

# CHAPTER I

## INTRODUCTION

The chapter contains background of the study, the problem statement, the research objective, the significance of the research, the limitation of the problem, and the definition of key terms.

### **A. Background of the Study**

Reading is an essential language skill that students need to learn. It's important for teachers to help their students develop reading skills. Experts describe reading as a way to connect readers with ideas and facilitate communication. It's one of the main ways we understand the world around us (Dubi et al., 1986). Reading means being able to make sense of written text and understand the information it conveys.

Reading is understanding written texts (Pang et al., 2003). He explains that reading involves two connected processes: recognizing words and comprehension. Word recognition is the process of understanding how written symbols match spoken language, while comprehension is about finding the meaning of words, sentences, and the overall text. He also adds that readers who have background knowledge, vocabulary, grammar skills, experience with texts, and other strategies can better understand what they read. This process leads to what we call reading comprehension.

Reading comprehension is described as the process of both taking in and creating meaning by engaging with written language at the same time (Snow,

2002). Reading comprehension involves building an understanding of a text by using logical thinking to interpret words, sentences, and ideas. This shows that reading comprehension is more than just pronouncing words correctly or reading loudly; it is about understanding and expressing the meaning of the text in your own words. Without comprehension, students might just mimic language without truly understanding it. Good reading comprehension allows people to gain information, knowledge, enjoyment, or solutions from texts, making it an essential skill for students.

Teaching strategies are needed to support reading comprehension for students. Teaching strategy is a teacher's plan designed for the teaching and learning process to achieve a specific goal that has been set (Djamarah & Zein, 2010). Teachers need to balance their methods and techniques to deliver content effectively. Various strategies have been tried in classrooms to make learning enjoyable and engaging. However, traditional teacher-centered methods often lead to passive learning and limited language development. A more effective approach is student-centered, where teachers act as facilitators, managers, motivators, and evaluators, creating a supportive and interactive learning environment. The techniques for teaching learning English especially in reading are very important to help the students to make them understand very easier (Widiyanti et al., 2014). We should know their condition in the classroom; make good preparation to use the techniques in teaching learning process. Some evaluation in explanation or give the information's is a way to measure the student's achievement to accept the learning process inside and other outcomes.

Techniques SQ3R in teaching English especially in reading, it can help the students to increase their ability, make the students think if learning English is fun. So, the students are not afraid trying and practicing learning in English.

In effective teaching of reading comprehension, teachers lead students in the classroom to become proficient and successful readers. Creative teachers do not use only one specific method and technique, but implement many strategies and skills to accommodate the needs and learning styles of each student in the classroom. That effective instruction is not a simple matter of one person with more knowledge transmitting knowledge to another (Slavin, 2000). Therefore, successful teachers who teach reading realize that reading can be taught by using a variety of strategies. The teaching must be modified by the teachers depending on the students' needs. That creative teachers manage to get better results regardless of curriculum materials, pedagogical approaches and/or reading programs (Allington, 1999). It shows that the teacher has an important role in teaching students. The teachers should find out various strategies in order to increase the quality of teaching and learning process. Teachers need to implement strategies that balance the teaching methods used and the way the material is delivered to students (Djamarah & Zein, 2010). These strategies in teaching reading comprehension can be adapted to the needs of teaching, so that students can understand the material more effectively. It is adapted to the student's background, the genre of text and the problems that appear in teaching reading comprehension. One of the strategies used is L-R-D (Listen, Read, and Discuss) strategy. In listen step, the students listen to the materials explanation

and instructions from the teacher that can be learned via WhatsApp Group. In the reading step, the students read the text after receiving explanation and instructions from the teacher. In the discussion step, the teacher and students do discussions together when students do not understand the material and after the students do exercises.

This is several previous studies that related to this research. The purpose is to know the gap or differences between the previous studies and the present study. This research presents some previous studies that related to this study's findings throughout teachers' strategies in teaching reading comprehension. There are several studies related to this topic. The first research was written by Ayu Putri Riyati (SK, 2024), entitled "Teachers' Strategies in Teaching Reading Comprehension at the Eight Grade of MTs Miftah Huda Tayu, Pati in the Academic Year 2023/2024". This research has the aims to find out how the English teacher's strategy was applied in teaching reading comprehension. Based on the results of the study found that there were three strategies used by the teacher, namely Scaffolding, Question Answer and Relationship (QAR), and Think-Aloud. The next research was written by Anjelita (Anjelita, 2022), entitled "Teachers' Strategies In Teaching Reading Comprehension At The Second Grade of SMPN 5 Kota Bengkulu". This research has the aims to find out how the English teachers' strategies in teaching reading comprehension. The results of the study found that there were three strategies used by the teacher, namely Scaffolding, QARs (Question Answer Relationship), and Discussion Strategies.

