

## **CHAPTER I**

### **INTRODUCTION**

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

Reading without comprehension is nonsense and useless. Reading comprehension is related to the capacity of one's mind to understand the grasped ideas or the process of transferring ideas from reading the text to readers' mind to have a comprehension. Reading comprehension is the desired result of reading and can be defined as the skill of combining background knowledge with reading texts Oakley (2011), as cited in (Özdemir & Akyol, 2019). It is an interactive process between the reader and the text. Reading is one of the most important language skills for students to learn Laddo (2017). The purpose of reading is comprehension, that is, to have the ability to gather meaning from the print page. Although much of the attention and debate in reading focuses on word recognition, the problems relate to reading comprehension are more difficult to solve. Students need to learn strategies to help them become active readers who understand the text.

Teacher must choose the right strategy in this case. Strategy in teaching reading comprehension as in research strategies checklist proved that the first teacher used only Reading Aloud and Asking for Specific Information as of the main strategies in teaching reading comprehension (Dwiningtiyas *et.al*, 2020). On the other hand, teacher two used encouraging to Use Dictionary, Reading Aloud, and Evaluating Comprehension in Particular tasks. All strategies used were very effective to help the students in learning reading comprehension. It was proven by the condition of the classroom activities and the students' attention in following the teacher while explaining the materials. The strategies used also gave to benefit the teacher. By having the combination of strategies the teacher taught and manage the students easier.

Teaching strategies are education strategies that can be defined as a planning method, or series of activities designed to educational achieves a particular goal. The teacher has to apply the strategy to balance the method

which the teacher's used and the way the teacher's used to applied the material (Aswan, *et. al.*, 2010) as cited in (Nurdianingsih, 2021). Teachers can present interesting readings based on students' interests and language skills. Teachers can prepare their students to read and develop their thinking by showing interesting visual aids related to the topic, making predictive models, asking questions, and encouraging their discussion.

A previous study was conducted by Dwiningtiyas, Gendis Nadira, Dedi Sofyan, and Hilda Puspita 2020 of junior high school 09 in Bengkulu, with the research title 'Teachers' Strategies In Teaching Reading Comprehension'. This research was about the teachers' strategy in teaching reading comprehension to second-grade students of Junior High School 09 Bengkulu City. Furthermore, Wibowo, Yulia Enggar, Wigati 2020 of Senior High School in Bengkulu, Indonesia who teach at class X, XI and XII. With the research title 'An Analysis Of English Teachers' Strategies In Teaching Reading Comprehension'. At last, Noor Aziz Kurniawan 2017, The research title is "Teaching Strategy in Reading Comprerhenic Classes". This study aims to find out what types of strategies the teachers use and what strategies are often used in the teaching of reading comprehension.

The difference between this research and the previous research above is that this research focuses more on teacher strategies, especially in teaching reading during the hybrid learning class, and in applying reading strategies during the hybrid learning. The researcher interviewed and observation two English teachers at SMAS Karya Budi Putussibau as subjects in this research.

The researcher chose SMAS Karya Budi Putussibau as the research location because the previous researcher had carried out teaching practice activities at the school. Researcher see the process related to teaching and learning activities (KBM) during the pandemic and the school is also implementing a hybrid learning method so that researcher are interested in knowing what strategies teachers used in implementing learning during the hybrid learning period at SMAS Karya Budi Putussibau.

SMAS Karya Budi is also not inferior to other public schools with very adequate facilities both in academic and non-academic fields. Moreover, during the Covid-19 pandemic, SMA Karya Budi also improved website technology to become an effective and efficient medium for conducting online learning processes or distance learning. In addition, at this school there has never been a researcher who has conducted research with the Hybrid Learning model so that researcher are interested in conducting research at SMA Karya Budi.

## **B. Research Problem**

Based on the background above, the formulation of the problem in this research is “What are the strategies used by the English teacher in teaching reading comprehension in the form of hybrid learning at SMAS Karya Budi Putussibau?”

## **C. Research Purpose**

The researcher aim to explain the English teachers in teaching reading comprehension in the form of hybrid learning at SMAS Karya Budi Putussibau.

## **D. Research Significances**

The research hopes that this research can be a source of knowledge and an important source in providing guidelines for a better understanding of teacher strategies in teaching reading in the form of Hybrid Learning. This research focuses on the description of the English teaching strategies in teaching reading in the form of hybrid learning at SMAS Karya Budi Purussibau and the theoretical and practical significance of this research.

### **1. Theoretical Significance**

This research help in providing some useful information regarding teacher strategies in teaching reading comprehension. This research is also expected to used as a future reference for other researcher to research the

teaching and learning process of English. Hopefully, the result of this research can be useful for teachers, students, and all readers and the result of this research can help teachers improve their strategies in the process of teaching reading comprehension.

## 2. Practical significance

### a. For English teachers

This research is very important for teachers because it makes teachers identify what strategies can be used in the process of improving the quality of student learning to help teachers know what is needed in the learning process in the future, can help teachers determine school learning strategies needed by learning design schools, and can help teachers face the challenges of learning English during the hybrid learning period.

### b. For students

This research is very important so that students can measure, know how well they are doing in the learning process, in the understanding process, and more useful as motivation for students in terms of doing and improving the quality of learning during the hybrid learning period.

### c. Other Researcher

The results of this research can be informed to parties who want to duplicate another researcher in the same field. That is, the findings in this research used as input in conducting other investigations.

## **E. Scope of Research**

The scope of this research is used to get clarity about this research and to avoid misunderstandings between people. There are two important things in the scope of research, namely:

### 1. Research Variable

Everything the researcher arranges so that everyone is informed about the research is called Research Variables. Ary et al (2010: 37), define

variables as individuals that can be measured on different results. The researcher focus on the teachers' strategy in teaching reading in the form at SMAS Karya Budi Putussibau in writing a thesis on this research variable and the researcher conclude that the independent variable is very important to describe what used observed.

## 2. Terminology

To avoid misunderstanding from everyone, the researcher was convey the definition of the terms as stated below:

### a. Teacher Strategies

Teaching strategies are the practices teachers used to engage their students in better learning. One of the most difficult tasks for a teacher is analyzing the teaching strategies that will work best with their students so that they can get the most out of their education. This is also true for all students. In the classroom, the teacher has to deal with various kinds of personalities and creative minds. Therefore, the teacher needs to use innovative teaching methods that develop great learning pathways for all their students, no matter what type of learning ability he/she may have.

### b. Reading

Reading is one of the skills, which is very important for readers to improve their understanding of the text or what they have studied and read to accumulate a lot of vocabulary and expand their knowledge.

### c. Hybrid learning

Hybrid Learning as a new approach to combining runway learning delivery modes, usually online and face-to-face teaching to two distance sites through Hybrid Learning, a combination of face-to-face and distance learning. Hybrid Learning the system continued to run well and smoothly using the Whatsapp group application to provide information and the zoom meeting application to carry out face-to-face and distance learning.

d. SMAS Karya Budi Putussibau

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