

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Language is a fundamental piece of the human existence measure since everybody needs language to communication. Without human language, it won't be easy to share. Apart from speaking, one can also use language to express feelings, express oneself, or convey ideas. Therefore, language is essential to learn so that communication with others can run well and smoothly. Perhaps the main dialect to learn is English.

English is one of the global dialects. Why is English referred to as global dialects? English has an important role in the process of interaction and communication globally. In the era of globalization, the ability to communicate in a foreign language is appealing for companies. Not a few people are familiar with and are familiar with English because this language is widely spoken throughout the world. English has enormous benefits in various aspects of human life, in addition to being useful in the process of interaction and communication globally; English also has benefits in the educational aspect.<sup>1</sup>

Indonesia is one of the countries that learn English. The development of information and communication technology, every Indonesian citizen needs to

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<sup>1</sup> Sri Handayani, "Pentingnya Kemampuan Berbahasa Inggris Sebagai dalam Menyongsong ASEAN", *Journal Profesi Pendidik*, Vol. 3, No. 1, (Mei, 2016), 103.

learn English. This is evidenced by the government's existence of English subjects from elementary school to junior high school and senior high school, and it became Indonesia's first foreign language.<sup>2</sup>

Harmer (quoted by Nurmadia Sarjan) states, those four fundamental abilities should be mastered by students in language learning, for listening, reading, speaking and writing. Of the four abilities, the teacher must be engaged in the classroom's learning and teaching process.<sup>3</sup>

Based on the four skills described above, reading skills are the fundamental parts that should be learn dominated in learning English. Reading skills can also support other skills such as speaking, writing, increasing vocabulary, increasing knowledge, etc.<sup>4</sup>

Reading comprehension, according to Woolley, The process of extracting meaning from text is known as text mining. The point is to acquire a general comprehension of what has depicted in the content.<sup>5</sup>

Researcher explains that many students have difficulty understanding English reading text. A variety of reasons make it harder for students to comprehend the reading content, the delivery of factors that come from within

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<sup>2</sup> Yulia Agustin, "Kedudukan Bahasa Inggris Sebagai Bahasa Pengantar dalam Dunia Pendidikan", *DEIKSIS*, Vol.03, No.4, (Oktober-Desember, 2011), 356.

<sup>3</sup> Nurmadia Sarjan, "An Analysis on the English Teachers Strategies in Teaching Reading Comprehension", (Skripsi, UIN Alauddin Makassar, Makassar, 2017), p. 2.

<sup>4</sup> Shamma Mustafa Hameed, "Investigating the techniques used by Iraqi teachers in teaching reading comprehension in the university level", *International Journal of Psychosocial Rehabilitation*, Vol. 24, No 10 (2020), 3754.

<sup>5</sup> Garry Woolley, *Reading Comprehension "Assisting Children with Learning Difficulties* (New York: Springer Science Business Media BV, 2011), 15.

the student and factors that come from outside such as the environment and teachers.

Based on the problems above, the researcher is interested in examining the teacher's teaching reading comprehension strategies. Researchers are also curious about exploring how the method used affects students' reading comprehension and how students respond to teachers' reading teaching strategies. Therefore, the researcher will analyze the teacher's teaching strategy, "Exploring Teachers' Strategies in Teaching Reading Comprehension."

## **B. The Statement of the Problem**

Based on the background of the study above, the problem of the study is as follows.

1. What are teachers' teaching reading comprehension strategies at the Tenth Grade of Madrasah Aliyah Sidayu?
2. How does the students' response to Teaching strategies in teaching reading comprehension at the Tenth Grade of Madrasah Aliyah Sidayu?

## **C. The Objectives of the Study**

Based on the research problems above, the objectives of this research are:

1. To find out the English teachers' teaching reading comprehension strategies at the Tenth Grade of Madrasah Aliyah Sidayu.

2. To know the students' response to teaching reading strategies at the Tenth Grade of Madrasah Aliyah Sidayu.

#### **D. The Significance of the Study**

This research gives some useful details about exploring teachers' strategies in teaching reading comprehension; the significances of the study are the following:

- a. Significance for Student

The student can use this research to reference students to know what teachers strategies in teaching reading comprehension use types of process.

- b. Significance of Teacher

This research can expect to give benefits. Besides, teachers hope to find and have the best teaching and learning strategies following their students' characteristics and conditions. So that creates a fun learning atmosphere.

- c. Significance for Next Researcher

This research can give the following researchers information and knowledge about the teacher's strategies in teaching reading comprehension.

#### **E. Research Scope**

Based on the research problem stated above, this study focuses primarily on the tactics used by English teachers to teach reading comprehension. As a result, the focus of this research will be the sorts of instructional tactics utilized by English teachers to teach reading comprehension and also the focus

of research continues on how students respond to the teaching process conducted by the teacher.

