

## **Chapter One**

### **Introduction**

In this chapter, some important points related to the background of the study are explained.. The points that are explained in this chapter includes the reasons why the study should be conducted, identification of the problem, delimitation of the problem, research question, purpose of the study, the significances of the study, and organization of the chapter. The following section describes about the background of the research.

### **Background**

This research investigated the teachers' challenges and strategies in teaching reading. Reading is an important skill when learning English and it can help the students in English language mastery. Harmer (2007) stated that "Reading is useful for language acquisition" (p.99). The purpose of reading is to get information or to get comprehension from the written text. It means the students should understand the whole information from the text that they read. Reading is useful for language acquisition because reading as input for students' writing skill and speaking skill, improve on their spelling or writing skill. Students can get new knowledge in language component such as vocabulary, expressions, function, and contexts.

Teachers have roles to deliver the material and they have important roles in students' reading activity. Muslaini (2017) said that "teachers lead students in the classroom to become proficient and successful readers" (p.67). In teaching reading, the teachers should be ready to the challenges that will appear. The challenges that

are commonly faced by teachers in teaching reading are selecting appropriate text, no reading culture, and lack of schema activation, (Yadav, 2014). Furthermore, Parmiyanti (2015) stated “in reading, students are limited by their knowledge of vocabulary, sentence structure, and the grammar knowledge” (p.34). So, students’ reading ability can’t be acquired naturally. It needs a learning process and also the facilities should support their learning such as a reading literature, library access and also classroom condition.

So, teachers should have the strategies in teaching reading to help students comprehend the reading activities. In an academic context, we can’t see the problem in teaching reading only from one perspective view. Permana (2015) stated “Teaching and learning activities are interrelated system. The system consists of components such as, teachers, students, and facilities” (p.12). So, teaching reading is the activity that involve three components such as teachers, students and facilities. That components have their own role to make the teaching reading effective and affect the teaching reading process.

On the other hand, every learning process have challenges that can affect a learning activity. The teachers might have different challenges in every learning activity. In teaching reading there were various challenges that teachers faced such as the teachers are not preparing the reading material as well, the reading text are not appropriate with students reading level, the students lack of reading skill and lack of reading materials.

In a private university in Yogyakarta, reading is the one of activities that students should do and most used skill in learning English language. Especially in Interpretive Reading and Argumentative Writing Essay's class, which is the teacher giving reading activity such drama text, novel and story. In this case, teachers are as main role to deliver material, teachers should be prepared in reading materials such as designing reading materials and the assignment that relate to the class. Students and teachers should have synergy, because the students need a learning by the teacher to make their reading effective. In this case, teachers' have main roles to help the students to increase their reading ability, and therefore a study focusing on teachers' challenges and strategies in teaching reading is necessary to be conducted.

### **Identification of the Problem**

There are some challenges which are faced by teachers' in a private university in Yogyakarta when teaching reading, there are from teacher, students and facilities. Songbatumis (2017) mentioned "The challenges found in reading are varied in which they are related to the students, the teachers, and the facilities." (p.60).

Based on the researcher experience as a student in reading class, the teacher should prepare the material that want to be delivered, such the media and the material. Sometimes, the teacher does not know the appropriate text to the students or complicated to select reading materials that related to students reading ability or students reading level. In addition, the teacher also has challenges when designing reading task. Also, the student and the facilities may affect the teaching reading.

The problem aroused from the students are they are not interested to read, and the problems related to the facilities are sometimes the library does not provide related reading material. These conditions will influence the teachers to give the materials when teaching reading and influence the teacher to find out the source to teach their students.

### **Delimitation of the Problem**

In this study, the researcher focused on teachers' problem when teaching reading in English Language Education Department in one of private higher institution in Yogyakarta, and their strategies to overcome their challenges in teaching reading. In addition, this study is limited to the use of qualitative method as the data collection method and use descriptive design as the research design. The study only used individual interviews as the data collection method.

### **Research Question**

The research questions are formulated as follows:

1. What are teachers' challenges in teaching reading?
2. What are teachers' strategies to solve the problems in teaching reading?

### **Purpose of the study**

The purpose of the study is based on the two research questions above, there are:

1. To investigate the teachers' challenges in teaching reading.

2. To investigate the teachers' strategies that usually used by the teachers to overcome the challenges.

### **Significances of the Study**

This research hopefully can give benefits for the following three categories.

These categories are:

**The researcher.** This study gives the information to the researcher, what are the challenges in teaching reading and the strategies that possibly to implement in teaching reading class especially to solve the challenges.

**Lectures.** This study can help the lectures to evaluate the reading activities that they conduct at the class. The lectures is more aware to the problem that possibility appear in teaching reading and also to use the recommended strategies to solve their challenges in teaching reading

**Institution.** This study can give information to the institution to how the teaching and learning process will be going effectively through provide good facilities, especially to support in teaching reading.

### **Organization of the Chapter**

This study consists of five chapters and each chapter has sections and sub sections, they are as follows:

Chapter one is about the introduction of the study. This chapter consists of the background of this study which explains about the reason why the researcher is conducting the study. The second sub-chapter is identification of the problem, and

this section discusses the possible problem of the study. The third sub-chapter is delimitation of the problem, this part discusses about the researcher focus to collecting data. The fourth sub-chapter consists of the research questions of the study as the guideline in conducting the research. The fifth sub-chapter is the purpose of the study. It discusses the goal of the research. The sixth sub-chapter is the significance of the study. It explains about the benefit of the study for lecturers, students, the researcher, and other researchers. The last sub-chapter is the organization of the study. It describes about the overview of each chapter of the research.

Chapter two discusses about the literature review which is used in this study. This chapter consists of the theory about reading skills and teaching reading. In reading skill, there are also explain about definition of reading and purpose of reading, then for teaching reading there are includes about the challenges and the strategies.

Chapter three discussed the methodology used by the researcher in doing the study. It explained the type of research approach and design. The research design that would be used in this study was qualitative method and the research design was qualitative descriptive research design. The second section explained about research setting, which consisted of where and when the research conducted and how long the research taking time. The third section explained about the research participant. It explains about who the participant of the research. The fourth section explained about the data collection techniques, and the fifth section is data collecting procedure. The sixth section is data analysis.

Chapter four discusses the finding and discussion about the challenges and the strategies in teaching reading in private university in Yogyakarta. This chapter explain about discussion of the findings and the theories of expersts.

Chapter five provides conclusion and recommendation. The conclusion present the summaries of the finding of this study, and the recommendation consists of some suggestions for students, teachers or lecturers, and others researchers.