

# CHAPTER I

## INTRODUCTION

### A. Research Background

English is one of the foreign languages in Indonesia as a compulsory subject for lower school students, early high school, and high school, especially at the big learning stage. In some private schools, it has been handed over third year kindergarten or elementary school children. The two meanings of this language are closed related to each other. Language as a means of communication is an essential fact of the presence and social behavior of people. He performs two functions under people, the first is to allow them to think in a very environmental way by providing a form for labeling and expressing the bonds between designs, and the second to make them better at talking to each other. One of the goals of teaching English to students is to improve their skills in 4 language skills: listening, dialogue, reading, and writing. From the above intent, English teachers are required to increase the minimum reading skills of their students.

Reading also provides opportunities to learn a language: vocabulary, language rules, reading, characteristics, and how to organize paragraphs and readings. There are many different tactics that a teacher might use when teaching reading. Each single teaching style has underlying ideas and presumptions, and in order to use them effectively, a teacher must comprehend those ideas and assumptions. The terms that can be used to describe the kinds of activities that could be classified as *pertainiaabouttion* are plentiful. A strategy, in the words of Harmer (2007), is an action taken by a teacher to achieve one or more of her teaching-learning objectives. A comprehensive plan of action aimed at the learning process can also be referred to as a strategy.

In Indonesia, there are many of well-liked schools and experienced English teachers. Not all students who attended these schools, meanwhile, were successful in their English language classes. Reading is one of the language skills that is highly important for kids to develop, as stated by Laddo (2017).

Reading is recommended as a component of education for students. Students who take part in this activity have the chance to develop both their language skills and their knowledge. The knowledge, concepts, and ideas they need were given to them. Reading, as was previously mentioned, increases intelligence and creativity. Reading is a terrific way for people to learn a lot of essential knowledge. The students at SMP Negeri 7 Putussibau are still improving their reading comprehension skills, so they need assistance from their teachers. The teacher will walk the student through reading a brief passage, and the student continuously quizzes the teacher on challenging terminology. There are other students, though, who remains quiet but have not misread what they have read. Regarding how they may improve the students' mindset and expand their capacity to raise the students' motivation and understanding in reading English, this situation is problematic for both the student and the teacher.

When instructing readers, a variety of strategies might be used. By using the most effective method, the teacher can influence how well the students understand what they read. A strategy is an action that a teacher takes to achieve one or more of the objectives of teaching and learning, according to Harmer (2007). Teaching strategies for reading comprehension are very important parts of the educational process and can have a big impact on students' overall reading comprehension. Brown (2004) has noted that using a variety of teaching tactics might make it much simpler to put those ideas into practice when it comes to teaching reading. Therefore, reading comprehension teachers are aware that reading itself needs to be taught through a variety of various approaches.

Based on the experience of the researcher who has taught class 2B at SMP Negeri 7 Putussibau, the researcher made observations on students in class 2B at SMP Negeri 7 Putussibau. The researcher chose SMP Negeri 7 Putussibau for several reasons. First, students have difficulty understanding reading, especially in how to read their or pronunciation. Second, when the researcher gave material about reading texts which at that time was in the form of a type of conversational text, students were given questions as material for

evaluating daily assignments, it turned out that from the results obtained each student experienced difficulties while doing their assignments.

Based on the above background, difficulty in understanding English reading texts is one of the obstacles for students in doing the reading test. Researchers are interested in what methods English teachers employ in order to help their students immediately understand the meaning and purpose of the text while reading comprehension is being taught. Based on the description above, the researcher intends to conduct a research entitled: Teachers' Strategies In Teaching Reading Comprehension At The Eighth Grade Of SMP Negeri 7 Putussibau in The Academic Year Of 2022/2023.

## **B. Research Questions**

Based on the explanation above, the writer formulated the problem as follows:

1. What are the English teachers' strategies in teaching reading comprehension at the eighth grade of SMP Negeri 7 Putussibau?
2. What are students' responses toward their English teacher's strategies in reading comprehension at the eighth grade of SMP Negeri 7 Putussibau?

## **C. Research Purpose**

In this research, the researcher has two objectives based on the research statements above as follows :

1. To find out the English teacher strategies in teaching reading at the eighth grade of students' SMP Negeri 7 Putussibau.
2. To find out the students' responses toward their English teacher strategies in teaching reading comprehension skills at SMP Negeri 7 Putussibau.

## **D. Scope of The Research**

In this research, the researcher analyzed the teacher's strategy in teaching English reading which focused on the teacher's strategy when teaching in the classroom at SMP Negeri 7 Putussibau.

## **1. Research Variable**

Variables are characteristics or attributes of individuals and organizations that are studied by researchers in measuring and observing variations between individuals and organizations. In this measurement, the researcher writes down information from individuals by asking them to answer questions or interviews put forward by the researcher. This study applies a single variable; the single variable of this study is how students respond to the strategies used by teachers in teaching reading comprehension.

## **2. Research Terminology**

This study can describe clearly and does not cause misunderstanding of interpretation; researchers need to provide confirmation. The following are the terms contained in the title of the study as follows:

### **a. Teaching Strategies**

Strategy is a specific way of approaching a problem or operation a form of obligation to achieve certain goals, a concept designed to organize and falsify certain data. The method that was employed in the application of the methodology, as explained above, acts as a guide for the strategy that the teacher has used. This strategy is also used by educators to develop programming on instructional strategies and techniques that have been successful in the classroom. A guiding strategy is a notion, method, or combination of activities intended to accomplish a certain learning objective. Using the data above, it is possible to get to the following conclusion: The idea behind the guiding strategy is to plan activities for both the teacher and the students in order to achieve certain learning objectives. According to David (2011), a strategy is an established course toward achieving a goal or purpose. Learning techniques can aid in making the transition from passive to engaged learning. In this framework, teaching and learning activities are integrated. The teachers, the students, and the locations of the facilities are only a few examples of the parts that make up the system. Each and

every one of these components is crucial to the educational process as a whole. The **teacher** has been provided the lesson plan, and it is up to the teacher to prepare it in order to create effective and productive teaching and learning activities. The trick is called teaching strategy.

#### **b. Reading Comprehension**

Reading comprehension is explained as the student's understanding of what is read. Reading comprehension also called as the complex task, because it requires the students to use their cognitive skills and abilities. Means that, reading comprehension can be understood as the process and also understand the meaning.

#### **c. SMP Negeri 7 Putussibau**

SMP Negeri 7 Putussibau is the school that located in Jl. Lintas Selatan, Kelurahan Kedamin Hilir, Kecamatan Putussibau Selatan.

### **E. Significance of The Research**

Good research was provide important benefits and impacts for the subject, which is the researcher, environment, information, and further research. In this research, two significances obtain from the point of theory and practice.

#### **1. Theoretical Significances**

In examining students' reading comprehension issues, this research is anticipated to be helpful for both teachers and students. The advantages of this research for future researchers include the fact that it can be used as a reference for those who analyze the reading comprehension problems of first graders.

#### **2. Practical Significances**

By finishing this research, the researcher expects to provide a valuable contribution to the English teacher, the students, the readers, and the other researcher.

**a. To Students**

The benefits of this research are being able to understand, analyze and respond to and improve writing skills so that they are clear and effective and can improve reading focus for a long time.

**b. To English Teachers**

In this research, the research results can be useful for teachers to know strategies for teaching reading comprehension. So that teachers can improve teaching methods that are more effective in reading skills students.

**c. To Other Researchers**

This research was provide benefits and help several other researchers. The results of this research can be used as a reference for other researchers who was research students' difficulties in comprehending reading.