Chapter One

Introduction

This chapter presents the introduction of the research. There are several points included in this chapter. Those are background of the study, identification of the problem, delimitation of the problem, research question, research objective, and significances of the research. Organizations of the research are explained in the last part of this chapter.

Background of the Study

In learning English, there are four skills that must be mastered by students, there are speaking, reading, listening, and writing. One of the skills that are important for Senior High School students to learn in English is reading comprehension. Reading is more than just picking up words, phrases, and sentences written in the text; it is an activation of the prior knowledge that we already have in our mind. When someone read any text, he or she use his or her knowledge of the world to understand the text. Reading is, therefore, a 'psycholinguistic guessing game' (Goodman, 1967, as cited in Hedge, 2010).Reading is one of the basic language skills that has an important role to play in expanding one's awareness for accessing information and making sense. One of the skills of reading is reading comprehension. Reading comprehension is the process through which readers interact with literature to make sense of it by using a combination of the information in the text, their own opinions about it, and their own knowledge and experience (Dwiningtiyas et al., 2020). In reading comprehension, students do not just read the text, but they must understand the text.

Learning reading comprehension in English can help students improve their English skills. For example, by learning reading comprehension, students can learn the structure and grammar of English. Not only that but the students can also add new vocabulary through understanding a text. According to Harisma and Karimah (2020), students' skills in understanding a text can help students develop their knowledge in obtaining new information.

Students can find new information as insight and knowledge. Reading comprehension can help students understand, analyze, and respond to the content of reading in English well. Reading skills are very important, since it can improve students' education skills.

In reading, students usually have difficulty understanding the point of the text. Students not only have problems with time, but students also must know the purpose of reading. According to Satriani (2018), the difficulties often experienced by students in reading comprehension are vocabulary, interest in reading, and knowledge of grammar. Usually in vocabulary knowledge students are still needed to open a dictionary. The type of text is also one of the difficulties that students usually experience in reading comprehension (Satriani, 2018). When the text is not familiar with the student it will also affect students' reading comprehension. Students need reading strategies to improve their reading skills.

Research on the issue of teachers' strategies in teaching reading comprehension has gained much attention. Teachers need strategies to make it easier for students in reading comprehension class. According to Nurman (2010), in general, strategy is a method, and to achieve a predetermined goal in the class, the teacher needs a strategy. Strategies can help teachers meet the learning goal in the teaching and learning process. When teaching reading comprehension, the teacher also needs to check the text's level of difficulty. The teacher leads the students to become proficient readers and be successful in reading comprehension classes (Dwiningtiyas et al., 2020). In teaching reading comprehension in English, teachers usually use several strategies. Teachers are asked to apply several strategies in the class, not just one strategy to accommodate the learning needs of the students. There are so many strategies for teaching reading comprehension in English that teachers can use, from some of these strategies there are strategies that effective for the teacher to use in reading class, and there are some strategies that are less effective in teaching reading.

Several researchers have investigated teaching strategies for reading comprehension, but previous studies investigated this case with English teachers at Junior High School and Elementary School. Some of the previous studies only show kinds of strategies used by teachers and effective strategies used by teachers. Therefore, the researcher is interested in knowing more about kinds of teaching strategies that used by teachers and the researcher also interested in knowing effective and less effective strategies to teach reading comprehension. However, Senior High School students often have difficulty in reading. Based on the researcher's experience, the difficulties experienced in reading are understanding vocabulary and getting the main idea. The grammar and the structure of a text also sometimes make students confused. Considering the difficulties faced by students, a teacher uses several strategies to overcome these problems. The researcher wants to investigate how teachers apply strategies to teach reading comprehension to students in Senior High School and investigate which strategies are more effective and less effective to use in teaching reading comprehension.

Identification of Problem

English teachers in Senior High School require their students to be able to understand text in English. Students are also expected to get a lot of new information from the reading. Based on my initial interview with students, the problem that is often experienced by students is understanding or finding the main idea in a text. Sometimes students are fluent in reading, but they cannot understand the content of the text. The existence of vocabulary that is not familiar to students is also an obstacle when understanding the contents of the text, and structure or grammar are often obstacles too for students in understanding a text. Therefore, the teacher has an important role to help students overcome the difficulties that students experience in reading comprehension classes. English teachers in Senior High School have used several teaching strategies to help students in reading comprehension class, but some

students still have difficulty, and not only that the way the teacher combines several teaching strategies also affects the success of learning. Student misunderstandings can occur because the strategies the teacher uses are less effective. Of the several learning strategies used by the teacher, there may be some effective strategies for teaching reading comprehension and there are some strategies that are less effective for teaching reading comprehension.

Delimitation of the Problem

Based on the problems above, the researcher wants to analyze the Senior High School English teacher's teaching strategies in reading comprehension. The researcher is interested in investigating how English teachers in Senior High School apply teaching strategies in teaching reading comprehension. In addition, the researcher also wants to know what strategies are more effective and less effective in teaching reading comprehension in Senior High School.

Research Question

This research is intended to answer the following questions:

1. What strategies do English teachers apply in teaching reading comprehension at a Senior High School?

2. Which teaching strategies are more effective and less effective as perceived by the Senior High School English teachers in teaching reading comprehension?

Research Objective

Based on the research questions, the purpose of the study are:

1. To investigate the teaching strategies applied by English teachers in teaching reading comprehension at a Senior High School?

2. To find out what teaching strategies are more effective and less effective as perceived by the Senior High School English teachers in teaching reading comprehension.

Significance of the Research

This study aims to give positive advantages for some parties, namely teachers, students, and other researcher.

Students

This research is expected to provide more understanding and information about learning reading comprehension. Students can use the findings of this research to make it one of their independent reading learning strategies.

Teachers

This study provides information to teachers about teaching strategies that teachers can use in teaching reading comprehension. Not only that, but this research also gives information about what strategies are more and less effective for teaching reading comprehension. This research can be a consideration for other teachers to use several teaching strategies in teaching reading comprehension in their classrooms.

Educational Institutions

This research is expected to provide benefits for other educational institution who searching for any teaching strategies for teaching reading comprehension. In addition, an educational institution can use the findings of this research as a reference to hold a seminar for teachers on teaching strategies for reading comprehension.

Organization of the Chapter

There are five chapters in this research. The first chapter explains the background of the study, identification of the problem, delimitation of the problem, research questions, research objective, and significance of the research and organization of the chapter. The first chapter included background information on the study as well as the reasons for the researcher's interest in it.

Chapter two is literature review. Chapter two consists of literature review, review of related study and conceptual framework. There are several explanations related to the topic

such as the definition of reading, types of reading, reading comprehension, and teaching strategies in reading comprehension.

Chapter three explains the methodology. The methodology includes six parts, there are research design, research settings, research participants, data collection techniques, data collection procedures, and the last part discusses data analysis. The researcher employed qualitative research approach, and the method is descriptive qualitative research design. The subjects of this research were Senior High School English teachers.

Chapter four explains the research findings and discusses them. This chapter contains detailed information on data gathering and data analysis from the research done. In Chapter four, there are several findings that are supported by several theories.

Chapter five is the last chapter on this research. The study's fifth chapter is the final one. The conclusion and recommendations are presented in Chapter five. The conclusion is based on the research findings and recommendations that given in accordance with the significance in this research.