

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is a strategic and complicated process consisting of readers' skills and procedures to look for text information, select critical details, organize and summarize data, monitor understanding, increase understanding disorder, and match understanding results with readers (Grabe: 2008 and Tankersley: 2003). It implies that reading is a process for understanding ideas and data contained within the text. Within the process of understanding information, readers need their knowledge of vocabulary and language structure. Students need plenty of practice to own a decent understanding.

In the world of teaching, reading is an essential strategy that the teacher must apply. For students, the reading strategy is a guide to increasing their reading comprehension of a text. However, with appropriate reading comprehension strategies, students can improve their reading comprehension because they have different reading strategies. Some students can understand the text as a whole and understand only a portion of the text. Therefore, the teacher should teach reading comprehension with appropriate strategies to support students' reading text.

The researcher chooses this topic explicitly to conduct research based on experience and teaching problems during PLP. PLP is an observation and apprenticeship process carried out by

undergraduate education students to study learning and education management aspects in education units. In summary, PLP is a learning tool that will deliver undergraduate students to know, observe, study, and analyze education aspects. That can include learning planning, learning processes, learning outcomes assessment, learning outcomes analysis, learning outcomes reporting, educational management, education administration, teaching staff, and education and educational relations with the community and government.

During this time, researchers found problems during observation, including teachers' teaching strategies about reading comprehension. The researcher looked at 2 English teachers who taught in different classes. From the observation, it can be said that the teacher has differences in teaching strategies in reading comprehension. Therefore, through this research, the researcher wants to know more about its teaching reading comprehension strategy. Later, an answer can be found in teaching reading comprehension with the right strategy, which is expected to improve students' reading comprehension.

1.2 Research Question

What strategies do English teachers use to teach reading comprehension for junior high school at Kota Sungai penuh?

1.3 The objective of the research

This study aims to describe the strategies used by high school teachers at Kota Sungai penuh in teaching reading comprehension. This research is expected to improve teaching in the future, especially in teaching reading comprehension.

1.4 Significance of the Research

This study's results are expected to provide objective information for teachers at the junior high school level in Kota Sungai Penuh about teaching reading comprehension strategies. This study's results can be used as input and consideration in teaching reading comprehension in particular and general teaching programs. This study's results are also expected to describe the strategies used in teaching and their relevance to developing the latest reading comprehension teaching theory. Thus, improving the quality of teaching and reading comprehension to create students who can read effectively and efficiently can be realized.

1.5 Limitation of the Research

This research is limited to finding out teacher strategies to teach reading comprehension for junior high school at Kota Sungai Penuh.

1.6 Definition of Key terms

Teaching Strategies: Teachers' methods to help students learn and apply their knowledge to achieve academic goals.

Reading Comprehension: Reading comprehension is the reader's activity to understand and get information from a text with the simultaneous process.