

Chapter One

Introduction

In this study, the researcher presents several things that are discussed in this chapter. First, the researcher describes background of the study which explains the context of the research and why the researcher is interested in this topic. Second, identification of the problems explains what the problem is and how it is linked to the research procedure. Third, delimitation of the study is the boundaries that the researcher sets to be included in the research study. Fourth, the research questions are used to guide the analysis and explain the teacher's strategies in teaching reading. Then there are research objectives that identify the specific goals or targets to be researched in this chapter. And then the significance of the research is a statement that explains why the research is important and describes the research's contribution to the research field. In addition, the last section of this chapter contains the organization of the chapters which sets out briefly how each chapter is structured to achieve the research objectives.

Background of the Study

In teaching English, teachers should teach English in the right way. Teachers come up with some ideas to show words in context. They should have interactive or interesting methods or techniques to teach English. According to Gusvianti et al. (2012), students are given the opportunity by the teachers to search for reading information so that they are more active and motivated in learning to read English. Teachers should also prepare materials and methods well. In addition, according to Kurniati et al. (2019), there are several skills that students must master

in learning English, namely Listening, Speaking, Writing, and Reading. Reading as one of the previously mentioned skills has purposes which are to understand and get the meaning behind a text. During reading, everyone goes through reading to understand what they read by identifying the meaning of what they have read.

Reading skills are always present in every learning theme. This shows the importance of mastering reading skills because reading skills are one of the standards of language and literature skills that must be achieved at every level of education. According to Yanti et al. (2022), the combination of strategies was very important to apply by the teachers to help students in reading comprehension. Reading ability is the main basis for language teaching as well as teaching other subjects. In this case, one aspect of language skills that must be mastered by students is reading comprehension.

According to Niyazova (2020), reading skills focus more on reading comprehension skills, because the ability to understand reading material is the main goal to be achieved in reading learning. Every learning program that is implemented to the students need certain teaching strategies. In order to understand the meaning contained in the text, students must have good reading skills. Without good reading skills, students cannot understand the learning process and the material being taught. Therefore, reading skills have been taught to students since grade one at the elementary level, even at the kindergarten level students have also been trained to recognize letters and read. According to Adawiah (2021), teaching strategies have different ways of learning but have the same goal, namely helping students understand reading difficulties. Therefore, teachers must be able to apply appropriate reading strategies in teaching students in the lower grades.

Teachers must use good reading strategies that suit the needs of students. According to Bolos (2012), using good and effective strategies will help students master reading skills. Reading strategies in beginner classes are different from reading strategies applied to high-grade students. This is because beginner class students are taught to recognize letters and practice reading. However, in the high grades, the teaching strategy focuses more on the understanding or meaning contained in the reading. Therefore, it can be concluded that it is very important for teachers to have a good strategy for improving students' reading skills.

In addition, the ability to read cannot be achieved without the necessary means, especially good reading materials, reading interest in children, and parental encouragement (community). The ability to read is always required, but the problem in reality is the low reading ability of students and needs to be improved, especially by encouragement from parents (community). According to Afrom (2013), the causes of the low reading ability of students in class learning included not paying attention to punctuation, not understanding the sentences they read, not being fluent in reading, omitting letters or words, and still being confused about pronouncing letters that sound similar.

The phenomenon that occurs at the research site where this study was conducted is that the students' learning outcomes in reading skills are good. In addition, various teacher strategies are also one of the factors that can improve students' ability to learn reading skills in class, therefore the researcher is interested in researching at the school. With the title of "Teachers' Strategy Used in Teaching Reading at a Junior High School in Yogyakarta", this research aims to find out what strategies teachers have applied to improve reading skills and find out the supporting factors and inhibiting factors during the implementation of the strategies. This study was based on the teachers' perceptions during their teaching reading in their English class.

Identification of the Problem

Teaching reading in the classroom relates to other skills, such as writing skills and speaking skills. Therefore, teachers' teaching strategies on reading comprehension together with supporting factors and inhibiting factors in the process of teaching reading should be considered. However, there are still some problems related to the strategy of teaching students' reading comprehension in class.

The first problem found in the classroom related to teaching strategies might be caused by less interesting methods applied by teachers in class. Teachers should have methods that are attractive to students, starting from using the quiz method to games and the winner or the correct answerer is rewarded. These methods can attract students' interest and liking for the lesson as well as students' liking for the teacher. And as an educator, he must also bring out his creativity as a teacher. If perhaps the learning atmosphere in the classroom is less conducive or less interesting, the teacher can tell the students to do their teaching and learning activities outside the classroom or with an outdoor system. Most likely with this system, students also do not tend to get bored and do not feel tired of learning in a classroom that can only see the whiteboard.

