

# CHAPTER I

## INTRODUCTION

This chapter presents about background of the study, formulation of research problem, objectives of the research, significance of the research, scope and limitation of the research and definitions of key terms.

### **A. Background of the research**

Reading is an intellectual activity to obtain knowledge & coverage. According to Rayner (2010), Reading is a complex skill required for success in today's culture when so much coverage is given to written form. Reading is the process of assimilating what is known using new knowledge. Reading is very important in contributing to the golden generation to create this country & is very important for students' intelligence & knowledge. Someone who reads may receive more understanding than someone who listens.

The Ministry of Education & Culture revealed that interest in reading is still minimal among readers, especially in rural areas (Solihin, 2019). Students need help to read English textbooks because the reading materials and competencies are difficult to understand, their vocabulary is minimal, and their English level is low.

In the view of Hung and Ngan (2015), reading is considered a basic skill that has an important role in helping students broaden their horizons and improve fluency, as well as other skills. These skills, contribute to their mastery and proficiency in the language. Reading, in particular, is crucial in the English language learning process. Therefore, reading English texts can help students master language skills, understand grammar, and hone effective

writing skills. As one of the subjects studied since junior high school, reading English is often a challenge for many students.

This is in line with the findings of Hamra and Syatriana (2010), who identified several factors that cause difficulties experienced by EFL students, such as limited vocabulary, unfamiliarity with words, phrases and paragraphs, and pronunciation problems.

The results are in line with the statement that many students still face difficulties in reading well in a foreign language. They often cannot understand the content of the reading and tend to read slowly. This assistance arises because students experience challenges in transferring their reading skills into a new language (Alderson, 2000).

Teaching is a process carried out by teacher to support student learning. In this process, teacher not only provide knowledge, but also share experiences. This teaching method is related to students' ability to learn independently (Halik, 2016).

In practice, teacher need to apply active teaching strategies, similar to those usually used by teacher, namely by inviting students to discuss through asking questions. This way, students may not be aware that they are interacting and asking questions. This shows that teacher can modify the learning environment and atmosphere when teaching by utilizing effective teaching techniques in the classroom.

Teaching strategies are an important aspect in planning learning activities carried out by teacher to achieve predetermined goals. Meanwhile, teaching techniques function as methods that support students in their

learning process. The learning process is very crucial, and choosing the right method can significantly influence students' understanding (Eggar, 2020).

The main goal of learning to read is to ensure students can understand the text well. In this context, teachers are expected to be innovative and able to guide students using learning strategies that support effectiveness. Therefore, applying interesting methods in learning to read can encourage students to participate more actively in the learning process (Ridianto, 2021).

Various strategies can be implemented with the support of fact-based materials and methods. For example, reading aloud in class, asking questions to gauge understanding, conveying the difficulty level of the text, and engaging students in pre-reading activities to prepare for reading. In this context, teachers can also use additional strategies, such as helping students expand their understanding, encouraging them to stop reading if they experience difficulty, understanding the essence of the material, utilizing contextual clues, teaching reading techniques, and asking students to visualize what they read. In addition, it is important to provide a variety of reading purposes and identify relevant texts and tasks.

There are various researchers who have investigated the methods for instructing reading comprehension. The outcomes of the earlier study are as follows. The first research, written by Rio Gusti Ranggi in 2019, was entitled "Teacher Strategies in Teaching Reading Comprehension in Grade Three of SMP Negeri 23 Jambi." The focus of this research is on ten strategies implemented by teachers in teaching reading. The research subjects consisted of English teachers in third grade at SMP Negeri 23 Jambi, with data

collection methods through observation and interviews. The findings show that the strategies most frequently used by teacher are Scaffolding and Question-Answer Relationships (QARs).

