

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Reading is one of the most important skills in learning English. According to Pandiangan et al., (2021) one of the language skills that plays an important role in learning success is reading. Students can learn and get a lot of information by reading actively. Kuşdemir & Bulut (2018) state that reading is a very important language skill with the main goal of achieving comprehension. By reading, students can connect information they have previously acquired with the information they are reading to find new perspectives. Mastery of reading skills helps students to analyze text structures, identify main ideas and supporting details, make inferences, and expand vocabulary. These abilities are essential not only for passing national exams but also for developing critical thinking, preparing for higher education, and accessing a wider range of information in both academic and real-world contexts. Given the essential role of reading in acquiring knowledge and facilitating communication, reading is not only important for academic success but also essential for personal development and broadening horizons.

According to Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (2022), the curriculum structure at the high school level is divided into two phases, namely phase E for grade 10 and phase F for grades 11 and 12. In English learning, the learning outcomes are divided into three elements. Some of these elements are Listening and Speaking, Reading and Viewing, Writing and Presenting. The

learning outcomes in the Reading and Viewing elements differ between the two phases. In phase E (grade 10), students are expected to be able to read and understand various types of texts such as narration, description, procedure, exposition, recount, and report. They read to learn or gain information, focusing on finding the main idea and important details. The ability to understand implied information begins to develop in this phase. In phase F (grades 11 and 12) students are expected to be able to read independently and respond to texts such as narration, description, exposition, procedure, argumentation, and discussion. Besides reading for learning and entertainment, they are also expected to be able to analyse, synthesise and evaluate information from a variety of texts. Therefore, the main difference in these two phases is in the students' independence and the level of difficulty of the text. Phase E still requires teacher guidance in the learning process while Phase F expects students to be able to analyse texts independently.

In the practice, teachers often face challenges in teaching reading skills. According to the teacher, narrative texts found in phase F textbooks are often long and complex. Texts that are too long can reach 3-4 pages, which can be a challenge for students in understanding the content of reading. This is especially true when students try to identify the main idea, understanding the storyline, and interpreting the meaning implied in the text. To overcome these problems, the teachers need strategies that are varied and can be applied to students. According to Ghada & Colón Plana, (2018) by customising reading strategies and activities according to students ability levels, teachers can ensure that the methods used are effective in supporting students' reading comprehension and skill development.

There are various reading strategies that EFL teachers can implement to help students improve their reading skills. The result of research from Apoko & Marcellinda (2023) found that there are four strategies used by EFL teachers in teaching reading skill: Scaffolding, Think-aloud, Question Answer Relationship (QAR), and Teacher as a Center. The other researcher who found almost the same result is from Haidar (2024) which shows that English teachers use various methods to teach reading skills. The methods used are collaborative method, genre based teaching method, read aloud method, scaffolding method, think aloud method.

Some of these studies have provided valuable information about the strategies used by teachers when teaching English reading skills in achieving reading comprehension. However, this research focuses on how these strategies are applied to phase F learning in Indonesian senior high schools, especially in the teaching of narrative texts at SMAN 4 Kota Jambi. In addition, this research has investigated the reasons why teachers choose certain strategies, especially in teaching long narrative texts. Therefore, it is important to explore not only the strategies used by English teachers, but also the reasoning that drives the selection of those strategies. It is hoped that an in-depth understanding of these two components will help improve the effectiveness of reading instruction, especially for Phase F students who are expected to have higher-order comprehension skills.

1.2 Research Questions

1. What specific strategies does English teacher use in teaching English reading skill?
2. What are the pedagogical reasons of EFL teacher to choose that strategies?

1.3 Objectives of the Research

This research aims to find out the specific strategies used by English teachers at SMAN 4 Kota Jambi to teach reading skills, as well as to find out the pedagogical reasons behind the application of these strategies. This research also aims to enhance a deeper understanding of effective approaches to teaching reading skills as well as how these approaches affect students' comprehension and engagement in reading.

1.4 Limitation of the Research

This research is limited to certain strategies used by English teachers at SMAN 4 Kota Jambi in teaching students reading skills on narrative texts. This research also limited to find out the pedagogical reasons behind the selection of strategies used by the teacher. One English teacher who teaches in Phase F of class XII at SMAN 4 Kota Jambi will be the subject of this research.

1.5 Significant of the Research

This research provides valuable information on how to use effective reading strategies that can improve teaching practices in EFL classrooms. By understanding the various approaches, teachers will have the ability to adapt teaching methods to meet the needs of their students. Ultimately, this will result in a more engaging and productive learning environment. The results of this research will provide knowledge on effective strategy practices to implement. So, that students will achieve better learning outcomes and have a greater ability to support diverse learning styles in the classroom.

By highlighting reading teaching strategies that will be usefully implemented across the curriculum, this research provides benefits to the wider educational community. Schools can benefit from implementing these strategies to improve general literacy, foster a culture of reading, and enhance understanding that supports the academic success of each student.

1.6 Definition of the Key Terms

Reading skills

Reading skills is the ability to understand writing and derive meaning from reading material. This skill includes various strategies used by readers to understand the message conveyed by the author, such as using prior knowledge, making inferences, and thinking critically. In the high school context, especially when reading narrative texts, reading skills allow students to be able to understand the structure of the story, understand character development, and interpret moral values or messages in the text.

Teaching Strategies

Teaching strategies is a way used by teachers to teach students. With teaching strategy teachers can help students achieve their learning goals. Therefore, teaching strategies are the first step that teachers must master when teaching. Every strategy used will have different results, so teachers must master various teaching strategies so that teachers can adjust the strategies needed by students. Effective teaching strategies for reading include pre-reading activities, strategies during reading, and post-reading activities. In the high school context, especially in

teaching narrative texts, teachers need to apply varied and student-centred strategies that accommodate different levels of proficiency and learning needs to increase student engagement and comprehension.

Pedagogical Reasons

Pedagogical reasons refer to the underlying educational considerations or justifications behind teachers' choices in using specific teaching strategies. In the context of teaching reading skills, especially for narrative texts at the senior high school level, EFL teachers select strategies based on students' proficiency levels, learning styles, classroom dynamics, and instructional goals.