

# CHAPTER I

## INTRODUCTION

### A. Research Background

Reading is one of the activities that is difficult to learn so not many are involved in reading because reading interest is very lacking. In the world of education, students must be active in reading so that students who are learning to read get the knowledge, information, and ideas they need. Reading is very important to improve students' reading comprehension. Reading activity is communication between the reader and the text to get information that is indirectly conveyed by the author to convey messages to readers through written text. Hughes (2007), states that reading is a complex interaction between the text and the reader. Reading is the process of understanding the meaning or intent contained in a text or writing to get the message conveyed by the author in the reading. According to Cahyono (2011: 55), reading transfers information between writers and readers. Reading activity is a thought process in processing the meaning of reading to understand the meaning or intent contained in the reading. Klein, Johnstone, & King (2006), reading is the decoding and understanding of written texts. It means that students will get written material from the teacher and they will think critically and try to understand the text to get the intent and purpose of the text. Reading is one of the important aspects of everyday life. Learning to read, has a good impact on students, while the benefits obtained from reading are improving brain performance for critical and creative thinking, enriching knowledge, and sharpening memory.

In addition to being able to read, students must also be able to understand the contents of the reading. That means students are able to explore the meaning contained in the reading text so that students can understand the aims and objectives conveyed by the author. Brassel and Rasinski (2008: 18) stated that comprehension occurs when a reader can act on, respond to, or transform the information that is presented in written text in ways that demonstrate

understanding Reading comprehension is a cognitive reading activity that means reading to understand. Reading comprehension is understanding the written word, understanding the content being read, and constructing the text's meaning Healy (2002). That means students must be able to process the text, understand the meaning of the text, and able to conclude the information contained in a reading text. According to Woolley (2011), reading comprehension is the process of making meaning from texts. The purpose of making meaning from the text is to get an understanding of the meaning of words or sentences about what is described in the text. Prado and Plourde (2005) say that reading comprehension is not a single step or an easily acquired skill. Reading comprehension is a very complex process involving thinking, teaching, knowledge, and experience, making it difficult for teachers to teach.

In the 2013 curriculum, English learning is presented by various texts. Professional teachers design conversion and affective facilities, organize learning, select effective learning approaches for students, determine learning procedures and develop effective competencies, and determine the learning success criteria Mulyasa (2013: 99-125). In general, reading is one of the difficulties experienced by many students, both external and internal factors. One of the factors that cause the low quality of reading learning is the lack of student motivation.

Based on pre-observations made at SMPN 10 Sungai Kakap and observations regarding reading activities in class Eighth-Grade (A and B) and after conducting interviews with English teachers from class VIII it was found that there was a lack of student interest in reading. Based on the observations made at that time, in each class, there were some students who were very less interested in reading, especially in reading comprehension in a text. This study aims to develop teacher-teaching strategies and students' motivation for reading comprehension.

The results of observations and interviews conducted by researchers with class Eighth-Grade junior high school teachers, several factors that influence the difficulty of teachers in implementing teaching strategies are the lack of

student interest in reading English texts, besides that the teacher cannot know for sure the students' prior knowledge, and the lack of facilities at school such as English dictionary books, and the teacher finds it very difficult find good teaching strategies because the characteristics and intelligence of each student are different.

Based on the problems from the observations above, the researcher suggests teaching strategies that are carried out by the teacher as bait to motivate students in learning as monitoring comprehension, Recognizing Story Structure, Questions Answer Relationship, Graphic and semantics Organizer, Summarizing, Scaffolding, Think-aloud, and Reciprocal Teaching with teaching strategies can be used as a medium of communication with students to spur attention, interest in learning, and motivation.