Based on previous studies, there are similarities between these researchers and this study, both of which conducted research on reading comprehension teaching strategies. On the other hand, there are also differences between these researchers and this study, such as the object of research and the learning situation used. Both studies only focused on strategies such as Scaffolding, QARs, Think Aloud, and Discussion. Gaps in research can be found by identifying or exploring other strategies that may be more effective or appropriate for certain contexts, as there are many other strategies. Such as SQ3R strategy, Reciprocal Teaching strategy and other strategies.

During the teaching practice (Internship) in the eighth grade of MTs Darussalam Kademangan Blitar, the author observed that teachers need to act as friends as well as parent figures for their students so that reading activities in the classroom become more effective by using appropriate strategies. Sometimes, teachers take on the role of a friend, discussing problems in the classroom with students to create a comfortable and fun environment. At other times, teachers take on the role of parents, guiding students through learning activities. Teachers use a variety of strategies to help students prepare for reading. Due to the successful strategies, many students experienced significant improvement. This is due to several factors: First, students become diligent in reading texts, magazines, or newspapers, and become confident to read aloud. Secondly, they become motivated. Lastly, they get improved grades in English subjects. Therefore, the author wants to research what strategies are used by teachers to

help students do reading comprehension. By applying the right strategies, teachers can build students' confidence to read accurately.

This observation shows that teaching strategies play a crucial role in the learning process. Additionally, a teacher's strategy is an essential factor that can significantly impact the success of teaching reading. This inspired the researcher to conduct a study entitled "TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION AT THE EIGHTH GRADE OF MTs DARUSSALAM KADEMANGAN BLITAR IN THE ACADEMIC YEAR 2024/2025".

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

Based on the background of the study, the researcher presents the research question as follows:

1. What are strategies used by the English teachers for teaching reading comprehension at the eighth grade of MTs Darussalam Kademangan Blitar?
2. What are the perceived impacts of the strategies on the students reading comprehension at the eighth grade of MTs Darussalam Kademangan Blitar?

## **C. Objectives of the Research**

According to the problem statement above, the researcher intends to reach several objectives through research as follows:

1. To find out the teachers' strategies in teaching reading comprehension at the eighth grade of MTs Darussalam Kademangan Blitar in the academic year

2024/2025.

2. To Find out the perceived impacts of the strategies on the students reading comprehension at the eighth grade of MTs Darussalam Kademangan Blitar in the academic year 2024/2025.

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

Based on the research objectives above, this research is expected to be able to provide benefits in the world of education, either indirectly or directly.

The benefits obtained from this research are as follows:

##### 1. Theoretical benefits

Theoretically, the results to be achieved from this research are expected to be useful, namely:

- a) The research findings can be used as a guide for teaching English, especially to help improve other students' reading comprehension in English education departments.
- b) The study's results can be used as a guide to help improve other students' reading comprehension and learning methods.

##### 2. Practical benefits

Practically this research can be useful as follows:

###### a) For the Teachers

This research aims to help English teachers improve their teaching quality. Teachers need to use effective strategies to set clear learning goals during lessons. They should include more activities focused on

reading texts and motivating students. Teachers should also encourage students to participate actively, especially in practicing reading comprehension.

b) For the Students

Students should feel confident when speaking English and not worry too much about making mistakes. They should be more active in class, work hard, and explore their abilities to build vocabulary and knowledge. Reading English books will help them practice and improve every day.

c) For other Researchers

Future researchers can explore the teaching strategies used by English teachers, as they play an important role in the teaching and learning process. The findings will be helpful and easier to apply in a broader context. The researcher hopes that others will investigate different aspects of teachers' strategies and that this study will serve as a useful reference for their work. Additionally, it can benefit those who are conducting and developing similar studies.

## **E. Scope and Limitation for this Research**

The scope of the research is teacher's strategies in teaching reading comprehension at the eighth grade of MTs Darussalam Kademangan. This research focuses on the teachers' strategy in teaching reading comprehension. The impact on the student reading comprehension.

## **F. Definition of Key Terms**

The following definitions are given to create readers have similar understanding or perception for a few terms employed in this research. They are also intended to avoid confusion or misunderstanding in comprehending the research. The terms are provided:

### **1. Strategy**

Strategy is something managers do to reach the organization's goals. It can also be described as a broad plan for the company, including different parts that help achieve a desired future outcome.

### **2. Teaching Reading**

Teaching reading is a method for teachers to share knowledge with students using specific strategies to help them become skilled readers. Teaching involves organizing activities and creating a positive environment that gives students the chance to learn and achieve their goals.

### **3. Reading Comprehension**

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency. So that reading comprehension is the ability to understand the meaning to integrate with what the reader already knows.