## **F. Previous of Study**

In this study, the researcher uses two previous studies as a consideration in doing this thesis. Those earlier studies are:

### *1. Teacher strategies in teaching reading comprehension at the third grade of state junior high school 23 Jambi*

The first previous research was research by Rio Gusti Ranggi 2019 students majoring in English language education at Sulthan Thaha Saifuddin Jambi State Islamic University. This study also discusses the strategies used and how teachers implement the plan. This research employed a qualitative approach. The subjects of his research were teachers and instruments used for observation and interviews. The results showed there are two strategies used namely Scaffolding and QARs (Question-Answer Relationship).<sup>6</sup>

The previous research only focuses on the teacher's strategy and how teachers implement the techniques used. In this study, researchers focused on the strategies teachers used and how students responded to the method used.

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<sup>6</sup> Rio Gusti Ranggi, "Teacher Strategies in Teaching Reading Comprehension at the Third Grade of State Junior High School 23 Jambi", (Skripsi, UIN Sulthan Thaha Saifudin, Jambi, 2019), p. 21.

2. *Investigating the techniques used by Iraqi teachers in teaching reading comprehension in the university level*

The second previous research was research by Shamma Mustafa Hammed 2020. The aim of this study was to look into the reading comprehension teaching techniques used by Iraqi EFL teachers in Iraqi universities. The study used a completely quantitative research design to collect data from 34 lectures through a survey questionnaire. Teachers used a number of techniques, which were grouped into three categories: pre-reading, while reading, and post-reading, according to the results. Previewing and vocabulary techniques, Question-Answering Techniques, vocabulary instruction techniques, recitation, and reading aloud reviewing techniques, and follow-up strategies are all examples of strategies.<sup>7</sup>

The previous research only focuses on the teacher's strategy and research is conducted at universities as well as using quantitative design. Meanwhile, in this study, researchers focused on the strategies teachers used and how students responded to the method used. In addition, in this study using qualitative methods and research conducted in schools.

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<sup>7</sup> Hameed, Investigating the techniques, 3756.

3. *Teaching strategies use in reading comprehension class at the tenth grade students of SMK Islam Sudirman 2 Ambarawa*

The Third previous research was research by Noor Aziz Kurniawan 2017 students majoring in English language education at IAIN Salatiga. This research employed a qualitative descriptive approach. The participants in this study were English teachers of SMK Islam Sudirman 2 Ambarawa, and the instruments used were an interview, observation and documentation. The aim of this study was to look into the reading comprehension teaching techniques used and why use that strategy. The results showed there are four strategies used namely memorizing, answer relationship, the use of game and discussion.<sup>8</sup>

Previous research has focused only on what strategies are used in reading comprehension and the reasons for using that strategy. Meanwhile, in this study focuses on the strategies used and discusses specifically how students respond to the strategy.

4. *A study of teacher strategies in teaching reading comprehension*

The fourth previous research was research by Lestari Sanjaya 2018. The objective of this study was to describe the implementation of teacher strategies in teaching reading comprehension. The study used a qualitative research with naturalistic design. The participants in this

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<sup>8</sup> Noor Aziz Kurniawan, "Teaching strategy use in teaching reading comprehension of SMK Islam 2 Ambarawa" (Skripsi, IAIN Salatiga, Jawa Tengah, 2017), p. 33.

study were English teachers in SMP Swasta Budisatya Medan, and the instruments used were a participant observation and interview. The results showed there are five strategies used namely Tea Party, Reciprocal Teaching, fascinating facts and jigsaw.<sup>9</sup>

The previous research only focuses to describe the implementation of teacher strategies in teaching reading comprehension. Meanwhile, in this study, researchers focused on the strategies teachers used and how students responded to the method used.

5. *An analysis of the English teachers strategies in teaching reading comprehension at the second-grade students of junior high school 1 of Wonomulyo*

The fifth previous research was research by Nurmadia Sarjan 2017 students majoring in English language education at Allaudin State Islamic University Makassar. This research employed a qualitative approach. The participants in this study were English teachers, and the instruments used were an assessment checklist and an interview. The result showed there are two strategies, namely Scaffolding and QARs (Question-Answer Relationship). Using scaffolding strategies can develop student ideas. While using the QARS strategy (Question-

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<sup>9</sup> Lesti Sanjaya, "A Study of Teacher Strategies in Teaching Reading Comprehension" (Skripsi, Medan: Universitas Muhammadiyah Sumatera Utara Medan, Medan, 2018), p. 27.



Answer Relationship), teachers can know how students can understand what has been given by the teacher.<sup>10</sup>

Previous research has focused only on what strategies are used in reading comprehension and the reasons for using that strategy. Meanwhile, in this study focuses on the strategies used and discusses specifically how students respond to the strategy.

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<sup>10</sup> Nurmadia Sarjan, "An Analysis on the English Teachers Strategies", (Skripsi, UIN Allaudin Makassar, Makassar, 2017), p. 34.

