

CHAPTER I

INTRODUCTION

In this chapter, there are several things that the researcher explain. The main part explained in this chapter is the background of the research, research question, purpose of the research, and significance of the research. The following is further explanation related to these matter:

1.1 Background of the Research

In English learning, learners have to master the four basic language skills: listening, speaking, reading, and writing. Learners can understand words by reading and listening, and communicate their feelings by speaking and writing. One of the basic skills in learning English is reading, which is very important for students to learn. The student must have reading skills if they want to get more knowledge from text or others. Therefore, teachers should try making reading interesting, enjoyable, meaningful, and challenging.

Reading is an English skill to find and understand the meaning of words contained in the text, in the learning process, students should have the capability to read to understand the contents of a topic. According to Sari (2016), reading is the process of finding information about the meaning of some words from the text. Besides, it is one of the language skills which is very important to be learned by students. Students can gain reading comprehension by exposing or exploring themselves to new things and expanding comprehension by adding access to further information. The urgency of reading cannot be seen as a negligible skill

because reading contributes to developing students' vocabulary and insights. Also by this activity, the students will improve their language and experience.

According to Tarigan (2008), the main aim of reading is to search for or get information, emphasizing the mastery of passage content and comprehension of the text. Students are demanded to understand the context of the text after they have read the text because the main goal of reading activities is comprehension. Moreover, according to Brown (2007), teaching reading aims to make students become efficient readers. To get the target, the teacher needs to use the strategy of reading comprehension. So, if the students can comprehend the text well, they will get the message and information of the text that can enhance their knowledge.

In teaching reading, a teacher may use many different strategies. To use any instructional technique effectively, anyone who teaches must understand the principles and assumptions upon which each specific technique is based. There is certainly no shortage of descriptions or labels for activities that may be classified as about instruction. Harmer (2007) has said that a strategy is an action that the teacher takes to attain one or more of their teaching-learning goals. According to Muslaini (2017), a learning strategy is defined as a general direction set for the teaching process. In other words, learning strategies are action plans or series of activities including the use of methods, learning media, and the use of various sources in the learning process. Using strategy is very needed to help the learning and understanding of students. Teaching strategy is assumed as the way of achieving something in the teaching process. It is appropriate with the strategy that the teacher uses, teachers can achieve the objective of the teaching plan.

Strategies to teach reading comprehension can determine students' achievement in reading class. Adler (2001) stated that teaching reading comprehension strategies are conscious plans of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their reading comprehension. There are many teaching strategies have been introduced to the teacher to teach in the class. With many strategies exist, a teacher also must learn to know those strategies and use many strategies in teaching reading such as applying various methods, media, and games to keep the students interested in the learning process. Brown (2007) has noted that the fundamental feature of teaching strategies is to make it easier to implement a variety of teaching methods and techniques. Based on Wibowo et al., (2020) stated that teaching strategies in reading comprehension are important in the learning process and could affect the student's reading comprehension.

For teachers, strategy in the teaching-learning process, especially in teaching reading comprehension is important. Teachers must be able to implement the appropriate strategies in teaching reading to the students. The strategies used by the teacher must follow the students' needs and students conditions in the classroom because the strategies applied by the teacher in teaching can affect the effectiveness and can make students successful in learning. As stated by Dwiningtias et al., (2020), to keep the students interested in reading, the teacher should employ a variety of strategies, including the use of varied methods, media, and games. If teachers have known the appropriate strategies that they should use in teaching reading comprehension they can prepare everything well before

teaching the students. Teachers' preparation includes approach, technique, and method, the strategy from opening, brainstorming, and main activities until closing. Without using those preparations, the goal of learning cannot be reached maximally. That is why the strategy should be analyzed to know the effectiveness of the students and also to know students' ability in reading comprehension and whether the strategy used by the teacher is suitable for the classroom that the teacher taught or needs to change strategy.

Based on the statement above, the researcher is interested in doing research about teachers' strategies for teaching reading comprehension. This research particularly focuses on English teachers' strategies in teaching reading comprehension at Vocational High School 10 Sarolangun. Therefore, the researcher decided to take the research title **"An Analysis of Teachers' Strategies in Teaching Reading Comprehension at Vocational High School"**.

1.2 Research Question

Based on the background of the study above, the researcher would like to formulate problem statement in question as follow:

- a. What are the strategies used by teachers for teaching reading comprehension at one of Vocational High School in Sarolangun?
- b. What are the challenges faced by the teachers when using the strategies in teaching reading comprehension at one of Vocational High School in Sarolangun?

- c. What are the teachers' solutions to overcome the challenges when using the strategies in teaching reading comprehension at one of Vocational High School in Sarolangun?

1.3 The Purpose of the Research

The purpose of the research are formulated as follow:

- a. To find out the strategies used by teacher for teaching reading comprehension at one of Vocational High School in Sarolangun.
- b. To find out the challenges faced by the teacher when using the strategies in teaching reading comprehension at one of Vocational High School in Sarolangun.
- c. To find out the teacher's solutions to overcome the challenges when using the strategies in teaching reading comprehension at one of Vocational High School in Sarolangun.

1.4 Significance of the Research

The study has various significances and the first is to give information about how teachers work so far or as feedback and evaluation of English teachers' performance. The research allows English teachers at one Vocational High School in Sarolangun to explore more suitable strategies students in teaching reading. It is intended to update teaching English reading into interesting teaching that makes students enjoy and motivate teachers and students in the English teaching and

learning process. Importantly, it promotes more on student reading comprehension activities.

This study will be useful in improving students' reading skills. The use of reading strategies by the teacher in teaching is expected to enhance students' reading comprehension since the teacher will use one or more suitable strategies to support students' understanding.

In addition, the researcher of this study wants to enhance her knowledge and experience in the English teaching reading process. The study is helpful in measuring whether she can implement and adjust all theoretical insights to her real class. It also provides knowledge about professional attitude, personality, patience, and tenacity.