Second, research by Gendis Nadira Dwiningtiyas, Dedy Sofyan, and Hilda Puspita in 2020 entitled "Teacher Strategies in Teaching Reading Comprehension" focused on grade 2 students at SMP 09 in Bengkulu City. The main aim of this research is to identify the tactics applied by English teacher in the process of teaching reading, as well as how to implement these strategies. In this research, researcher used interviews and strategy checklists as tools to collect data. The research results show that a teacher applies various tactics in teaching reading comprehension. Tactics used include asking for specific information, reading aloud, and engaging in discussions. Meanwhile, other teacher implemented nine techniques in teaching. To effectively understand students' understanding, they utilize dictionaries, read aloud, reread, and ask students questions. From the analysis of eleven previous studies, it can be concluded that the strategies teacher apply in the teaching process have the potential to significantly improve students' reading comprehension skills.

Third, research by Azis (2020) entitled "Analysis of English Teacher in Teaching Reading Comprehension at Labschool Palu Middle School." In this research, Azis applied a qualitative descriptive method. Data collection was carried out through observation and interviews, and researcher analyzed the data using descriptive and qualitative approaches.

This research was conducted at MTs Sultan Agung Jabalsari. Based on the observations of researcher at MTs Sultan Agung, this research was conducted for several reasons. Seeing the character of MTs Sultan Agung Jabalsari students who need a little more attention. It turns out that there are several students who have talent in English, and MTs Sultan Agung has sent its students to take part in the district level English speech competition. Of course, students have different levels in reading, speaking, listening, and so on. Of course, teacher also have good tips or strategies for teaching. Researcher want to know what strategies are used in reading comprehension for students. Apart from that, this research aims to find out how teacher apply these strategies in teaching reading comprehension at MTs Sultan Agung Jabalsari. Therefore, researcher conducted research with the title "Teacher Strategies in Teaching Reading Comprehension to MTs Sultan Agung Jabalsari Students".

## **B. Formulation of Research Questions**

Based on the explanation above the formulation of research question is :

1. What are the strategies used to teach reading comprehension at MTs Sultan Agung Jabalsari?
2. How are those teacher strategies used in teaching reading comprehension at MTs Sultan Agung Jabalsari?

## **C. Purposes of The Research**

Based on the background of the study mentioned above, the objectives of this study are:

1. To find strategies used to teach reading comprehension at MTs Sultan Agung Jabalsari
2. The ways how the teacher used the strategies to teach reading comprehension at MTs Sultan Agung Jabalsari.

#### **D. Significance of the research**

1. For teacher

With this research expected. Teacher can realize the problem than find the solution then have a strategies

2. For students

With this research expected. Students can improve their understanding and retention of material with strategies created by the teacher.

3. For the other researcher

With this research expected. To get the knowledge strategies to teach adapted to the problems of the students.

#### **E. Scope and limitation of the research**

The scope of research is defined as a method that discusses the problems and knowledge to be researched. If it is related to the process of making research, then scope means the boundaries of the subject to be researched.

Research limitations, at the simplest level, are weaknesses in research that are based on factors that are often beyond the researcher's control. These factors may include things like time, access to funding, equipment, data, or participants.

To avoid misunderstandings, researcher want to limit the scope of the

problem This research focused on: "Teacher Strategies in Teaching Reading Comprehension at MTs Sultan Agung Jabalsari"

#### **F. Definition of Key Term**

In this section, to avoid misunderstanding from readers, it is important to explain key terms such as the following:

##### 1. Strategy

Strategy is a long-term plan designed to achieve specific goals or objectives. According to Hamel and Prahalad quoted by Rangkuti (2002), "Strategy is a tool for achieving organizational goals in terms of long-term goals, follow-up programs, and resource allocation priorities. From this definition it can be concluded that strategy is a planning process that integrates the advantages and allocation of existing resources in a company to achieve long-term goals.

##### 2. Reading comprehension

Reading comprehension is the ability to read text, process it, and understand its meaning. It relies on two interrelated skills, namely word reading and language comprehension. Good comprehension skills are essential for giving meaning to reading.