A teaching strategy is an action taken by a teacher to implement a teaching plan that refers to methods, techniques, procedures, and processes used by a teacher during learning to achieve goals. According to Harmer (2007) said that a strategy is an action that the teacher takes to attain one or more of her teaching-learning goals. Silver, Strong, and Perini (2007) stated that strategies are different types or styles of plans teachers use to achieve a goal. For the success of learning objectives, teachers are expected to be able to apply strategies that are in accordance with the approach and needs of students, which can motivate students and can attract students' attention and interest in learning. Sarjan and Mardiana (2017: 151) also state that teaching English strategies is a generalized plan for a lesson which includes structure, desired learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy in order to help the students to cope with the difficulties in learning English. Using teaching strategies that vary the atmosphere will be more fun to learning. Students who cannot become capable, lazy children become diligent, and those who are bored become enthusiastic.

The importance of doing this research is to find out what are the teachers' strategies in teaching reading comprehension and What are problems teaching reading faced by teachers in implementing strategies in reading

comprehension. Besides that this research is also very important for prospective educators. From this research, they can find out what strategies should be used to teach reading comprehension in the future so that students can be motivated and interested in learning to read. The researcher hopes that this research can provide benefits and positive impacts in English language education to be used as a reference, especially in teaching strategies for reading comprehension in schools.

Based on the journals and articles that I used as a guide in working on my thesis, what distinguishes this research from previous research is that this research was conducted in a different place. Previous research was at SMP Negeri 16 Yogyakarta, SMA Negeri 5 Bone, Third Grade in one of State Junior High School Jambi, and one junior high school in Riau. And my research was at SMPN 10 Sungai Kakap where the school is located inland. In addition, the number of students is still small, the facilities are limited, and the results of this study and previous research show that the strategies used by teachers when teaching reading comprehension are different.

Based on the explanation above, students are expected to be active in the learning process. The author uses problem-solving by “An analysis of teacher strategies in teaching reading comprehension ”(A Descriptive Study to The Eight Grade Students of SMPN 10 Sungai Kakap in The Academic Year of 2022/2023).

## **B. Research Questions**

In this research design, the researcher wants to observe and analyze the English teachers strategy in implementing teaching strategies in the reading comprehension learning process.

The questions from this research can be formulated as follows:

1. What are the teachers strategies in teaching reading comprehension at SMPN 10 Sungai Kakap in the academic year of 2022/2023)?

2. What are the problems in teaching reading faced by the teachers in implementing the reading comprehension strategies at SMPN 10 Sungai kakap in the academic year of 2022/2023?

### **C. Research Purpose**

The aims of the research are:

1. To find out what are the teachers strategies in teaching reading comprehension at SMPN 10 Sungai Kakap in The Academic Year of 2022/2023).
2. To know what are the problems in teaching reading faced by the teachers in implementing reading comprehension strategies at SMPN 10 Sungai kakap in the academic year of 2022/2023?

### **D. Scope Of The Research**

#### 1. Research Variable

Research variables are everything that will be the object of research observation. Research variables are attributes or properties or values of a person, object, or activity that has a certain variation that is applied by researchers to be studied and then drawn conclusions Sugiyono (2017). in this study using only one variable, the researchers focused on describing the strategies used by teachers in teaching English reading comprehension to eight grade students at SMPN 10 Sungai Kakap.

#### 2. Research Terminology

##### a. Teaching Strategies

In simple terms, the mean means of teaching strategy is the method or approach that the teacher will use in the learning process by choosing a strategy that suits the needs of students and according to the learning topic.

##### b. Reading Comprehension

Reading comprehension is the ability to read text, process it, and understand its meaning. Reading comprehension is defined as the level of

understanding of a text or meaning. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text or message. Westwood (2008:31) reveal that reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text.

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

### **1. Theoretical Significance**

The researcher hopes that this research can provide benefits and positive impacts in English language education to be used as a reference, especially in teaching strategies in reading comprehension in schools.

### **2. Practical Significant**

#### **a. For English Teacher**

For English teachers, the results of this study are expected to be a reference for developing teaching quality in teaching students' reading comprehension in the future.

#### **b. For Students**

By applying an approach strategy that fits the needs of students in the teaching and learning process students can achieve learning objectives to the fullest.

#### **c. For Researcher**

This research design can be a guide for further researchers who will conduct research on this topic, as an additional reference to improve English language skills regarding teaching strategies in teaching reading comprehension.

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