

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents six topics related to this study, included background of the research, formulation of the study, purpose of the study, significance of the study, scope and limitation of the study, definition of key terms.

1.1 Background of The Research

One basic skill that students have to learn is reading. All academic related activities include reading, thus reading plays an essential role in the achievement of a person's studies. Indonesia has gone through a literacy crisis phase, but according to Surgangga, the challenge faced and the concern now is the low interest in reading among the community, including students. Students who have a lack of interest in reading have an impact on literacy skills, namely students who read but have not been able to understand the meaning of what they read.

Reading is a basic skill that must be owned by every human being where these skills are beneficial for the maintenance and improvement of a person's life. A person begins to learn something through reading that can be inferred that reading is beneficial for a person in learning activities that begin with figuring out, learning and being able to carry it out in everyday life. For this reason, the habit of reading must be properly instilled which can be started from an early

age. One of them is habituation that can be practised at primary school age which is expected to progress in the future. Science and technology that is increasingly developing requires the creation of a society that likes to keep learning. The love of learning can be started from an active learning process by familiarising reading activities. New insights and knowledge gained by people who have the habit of reading will increase the intelligence of the community to be ready to deal with the challenges of life in the future. Developing countries are characterised by a growing reading culture. According to Burns, Betty and Ross (Laili Etika Rahmati, 2013) argue that reading ability is crucial in an educational society.

Reading comprehension skills are very important in the current era of globalisation. Reality shows that science and technology (science and technology) continue to develop. The most suitable and appropriate way to acquire science and technology is through reading comprehension. By reading, students can gain as much knowledge as possible through science books and other sources, such as newspapers, magazines, and the internet. In connection with this, Tarigan (1984:104) states, "It must be fully realised that people who do not want to progress are people who do not make time for reading in their lives. The most significant way to be aware of all the important events in the modern world is by reading.

In Laporan Nasional PISA 2018 Indonesia.2019. *PENDIDIKAN DI INDONESIA Belajar Dari Hasil PISA 2018 Programme for International Student Assessment*. Jakarta: Pusat Penilaian Pendidikan Balitbang Kemendikbud, the reality shows that students' reading skills in school are not satisfactory. This can be seen from the PISA 2018 Indonesia National Report - Centre for Educational Assessment, Balitbang Kemendikbud (Education in Indonesia Learning from the Results of PISA 2018 Programme for International Student Assessment). In 2018, 12,098 Grade Seven or higher students in randomly selected schools from across Indonesia underwent a two-hour test in reading, maths and science. The test is not directly linked to the Indonesian school curriculum, but is a competency test whose results can be compared internationally. The test was designed by the Organisation for Economic Cooperation and Development (OECD) to assess the reading, maths and science skills of students in Indonesia who have completed primary education. To take PISA in Indonesia, students must be at least in grade seven, especially in terms of their ability to apply this knowledge in real life, as well as their readiness to participate optimally in society.

In Laporan Nasional PISA 2018 Indonesia also explained that the minimum competency level in the PISA assessment is level two. The minimum competency level is a level that indicates that students are able to solve problems that require minimum skills according to international standards and show

characteristics of independent thinking. The same level of competence is also used in monitoring the targets of the Sustainable Development Goals (SDGs) for education. By 2030, all children are expected to complete free, equitable and quality primary and secondary education with relevant and effective outcomes (United Nations, 2017). In the area of reading, the minimum level of competence is the level at which students are able to read simple, ordinary texts and understand them literally; connect multiple pieces of information even without clearly stated clues; draw conclusions that go beyond the limits of clearly stated information; and connect texts to personal experience and knowledge. Comparing the proportion of students below and above the minimum competency level and the proportion of students achieving the highest competency level allows the measurement of average score levels, as well as the measurement of the capacity of the Indonesian education system in fostering student excellence and ensuring minimum standards are maintained. The capacity of the education system is one aspect of realising an inclusive education system that ensures Indonesian children achieve what is valuable in their lives.

Suyatno in Sutikno (2006: 93-94) states that the lowest reading level of children is held by Indonesia with a score of 51.7 below the Philippines (score 52.6); Thailand (score 65.1); Singapore (score 74.0); and Hong Kong (score 75.5)". Similarly, Sutikno (2006: 94) states that the ability of Indonesian children to comprehend reading material is relatively low, only 30 per cent. The

unsatisfactory reading comprehension ability of students can be caused by various things, including the lack of student interest in reading, low motivation to learn, low levels of student intelligence, learning strategies that are still ineffective, low student ability to think creatively, and so on. These alternative causes need the attention of every English teacher.