The second problem is related to the class size. A comfortable learning atmosphere is every teacher's dream. The fact is that in one class there are quite a lot of students, and it is very likely that classroom conditions are not conducive so that the teaching and learning process is not optimal. Unconducive classes do not only occur in low-level classes such as grade seven but can occur in higher-level classes, namely grade nine. It is just that the form of classroom non-conduciveness between low and high classes may be different. If the low class tends to be

crowded and rowdy, then for high class students tend to pay less attention, sleepy or busy themselves.

The last problem might be related to time limitation. Time limitation is one of the factors inhibiting the smooth running of the teacher's strategy, especially in teaching reading skills. With limited time, teachers are required to prepare all teaching materials and materials needed to be taught in class and also explain the material to be taught such as reading skills. Therefore, time constraints might be the problems commonly found in a reading class.

From these problems, it can be concluded that the low reading comprehension skills of students might be influenced by the factor of lack of interest, attention, and involvement of students in reading activities. Seeing the obstacles in the learning process that have been described, there needs to be a solution to improve student's reading comprehension skills with teacher strategies that can overcome these problems. Based on the results of the literature search, to overcome these problems, the application of teacher strategies that have few inhibiting factors and many supporting factors can be used. The application of teacher strategies used to assist the students in reading activities might be used as a solution to improve students' reading comprehension.

Delimitation of the Study

In this research, the research only focuses on teachers' perceptions of teaching strategies used in the classroom. It also focuses on supporting factors and inhibiting factors during the implementation of the strategies for teaching reading skills. This research was conducted in English subject and only in one of the private junior high schools in Yogyakarta. The participants in this study were three English teachers in one of the private junior high schools who

experienced teaching for several years with good strategies in teaching, especially in reading skills. The findings of this study describe the strategies that teachers have applied in teaching reading skills to students in English subjects.

The inhibiting factors of teaching strategies refer to the factors or anything that becomes obstacles to the success of the strategy used. They block or inhibit the strategies the teachers used. Meanwhile, the supporting factors of teaching strategy refers to the factors that help or build or facilitate the teacher's strategy so that it can be implemented in the classroom. Both the inhibiting factors and supporting factors in this research are the general factors in the classroom.

Research Questions

Based on the above background, this study formulates three research questions about teacher strategies for improving reading skills:

1. What strategies do teachers use to improve students' reading skills?
2. What are the supporting factors of the teacher's strategy in teaching reading?
3. What are the inhibiting factors of the teacher's strategy in teaching reading?

Research Objectives

Based on the research questions above, the research objectives to be achieved in this study are:

1. To explore what strategies are used by teachers to improve students' reading skills.
2. To identify the supporting factors of teachers' strategies in teaching reading.

3. To find out the inhibiting factors of teachers' strategies in teaching students' reading skills.

Significance of the Research

In this research, it is hoped that the study can provide more knowledge and benefits, as well as be useful for teachers and future researchers.

Teachers

This learning strategy determines the success of students if teachers focus on the process of students' reading skills. Therefore, teachers can use this research as a reference to find out what kind of strategies which are effective in improving reading skills in students. Apart from that, teachers will also obtain information about supporting and inhibiting factors in classroom teaching strategies so that teachers can think about them before implementing them in the classroom.

Students

The results of this study are expected to motivate them to learn English reading skills using the strategies described so that students do not get bored easily in learning. Since English is an important skill for their future education or career and they can use these strategies to be more enthusiastic in learning.

Future researchers

Other researchers can use the results of this study if they are interested in exploring the same knowledge. The results of this study are also expected to be a reference from a different perspective for those who conduct research in the same field.

Organization of the Chapters

This section outlines several sub-chapters and explains their contents. The first chapter is the initial chapter whose contents explain the research background, research identification, research limitations, research questions, research objectives, research significance, and research organization.

The second chapter is a literature review. This chapter explains the definition of reading ability, an understanding of the ideal and effective role and strategy of the teacher during learning in the classroom, and the teacher's strategy in teaching reading in class. This chapter describes the theory related to the general description of the teacher's strategy for students' reading skills in the classroom.

Chapter three is methodology. This chapter explains how the research is carried out by researchers. This chapter discusses the methods, instruments, participants, settings, as well as data collection techniques. In this chapter, the researcher also explains how to analyze the data. And then, chapter four contains findings and discussion. This chapter presents the results of data analysis.

Finally, chapter five contains conclusions and suggestions. This chapter provides general answers to research questions and recommendations from researchers. Recommendations be given to teachers, students, and other researchers too.