

CHAPTER 1

INTRODUCTION

1.1 Background of the Research

Language is one of the media or means used for communication with others. With language, we can know the intent and purpose of communicating both in groups and individuals. Language is a tool for conveying ideas; it is also a tool for communication; and it is a tool for interaction (Darmuk, 2022). To be fluent in a foreign language requires mastery of vocabulary or grammar to run well. As for communicating, skills are needed, including speaking skills, listening skills, reading skills, and writing skills. Different learning levels are thought to be the key from the lowest to the greatest level. The prerequisites for effective communication turn into the primary elements of utilizing the four communication skills (Rokhayani, 2014).

In Indonesia, a foreign language is used, namely English, which is usually used in learning English subjects from elementary school to senior high school. English is crucial for studying science and technology since it is the language used in many references. The significance of learning English for students is to be prepared to get the information they require from the internet and to be able to use technology as a tool for their future (Fajriadi, 2022).

Reading is one of the skills that every student must have. One of the skills that all students should have is reading. Reading is of utmost importance in connecting skills with knowledge. This includes knowledge of various disciplines and sciences. It takes earnest and good learning intentions to master and hone knowledge.

Widianto & Subyantoro (2015) in their research reading, stated that it is one of the important factors in the life of modern society. The ability to read becomes a necessity due to the spread of information and messages in this modern world presented in written form, and can only be obtained through reading. If someone is unable to read and therefore does not understand a written instruction or announcement or announcement that is written, then the person will be lost, on the wrong path, or unable to adjust to their environment. English subject matter at school is taught to develop knowledge, communication, and language skills positively. English lessons at school are taught to

develop knowledge, communication, and language skills positively. For this to work well, the materials provided must also be of good quality and well organized so that students want to develop their talents and be motivated.

One of the most important English language courses for pupils is reading. Reading comprehension, or the capacity to comprehend the content being read, is the term typically used to describe reading material. Teachers have the most important position in the classroom when teaching reading comprehension.

According to Sulaiman (2021), achieving learning success requires teachers to employ appropriate and effective teaching methods and utilize suitable teaching aids or media. Additionally, teachers must select materials that align with students' abilities, interests and needs to maximize their engagement and learning outcomes. Teachers are responsible for supporting, mentoring, and providing resources to help students reach their objectives. Effective learning strategies involve an active and systematic approach to teaching activities. This system includes well-prepared lesson plans, which contribute to more effective and efficient classroom experiences.

Despite these efforts, learning objectives may not always align with the desired outcomes, impacting students' learning achievements. Various factors influence this process, with one significant factor being the learning environment. Both formal and informal environments play a role in developing students' English skills. The disparity between these environments can affect how well students acquire and use English in their daily lives.

In the process of learning and teaching English, the learning objectives of each teacher do not always run according to the expectations or achievements desired by each teacher, this also impacts the competence of student learning outcomes which are relatively low. Several factors affect the process, the main factor is the environment that does not meet the development of students in learning English, where formal and non-formal environments do not have the same impact in increasing students' knowledge of English and English in their daily language or mother tongue.

Several previous studies have conducted this research, namely: Sarjan (2017), this study investigated reading comprehension teaching strategies at SMP Negeri 1 Wonomulyo. Using a qualitative approach with interviews and observation, it was found

that teachers employed Question Answer Relationships (QAR) and scaffolding strategies. From the research of Novita & Sirait (2023), the research examined teaching methods for procedural texts at Perguruan Sumatera Tanjung Morawa. The descriptive qualitative study revealed that teachers used SQ3R (Survey, Question, Read, Recite, Review) and QAR methods. Based on the research of Audina (2020), the study identified challenges in reading instruction, such as content-based translation issues, at SMK Dharma Bakti 1 Medan. Through qualitative research with observation and interviews, it highlighted the use of the Directed Reading Activity (DRA) technique to enhance students' reading skills.

From some of the results of previous researchers above, it can be concluded that this research has similarities and differences with previous studies. This research with previous research both examines the teachers' strategy in teaching English, but there are some differences that stand out in this study. Where in this study, researchers focus on teacher strategies in teaching reading comprehension, with different research locations, different years, different classes or participants, and the same teacher strategies have not been found from this study with previous research. Therefore, the researcher decided to continue this research in classes X & XI at SMA N 1 Mejobo Kudus to know the teachers' strategy in teaching reading comprehension and how the teacher applies the strategy in learning activities.

This research was conducted for several reasons. Firstly, there are most of the students do not know the vocabulary so they have difficulty finding the meaning of the vocabulary and difficulty spelling the vocabulary, secondly, the majority of students have difficulty understanding the text when reading, thirdly students are reluctant to read English texts when experiencing reading difficulties. The researcher concluded that there are several difficulties experienced by students in reading and the level of students' reading ability is still low. Students' lack of understanding of a text. And most students just read without knowing the meaning of what is read. As a result of the students' difficulties, they have a low level of reading comprehension. Based on the reason above, the researcher was analyze the thesis proposal entitled “*English Teachers' Strategies in Teaching Reading Comprehension at SMA N 1 Mejobo Kudus*”.

1.2 Statement of The Problem

About the background of the research, the researcher has described the question as follows:

1. What strategies do the English teachers of SMA N 1 Mejobo Kudus use to teach reading comprehension?
2. How do the English teachers of SMA N 1 Mejobo Kudus implement the teaching strategies of reading comprehension?

1.3 Objective of the Research

Based on the problem description, the research aims:

1. To find out what strategies do the English teachers of SMA N 1 Mejobo Kudus use to teach reading comprehension.
2. To find out how do the English teachers of SMA N 1 Mejobo Kudus implement the teaching strategies of reading comprehension.

1.4 Significance of the Research

a. Theoretical Benefits

The findings of this research can be used as a reference when teaching English regarding reading instruction.

b. Practical Benefits

This research can serve as a reference for problems when teaching reading. This research will be useful for students, teachers, and readers in the future.

1. Students

This research is very beneficial for students. That is, with this research students can learn how to learn reading comprehension well.

2. Teacher

This research is beneficial for English teachers. The analysis of this study can be used as a reference to teach reading comprehension skills with some good and effective strategies. In addition, this research can also help teachers in teaching activities properly.

3. The Readers

This research is beneficial for readers about teacher strategies in teaching reading comprehension and readers can make this research a further reference.

1.5 Scope of the Research

The limitations of this research focused on the strategies teachers used when students pursue reading in English lessons and how this is was done when teaching at SMA N 1 Mejobo Kudus. This research focuses on strategies for teaching reading comprehension taught by teachers.

1.6 Definition of Terms

1. Teaching strategies

The teaching strategy is a skillful planning process, which changes according to context.

2. Reading Comprehension

Reading comprehension is understanding the essence of the writing we read in English called reading comprehension. The gist of the text is the idea or ideas it contains.

3. Teaching Reading

In the classroom teaching reading is a teaching and learning activity carried out by teachers and students on the material of teaching English reading activities to get information, insight, and knowledge.