

CHAPTER I

INTRODUCTION

A. Research Background

Teaching English means teaching language skills. There are four English skills that must be mastered by students, namely are listening, speaking, writing, and reading. Among the four skills, reading is a vital component that is included in the receptive skills because reading can increase vocabulary, train the brain, increase insight and knowledge. Therefore, Reading as one of the four skills taught in the English subject in Indonesian high schools plays a significant role (Jaya, 2017). The significance of reading skills is indicated implicitly in the Indonesia National Curriculum of 2013. This curriculum states that the objective of teaching reading as one of the four major skills in learning English as a foreign language at the university level to the university level is to develop the students' ability to read and to get the message comprehensively from particular reading texts (BSNP, 2006). This shows that reading is the only skill that can increase the students' knowledge, insight, and experience, and obtain information from various aspects.

In addition, reading is an activity that can force brain cells to work regularly so that they can understand information from written texts that involve perception and thought. This means that someone can express his own opinion without help after he reads a text. Although there is some knowledge of information that can be obtained directly through radio, television, and so on. By reading one can obtain broader information through various sources. When he forgets and needs it by reading one can find back the information he wants. In addition, to process information into knowledge, there must be understanding. Without understanding all information received will not be processed. This shows that there is a special relationship between comprehension and reading. In addition, to process information into knowledge, there must be understanding. Without understanding all

information received will not be processed. This shows that there is a special relationship between comprehension and reading.

Comprehension is the interpretation of what is read. Comprehension is the process of understanding connected words, sentences, and texts. The Readers usually use background knowledge, vocabulary, grammar knowledge, experience with texts, and other strategies to help them understand written texts. Meanwhile, According to Hasanah, Syarif, and Ratmanida (2017:152), reading comprehension is the process of obtaining information and getting results after reading activities. So that the students obtain information from the texts that students will be reading, the teacher must provide effective strategies or techniques.

Teaching strategy is the teacher's action in implementing the planned teaching, meaning the teacher's effort in using several teaching variables (objectives, materials, methods, and tools and, evaluations) to influence students to achieve the goals that have been set. In other words, teaching strategies are approaches to teaching students. The teacher has to apply the strategy to balance between the method which the teachers used and the way the teachers used to apply the material (Aswan, et. al., 2010). In teaching and learning activities sometimes some factors affect students' English skills. One of which they often fail to understand in the reading. Thus, The teachers must have strategies that make students ready to read and understand new texts. The teacher must properly understand the suitable strategies used to teach students. The strategy is a reading comprehension strategy. The existence of a reading comprehension strategy will make it easier for teachers to teach students so that they can develop and improve their reading comprehension and students will also more easily understand a reading text. Therefore, it is important that the teacher must used reading comprehension strategie, especially in the era of new normal.

In the era of the new normal, the government takes a policy so that learning continues as it should be because education is a state asset for the progress of the country. The government has finally adopted a policy of

learning from home, namely learning online through various applications such as WhatsApp, zoom, google meet, and so on. This online learning process is carried out at various levels of education from elementary to university. Students are given assignments and materials online through applications used by teachers. On the other hand, schools in the yellow and green zones are allowed to enter schools while still adhering to health protocols, complying with and paying attention to applicable instructions. In this new era, everyone continues to carry out activities as usual but still maintains distance, physical contact, and maintains cleanliness with a healthy diet to prevent the transmission of covid, both at school and when doing activities outside.

Based on pre-observations made by researchers, English teachers at SMK Putra Khatulistiwa and SMK Bhineka Tunggal Ika in learning activities using the Whatsapps application (providing materials, assignments, and collecting assignments) and sometimes learning face-to-face where learning is carried out several times a week by complying with applicable health protocols.

From the explanation above, with special considerations the researcher framed his interest in conducting research analysis on the strategies of English teachers in teaching reading comprehension during the new normal era at SMK Putra Khatulistiwa and SMK Bhineka Tunggal Ika because strategies for teaching reading comprehension are very important, especially in the current new normal era for assist teachers in managing the classroom so that learning objectives and classes become more effective.

This is in line with previous research by Gendis Nadira Dwiningtiyas, Dedi Sofya, and Hilda Puspita entitled teacher strategies in teaching reading comprehension, Vol. 2 No. 2. 2020. This study shows the results that teachers apply several strategies in teaching reading comprehension. The strategies used are brainstorming, reading aloud, and asking for more specific information. The strategy applied is very effective in teaching reading comprehension with evidence that this strategy can motivate students' attention, and facilitate teachers in the teaching and learning process.