In response to the challenge of improving literacy, Head of the Agency for Research and Development (Balitbang) Totok Suprayitno asked schools to involve students more in reading, to ensure that students' summaries are actually presented in their own words, not just copying the content of the reading, to enrich the types of reading, and to encourage students to do reading activities as entertainment in their spare time. The things that need to be done to improve students' reading skills include familiarising students with various types and formats of reading. Then training students to concentrate on the content of the reading, highlighting or summarising in their own words has also proven effective for understanding the content of the reading.

This means there needs to be an overhaul to increase students' interest in reading. Reading has the aim of obtaining information, covering the content, and understanding the meaning of reading. A variety of factors can influence students' interest in reading, namely the family and the environment outside the family also have an important role in fostering a person's interest in reading (Masjidi, 2017). The existence of problems in students' reading interest requires

various efforts to increase students' reading interest and improve strategies, methods or learning techniques that can increase students' reading interest.

There are several efforts to improve students' reading comprehension skills such as improving students' interest in reading, motivating students, choosing relevant learning strategies for reading and improving students' creative thinking skills.

1. Cultivating students' reading interest

What is student reading interest? The word interest means a tendency or a desire for something. Sujanto (1989: 92) states, "Interest is an involuntary focus of attention that is born with full willingness and which depends on the talent and the environment". In line with this, Chaplin (2006: 255) states that "interest is a feeling that states that an activity, job, or object is valuable or meaningful to the individual". Therefore, it can be stated that reading interest is a strong wholehearted interest in reading activities because the activity is considered to be valuable or meaningful.

Then how to foster or generate interest in reading, Sutikno (2006: 95) states, "... To generate interest in reading and how to read well lies in a high level of curiosity or wonder about something. To increase curiosity, we must be confronted with issues that make us curious and we immediately want to know about them". Sutikno gave the example that the fifth Harry Potter book is read

by millions of children around the world today, not because the book is good or attractive. Because the judgement of good or interesting will be known after reading it. It can be believed that the book was read because of the level of curiosity and intrigue of children about the content of the next Harry Potter story. However, it can be assumed that Harry Potter's previous books contain quite interesting stories.

Based on this, some efforts to foster students' interest in reading at school can be stated, namely as follows.

- a) Schools always provide new and interesting books or reading materials
- b) In planning the reading comprehension learning programme, teachers always choose reading materials that are expected to attract students' attention
- c) Reading books and reading materials as learning resources are always sought that have a relevant reading level for students.

2. Motivating Students

Motivation is a booster; a conscious effort to influence the behaviour of a person so that he is moved to act to do something so that certain results are achieved. Teachers can motivate students by providing guidance and can arouse students' enthusiasm to take part in reading lessons at school and to do self-taught reading exercises seriously. By providing guidance, students are expected to know and realise that:

- a. the most strategic and relevant acquisition of science and technology in this era of globalisation is through reading,
- b. considering that science and technology continue to develop rapidly, a relatively high reading comprehension ability is really important, and
- c. the ability to read comprehension and its improvement can only be obtained through continuous learning or reading practice.

3. Choosing a Relevant Reading Learning Strategy

Brown (1980: 83) states, "Strategy is defined as a specific method of approaching a task or problem, that is, a shape of operations in achieving the ultimate goal, a planned design for controlling and manipulating certain information". In the context of teaching and learning Joni (1985: 4) states, "Strategy refers to the general pattern and sequence of student teacher actions in the realisation of teaching and learning activities". Similarly, Sanjaya (2008: 126) quotes J.R. David who states, "Strategy is a plan, method, or sequence of activities designed to achieve specific educational goals".

In the planning of reading comprehension learning, the selection of reading learning strategies should be based on the principle of relevance. This means that the selected reading learning strategy is the most relevant

to the students' characteristics and the most relevant to the learning objectives or indicators as stated in the English syllabus.

In other words, the use of reading learning strategies is one of the aspects that determine the success of reading comprehension learning. Because even if the learning strategy selected is the most suitable; if its use is not proper, not suitable with the learning procedure as it should be, then learning to read comprehension will not produce a good result.

4. Improving Students' Creative Thinking Ability

Thinking is a series of internal processes that are influenced by motivation, expectations, wishes, emotional situations, and external human situations to act and achieve a goal ranging from organising interests to creative processes that produce an opinion in relation to problem solving. From this understanding, it can be seen that one of the stages of thinking is creative thinking.

This creative thinking ability has a positive effect on students' reading comprehension ability. This is proven by the results of research conducted by Barus (2010: 101), namely "the reading comprehension ability of students who have high creative thinking ability is higher than the reading comprehension ability of students who have low creative thinking ability".

