. Reading can add to our knowledge. The more literature you read, the more knowledge you will have.

Knowledge and learning activities will never be separated from reading activities. That's why reading has an essential role in education. The importance of this reading activity makes students' reading skills also important. According to (Slavin, Madden, Calderón, Chamberlain, & Hennessy, 2011; Woolley, 2016) in Ardhian, et.al (2020), reading skills are needed to capture an information or ideas conveyed by the author through written text, and can interpret ideas found, both express and implied

meaning of the text. In addition, the ability to read is also an essential thing in life. According to Anderson, Hiebert, Scott, & Wilkinson (1985) in Kucukoglu (2013), reading is a basic life skill. It is a cornerstone for a child's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfilment and job success inevitably will be lost.

The role of reading skills in education makes students need to be more active in reading, but sometimes some students are lazy in reading, especially when dealing with English texts. They are too lazy to read because they need to learn the meaning. At the Elementary School level, the students still easily do what the teacher says, including when the teacher asks them to read a text. However, at the Junior High School level, some students need to be more active in reading because this level is the level to practice reading independently. This laziness in reading will impact reading skills and student learning outcomes in learning English. Therefore, teaching strategies in reading are needed to make students more enthusiastic and pay attention in reading comprehension class to realize the reading comprehension goals.

This research presents several previous studies to increase information for this research, and they also researched the teacher strategies in teaching reading comprehension. The first previous study was written by Nurdin (2021), showed the subject of the study is two teachers from SMP IT Al-Ghofur. The instrument of the study used observation, interview, and documentation. The result of the study found that the teaching strategies

used by the teacher of SMP IT Al-Ghofar are Question-Answer Relationship, Semantic Mapping, and Translating Simple Paragraphs.

The second study was written by Dwiningtiyas, et.al (2020). The subject of the study is two English teachers who teach in the school's second grade. The instruments of the study were strategies checklist and interview. The results of the study showed that the teacher one used several strategies (brainstorming, reading aloud, and asking for specific information), while the teacher two used nine strategies (encouraging the use of dictionaries, reading aloud, reread for checking comprehension, evaluating comprehension in particular tasks, asking questions for specific information). Both teachers combined and applied the strategies into three stages of teaching reading comprehension: pre-reading stage, while reading stage, and post reading stage.

The third study was written by Aziza, et.al (2019). This study used the descriptive qualitative method, and the research subject is 75 students from SMP Muhammadiyah 1 Banjarmasin consisting of three classes. The instruments of this study were observation and interview. This study showed that the teacher used group discussion, gallery walks, and mind mapping to teach reading comprehension. The last study was written by Agust (2022). The study used the descriptive qualitative method, and the instrument of this study used structured interview and questionnaire that had been prepared in advance. The subject is the teacher of SMPN 1 Bintan. This study showed that the teacher used SQ3R (Survey, Question, Read, Recite, Review) strategies to teach reading comprehension.

Based on the previous studies, those studies have similarities with this study, researching teacher strategies in teaching reading comprehension. On the other hand, this study also has differences from the previous studies, which are the differences in research objects & subjects, differences in places, and differences in the research question. The previous studies research the teacher strategies and how to implement them, but this study will research the teacher strategies in teaching reading comprehension and the student responses regarding learning strategies used by the teachers in teaching reading comprehension.

Finally, the researcher would like to conduct research about *"Teachers' Strategies in Teaching Reading Comprehension for the Eighth Grade Students of MTsN 9 Blitar"*.

## **1.2 Focus of the Study**

Based on the context of the study above, the formulated research question as follows :

1. What are the teachers' strategies in teaching reading comprehension for the eighth grade students of MTsN 9 Blitar?
2. How do the students respond to the teachers' strategies in teaching reading comprehension?

## **1.3 Purpose of the Study**

Based on the research question above, the purpose of this research formulated as follows:

1. To know the teachers' strategies in teaching reading comprehension for the eighth grade students of MTsN 9 Blitar.
2. To know how the students respond to the teachers' strategies in teaching reading comprehension.

#### **1.4 Significance of the Study**

There are two significance of the study. They are theoretical significance and practical significance :

##### **1.4.1 Theoretical Significance**

1. From the results of this study, the researcher hopes that it can be a reference and inspiration for other researchers who will conduct research on the same topic.
2. From the results of this study, the researcher hopes that the readers can find information about the teacher's strategy in teaching reading comprehension, especially for Junior High School levels.

##### **1.4.2 Practical Significance**

1. For the researcher, the results of this study are expected to broaden the knowledge and perspectives of researchers regarding the matter being researched.
2. For the teachers, the results of this study can increase the teachers' knowledge about teaching strategies in reading comprehension that can be applied in the classroom, so it can reduce the learning obstacles and making the students more

enthusiastic in the reading comprehension class.

### **1.5 Scope and Limitation of the Study**

The limitation of the study is beneficial to make this study more focused. The scope of the study is focused on finding out the teacher strategies in teaching reading comprehension. The research subjects are the English teacher and the eighth-grade students of MTsN 9 Blitar.

### **1.6 Definition of Key Terms**

In order to reduce the misunderstanding of the terms in this study, the researcher defines key terms :

#### **1. Teacher Strategies**

Teacher strategy is a plan or method used by the eighth grade English teachers of MTsN 9 Blitar in teaching reading comprehension which aims to achieve the learning objectives efficiently and effectively.

#### **2. Reading Comprehension**

Reading comprehension is the ability to understand the text and get information or messages from the text. There are many types of texts taught in the eighth-grade reading comprehension class at MTsN 9 Blitar. Among them are recount text, invitation text, descriptive text, and procedure text.