Based on the explanation above, the researcher finally decided that the Putra Khatulistiwa Vocational School and the Bhineka Tunggal Ika Vocational School were the schools chosen by the researchers as the place for the research to be conducted. The researchers directly saw how the teacher's strategy in learning reading comprehension was, where the teacher had taught students to read with a more efficient strategy so that students could understand the reading text. If the strategy used is not good, students will have difficulty knowing the meaning of the text.

B. Research Questions

Based on the background, the problem of this research could be formulated by the researcher as bellow:

1. What are the strategies used by English teachers in teaching reading comprehension during the era of new normal at North Pontianak district in the Academic Year 2021/2022 ?
2. What is the dominant strategy used by English teachers in teaching reading comprehension during the era of new normal at North Pontianak district in the Academic Year 2021/2022 ?

C. Research Purposes

Based on the research question, the purpose of this research could be formulated by the researcher as bellow:

1. To find out the English teachers' strategies in teaching reading comprehension during the era of new normal at North Pontianak district in the academic year 2021/2022.
2. To find out the dominant strategy used by English teachers in teaching reading comprehension during the era of new normal at North Pontianak district in the Academic Year 2021/2022.

D. Significance of Research

1. Theoretical Significance

Theoretically, the results of this study are expected to be useful for researchers, students, or teachers in developing knowledge and improving the quality of education, especially in learning strategies during the the era of new normal

2. Practical Significance

a. For the Teacher

The results of the study are expected to assist teachers in choosing appropriate strategies in teaching reading comprehension during the era of new normal

b. For the Other Researcher

The results of this study are expected to be useful for other researchers to provide information and be used as a reference in conducting the same research.

c. For the Students

The results of this study are expected to motivate and help increase students' enthusiasm for learning during the era of new normal.

E. Scope of Research

To avoid ambiguity and misinterpretation, it is necessary to restrict the scope of this research. In the following, the researcher described the two main things, namely research variable and terminology.

1. Research Variable

According to Sugiyono (2016:38), the research variable is anything in any form that determined by the researcher to be studied to obtain information about it and draw conclusions, based on these explanations, the variables in this study are English teachers strategies in teaching reading comprehension during the era of new normal as a single variable.

2. Research Terminology

Avoiding misinterpretation in this study, the researcher provides a simple explanation below:

a. English teacher

English teachers are qualified professionals who teach reading, writing, speaking, and listening skills to students. They are the ones responsible for ensuring that students learn proper grammar and reading comprehension for students to succeed in learning. The main task of an English teacher is to track students' progress, assess tests, answer students' questions and teach students the importance of English. Overall, the English teacher is the person responsible for making lesson plans that will teach the skills that students need. In this case, the teacher is the most important component and element in this research.

b. Strategy

Strategy is a method, trick, or technique that is systematically arranged to achieve success in teaching or research. Strategy is related to the planning of the researcher or the teacher in which there is a series of activities specifically designed through careful planning. Especially in the world of education, strategy is defined as a design and also a method in achieving the desired goal. The researcher's aim is to obtain the required information regarding the strategies used.

c. Reading comprehension

Reading comprehension is the ability to process text, understand its meaning to get a deep and thorough understanding. The individual's ability to understand the text is influenced by the skills and ability to manage information. However, the skills and abilities of students in learning to understand reading during the era new normal are difficult. The students must learn independently moreover they tend to use google translation in doing their assignments. It results in reduced vocabulary mastery because it relies on translator applications. It can affect the

quality of their understanding. Therefore, appropriate strategies are needed in teaching reading comprehension.

d. Era of New Normal

The New Normal Era is also known as the new normal life which means changing old habits with a new habit order that we need to apply so that we can still carry out daily activities safely and prevent the occurrence of covid-19. In the new normal era, learning activities are carried out offline or face-to-face using a health protocol.

e. SMK Putra Khatulistiwa and SMK Bhineka tunggal Ika

SMK Putra Khatulistiwa and SMK Bhineka tunggal Ika is located at Dharma Putra street, Siantan Hilir, North Pontianak district, Pontianak city, west Kalimantan Province. The curriculum used in the school is the 2013 curriculum. The subject in this research are the english teacher.