A teaching strategy is a teachers' plan in the teaching and learning process to achieve a predetermined goal. In other words, teaching techniques are the means used to teach students. Teachers must use strategies to find a suitable balance between innovative teaching methods and teaching style in implementing the material. As in teaching students in English subjects, the right strategy is needed so that students can absorb the material provided well but basically not all strategies can be applied, there must be problems that arise from teachers and students.

The researcher thinks that the teachers' strategy in teaching reading comprehension at SMPN 2 Ngantru is one of the factors that attract the EFL students interested in reading. This seems to strengthen the researcher assumption that students are interested and enthusiastic when the teacher teaches reading comprehension with the gallery walk strategy. The teacher used gallery walk strategy in the teaching and learning process. Gallery walk is one of the learning activities in teaching reading comprehension that the teacher gives to students.

- 1) The teacher makes several groups
- 2) The teacher determines the learning topic or theme (Chapter two "Culinary and Me")
- 3) Group work results are posted on the blackboard

- 4) Each rotating group observes the other group's work
- 5) Representatives per group to answer any questions from other groups
- 6) The teacher accompanies the students to make corrections together
- 7) The teacher explains, clarifies and makes conclusions.

The teacher uses this strategy because with the help of pictures it can attract students to read a text. Students are interested in reading and also actively ask the teacher about vocabulary that they do not understand in meaning. This is in line with Merdeka Belajar Curriculum (*Kurikulum Merdeka Belajar- quoting the Ministry of Education, Culture and Research website*), an innovation in education in Indonesia that aims to develop students' learning potential and interests.

This curriculum gives students the freedom to choose their learning interests, reduces the academic burden, and encourages teacher creativity. The aim is to achieve improved learning quality, form independent student characters, and reduce educational disparities. The students are also enthusiastic about the morning literacy activities held every Monday and Saturday. Every Monday and Saturday morning, the class leader of each class is assigned to collect books from the library. Many books are provided by SMPN 2 Ngantru to support literacy activities considering

that literacy activities are very important to support knowledge and vocabulary.

Based on research in the field, SMPN 2 Ngantru wants to achieve better results by attracting students' interest in reading. With the implementation of teacher strategies in teaching reading comprehension can make students more enthusiastic and active in learning activities. Literacy activities have been carried out every week with morning literacy activities on Monday and Saturday.

The gallery walk strategy used by English teachers at SMPN 2 Ngantru and the morning literacy activities show that they have potential because they have tried to implement it, it becomes evidence and shows the potential. SMPN 2 Ngantru's efforts are in line with its mission to gradually improve academic quality.

The researcher is interested in identifying what strategies English teacher at SMPN 2 Ngantru use in teaching reading comprehension to attract EFL students' interest in reading and how teachers' strategies in teaching reading comprehension are implemented in attracting EFL students' interest in reading. A sustainable relationship between teacher and students is also very important. Thus, students can be focussed in applying the strategies given by the teacher in learning reading comprehension. Therefore, it is important to explore the efforts of

educators and the title "TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION TO ATTRACT THE EFL STUDENTS' INTEREST IN READING AT SMPN 2 NGANTRU TULUNGAGUNG".

1.2 Formulation of Research Question

Based on the background of the research, there are formulates a research question as follows:

1. What strategies do teachers use in teaching reading comprehension to attract the EFL students' interest in reading at SMPN 2 Ngantru Tulungagung?
2. How are those teachers' strategies in teaching reading comprehension implemented in attracting the EFL students' interest in reading at SMPN 2 Ngantru Tulungagung?

1.3 Purpose of The Study

Based on the research question above, the purpose of this study are:

1. To know what strategies do teachers' use in teaching reading comprehension to attract the EFL students' interest in reading at SMPN 2 Ngantru Tulungagung.
2. To know how are those teachers' strategies in teaching reading comprehension implemented in attracting the EFL students' interest in reading at SMPN 2 Ngantru Tulungagung.

1.4 Significance of The Study

1.4.1 Theoretical

This study aims to find out the strategies used by teachers' in teaching reading comprehension to attract EFL students' interest in reading and to find out how teachers' strategies in teaching reading comprehension are implemented in attracting EFL students' interest in reading at SMPN 2 Ngantru. The results of this study will provide theoretical and practical contributions about teachers' strategies in teaching reading comprehension to attract EFL students' interest in reading at SMPN 2 Ngantru. Theoretically, this study will introduce teachers in developing teachers' strategies in teaching reading comprehension to attract EFL students' reading interest. Practically, this study will help teachers in choosing strategies in teaching reading comprehension to attract EFL students' interest in learning English.

