

CHAPTER I

INTRODUCTION

This chapter presents about background, the reason of topic selection, research question, aim of the research, the benefits of study, and clarification of terms.

1.1 Research Background

Reading is a fundamental life skill. It will increase our insight and makes us get information through a written text. Wibowo et al. (2020), stated that students are strongly encouraged to learn one of the language skills, namely reading, to improve their language skills and experience. Students who master reading skills will quickly understand information and make communicating with others easily.

In addition, reading strategy is a method or way to find the meaning of a text. It can be an action, homework, attitude, or method. Reading strategies can be very beneficial for students to become competent readers and improve reading comprehension. Reading strategy is important for students to be able to understand a text in order to get information (Lai et al., 2013).

It is essential for a teacher to teach learning strategies in reading class so that students' reading comprehension will increase. In addition, teaching various strategies to students will be very useful in the learning process in class. According to Brown (2004), as cited in Wibowo et al. (2020), teaching strategies can facilitate reading learning activities, especially in applying various teaching strategies and techniques. Therefore, teachers can be

successful if they realize that reading comprehension can be taught using various strategies.

Many strategies can be used by teachers in teaching reading. Reading strategy is an activity or action carried out by the teacher in the teaching and learning process to achieve learning objectives. In reading class, it is also to help students understand the content and meaning of the text. The teacher needs to teach not only one strategy in reading but a variety of strategies to stimulate student interest (Yanti et al., 2020). Based on the explanation above, the research will investigate teachers teaching strategy in reading class.

1.2 The Reason of Topic Selection

According to Audina et al. (2020), reading has the goal of providing information to others. Besides that, reading can also build and hone our knowledge about certain things. Reading is how we understand meaning so that it can be well received. In this reading activity, the reader will be active to find out the meaning of a text and exploring knowledge about it while reading. Reading strategies are needed to make it easier to understand a passage, especially the right reading strategy will significantly facilitate the students in obtaining specific information or meaning. Teaching using the right strategy especially in teaching reading, is more effective because it measures whether learning is successful. In this case, the teacher has a significant role in facilitating English reading lessons by designing learning that is comfortable, fun, and can attract students' interest in reading with

various teaching strategy. it shows that teacher has an important role in teaching learning process. The researcher assumed that the role of the teachers is very important to overcome students' problem in learning process. In this case the teachers need to find out various strategies in order to increase students reading comprehension. The researcher was interested to analyze teachers teaching strategies in reading class. this research was only focusing on the English teachers' strategies in the junior high school located in Karang Pucung. The researcher wanted to know what strategies in teaching reading that teachers used.

1.3 Research Question

Based on the research background, the research question is formulated as follows "What are teachers' teaching strategies in reading classes?"

1.4 Aims of The Research

The purpose of this research is to find out teaching strategies used by the English teachers in teaching reading.

1.5 The Benefits of The Study

The researcher hope that this research can provide information about the teaching strategies in reading classes. In addition, the researcher hopes that this research can be a means to add insight to the reader. For Educational Institutions, especially English Language Education, this research is expected to be a reference to help develop appropriate teaching strategies, especially teaching strategy for teachers in reading classes to help students understand information and meaning in a text they read. Thus, it is expected

to use various teaching strategies by paying attention to students' abilities to increase student understanding based on the needs of students in class.

1.6 Clarification of Terms

1. Teaching Strategy

Dafid (2011), as cited in Audina et al. (2020), stated that strategy is a means of achieving a goal that must be achieved together. The application of learning strategies can make the learning process active and fun. Teaching and learning activities are interrelated, consisting of components such as teachers, students and facilities. Each component has its role in the teaching and learning process. The teacher sets the lesson plan, and the teacher must be able to prepare tricks to create effective and efficient teaching and learning activities. We can call this method a teaching strategy.

2. Reading

Mikulecky (2011), cited in Audina et al. (2020), argues that reading is a conscious and unconscious mental process in which readers use various strategies to understand the meaning intended by the writer, from a text and previous readers. In addition, reading is an activity carried out by someone to get the meaning or message conveyed by the author in the reading. Amiruddin (2022), stated that reading is a language skill that must be mastered by students. Reading is like listening which is a receptive skill related to writing and print. Therefore, reading is a skill that must be developed to expand

knowledge about a language, vocabulary, grammar, forms, sentence meanings, sentence contractions, punctuation, and paragraphs.