1.4.2 Practical

1. For the Teacher

This study is expected to make a valuable contribution to English teachers regarding the strategies teachers use in teaching reading comprehension to attract EFL students' interest in reading. The findings from this study can have many benefits for teachers. Theoretically, teachers can increase their knowledge about the strategies that can be applied in learning reading comprehension to attract EFL students'

reading interest. Practically, teachers can analyse how the strategies can be implemented in teaching reading comprehension to attract EFL students' reading interest. This research is expected to initiate teachers to teach reading comprehension teaching strategies effectively after considering appropriate reading comprehension teaching strategies for students and encouraging students to apply various reading comprehension strategies to attract students' reading interest. Finally, students' teaching and learning process is more effective and get the best result after learning.

2. For the Students

It is assumed that this research will have a positive impact on students. Theoretically, students can know what reading comprehension teaching strategies are appropriate in order to attract their reading interest during learning English especially in reading comprehension. Finally, they can be enthusiastic in language learning, especially in reading comprehension, which is done at school and at home, and get better understanding in the final exam. The students have self-confidence and capability to comprehend well and cultivate reading.

3. For the Researcher

The findings of this study can help the researcher to get a lot of information about teachers' strategies in teaching reading comprehension to attract EFL students' interest in reading. The

researcher can also enhance her knowledge and gain new experiences. Finally, the researcher can analyse and apply this experience in future research.

4. For other Researchers

The findings of this study can help other researchers to know about teachers' strategies in teaching reading comprehension to attract EFL students' interest in reading. It is hoped that the results of this study can help in finding references for the future research.

1.5 Scope and Limitation of The Study

The scope of this study is to identify and describe teachers' strategies in teaching reading comprehension to attract the EFL students' interest in reading. The subjects of this research are English teacher and grade seven students at SMPN 2 Ngantru. The object of this research is teachers' strategies in teaching reading comprehension to attract the EFL students' interest in reading.

The limitation of this study is only one teacher and five students in grade seven (VII-A) because it will be focussed. If in this study the researcher only identifies and describes teachers' strategies in teaching reading comprehension to attract the efl students' interest in reading. In addition, the researcher also limited the reading text that was focused on the daily test.

1.6 Definition of Key Terms

To avoid misinterpretation in this study, the researcher describes the meaning

of the main terms used as follows:

1.6.1 The Teachers' Strategy

Asep Jihad and Abdul Haris (2013: 4) argue that teaching and learning strategy is an approach in managing activities, by integrating the sequence of activities, how to organise subject matter and learning, equipment and materials and time used in the learning process, to achieve predetermined learning objectives effectively and efficiently. Teaching strategy is a technique that must be owned by the teacher to teach or present subject matter to students with the aim that the lessons presented can be easily understood by students.

1.6.2 Reading Comprehension

Reading comprehension is very crucial in everyone's life. Through reading, students can learn to deepen their understanding of a particular topic, to develop analytical and critical thinking skills, and to gain new language structures and vocabulary (Think Student, 2022; Grand Canyon University, 2020). These skills are especially valuable in academic life as students have to engage with texts by making prediction, asking some critical questions, analysing new information, and summarising (Academic English UK, 2022). Reading is one of the most efficient methods of obtaining knowledge (Maulidar, 2018: 01). Reading also provides benefits for students, such as improving reading comprehension, writing skills, vocabulary knowledge, and spelling skills (Mason & Krashen, 1997).

1.6.3 Attract the EFL Students' Interest in Reading

Reading interest is a fundamental pillar of reading literacy (Simanová & Babiaková, 2022). Reading interest is very important, especially for EFL students in Indonesia. They need to be encouraged to read and culture reading. By having a positive reading habit and culture, they are expected to build their own reading interest. As stated by Atkinson and Hilgard (2003:92), interest is a permanent tendency in a person to feel interested and feel pleasure in something. Interest is a feeling of preference and a feeling of attraction to a thing or activity, without anyone asking (Slameto, 2010). When students are interested in teaching and learning activities, they will show suitable behaviours such as being paying more attention, being more actively involved in activities that support learning (Alhamdu, 2016). Hence, students' interest must be harnessed to establish reading habits (Renuga & Kanchana, 2015). In other words, Dewi et al (2020) define reading interest as a strong inclination for reading activities or a strong desire for reading activities, or it can be identified with a love of reading. In this case, it is crucial to trigger EFL students' reading interest and to inspire them to love books.