

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the overview of this research, including the background of the research, research problems, objective of the research, and the significances of the research, research framework, and previous studies.

#### **A. Background of the Research**

This study is intended to find out the teaching strategies in reading comprehension of procedure text used by English teachers to the nine-grade students of a junior high school in Bandung Barat Regency. Reading comprehension skill is one of the English language skills that must be mastered both in academic and non-academic activities. Because, it covers the skills to communicate in daily life.

The condition of reading comprehension among Indonesian students is quite concerning. Devega (2017) states that based on the "Most Literate National World" study conducted by Central Connecticut State University in March 2016, Indonesia is ranked 60 out of 61 countries in terms of reading, especially reading comprehension. Lena (2016) mentions one of the factors behind the backward reading quality of students in Indonesia is reading comprehension. Therefore, an appropriate teaching strategy is needed for students to improve their reading comprehension.

Herianto (2017) states that education in remote areas and big cities are different in quality, facilities, and learning systems. Reading comprehension is one of the main problems of EFL students in remote areas and it occurs in junior high schools in Bandung Barat Regency. The problem is that English is a foreign language, not even the second language of students, and they only use it when in language class. Another problem is the lack of English vocabulary that students know which makes it difficult for them to understand English text. As a result, students use the English dictionary and Google Translator to understand the text they read (Marliana, 2019).

Herianto (2017) also states that the indicators of remote areas are far from cities, difficult road access, the history of school, and difficulty with internet signals. For this reason, the English teachers in remote areas need to apply the appropriate strategy when teaching English, especially in learning reading comprehension. Because of the lack of interest in learning English in remote areas and a less supportive environment, the researcher is interested in knowing what strategies teachers use in teaching English, especially reading comprehension in a remote area.

Several researchers have conducted researches that focus on teaching strategies for reading comprehension. The first is Novita's (2017) research, which analyzes teachers' strategies in the reading comprehension class of the second-grade students of SMPN 03 Ngrambe. The second, Herawati and Neprializa (2019) examined the children's reading motivation in a remote area. Third, Sarjan and Mardiana's (2017) research analyzes English teachers' strategies in teaching reading comprehension in SMP 1 of Wonomulyo. However, the current research is different from the previous researches. The previous researches have focused on the strategy, the problems students encounter in reading classes, and reading motivation in remote areas. On the other hand, the present study focuses on the teacher's strategies for teaching reading comprehension in a remote area, especially for students in the nine-grade of a junior high school in Bandung Barat Regency.

## **B. Research Problems**

There are two research questions regarding the problems mentioned in the background.

1. What strategies are selected by the English teacher for teaching reading comprehension of procedure text to EFL students in a remote area?
2. How is the implementation of the English teacher's strategies for teaching reading comprehension of procedure text to EFL students in a remote area?

### **C. Objective of the Research**

Regarding the research problems above, this study aims:

1. To describe the selected strategies the English teacher uses for teaching reading comprehension of procedure text to EFL students in a remote area.
2. To describe the implementation of the English teacher's strategies for teaching reading comprehension of procedure text to EFL students in a remote area.

### **D. Significances of the Research**

This research is expected to be a source of information for English teachers about teaching reading comprehension in the classroom, especially for English teachers in a remote area, and become a reference for other English teachers in a remote area. Practically, the English teacher can use this research to evaluate their strategies for teaching reading comprehension based on students' conditions.

### **E. Conceptual Framework**

This research is carried out with several related theories. It covers teacher-selected strategies for teaching reading comprehension and reading comprehension in a remote area.

Holguin and Morales (2016) argue that rural language teachers usually have unstable sociocultural, economic, ethnic, and political conditions. Additionally, the researcher describes that a remote area is an area located far from the center city. Meliza, Adnan, and Intan (2017) state that the teacher's teaching strategy could affect learning effectiveness and success. Selection of the right strategy can create conducive teaching and learning atmosphere to receive learning material quickly. Besides, the success of education and the teaching process is effective. The teacher must know a variety of learning strategies and not rely on only one method. Various strategies can change students' saturation so that they are happier and more excited about learning. Cox (2017) mentions that the effective teaching strategies for reading are

graphic organizers as teaching strategies, incorporating technology, activating prior knowledge, using a word wall, and student choice. Alyousef (2006) in Ariyana and Sis (2017) argue that the strategies of reading activities in teaching are pre-reading, during reading, and post-reading activities set on the types of activities provided for students who are learning the English language. Snow et al. (2002) in Antoni (2017) define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. They classify that comprehension entails three elements: the reader (considering with capacities, abilities, knowledge, and experience that a person brings to the act of reading), the text (including printer text or electronic text), and the activity (considering the purposes, process, and the consequences associated with the act of reading).

Tierney (1990) in Antoni (2017) point out eight practical strategies for improving teaching reading comprehension in the classroom for appropriate levels. They are prep technique, generating interaction schemata and text, question-answer relationship, direct reading activity, vocabulary self-collection strategy, contextual redefinition, and text structure strategy. Weaver (1994) in Antoni (2017) indicates that reading comprehension skills are essential to teaching English language learners who learn English as a foreign language. He also indicates that reading comprehension is a process to explore understanding the world and language. It involves questioning, predicting, summarizing, determining the meaning of vocabulary in a context, monitoring one's comprehension, and reflecting. Küçükoğlu (2013) in Pramono and Scholar (2018) reveal that there are several reading strategies that who can use the teacher to improve reading comprehension, such as visualizing, predicting, making a connection, summarizing, questioning, and concluding. Hood et al. (2005), Gibbon (2002), Brown (2001), Wallace (1992), and Barnet (1988) in Apsari and Yana (2017) argue that the strategies that teacher can apply in teaching reading comprehension are divided into three reading stages proposed by some scholars that include the pre-reading stage, the reading stage, and the post-reading stage. Vacca & Vacca (1999) in Sarjan and Mardiana (2017)

argue that teaching strategies for teaching reading comprehension are scaffolding, think-aloud, reciprocal teaching, and SQ3R (survey, question, read, recall and review) – QARs (question-answer relationship).

## **F. Previous Studies**

There are various studies related to this present research. First, Novita's (2017) research has examined the teacher's strategy for teaching reading comprehension classes and to know the teacher's problems in reading comprehension class. The instruments to collect the data were observation, interview, and documentation. The researcher analyzed the data by using descriptive qualitative research. The first results concluded that the teachers use four strategies: monitoring understanding, using previous knowledge or predictions, summarizing or retelling to assess improving reading comprehension, and generating answering questions. The second one is that an English teacher's problems lie in inadequate teaching, lack of student interest, and vocabulary difficulties.

Second, Herawati and Neprializa's (2019) research has examined children's reading motivation in a remote area. In this study involved 206 children. The researchers made a group into experimental and control groups. The experimental group was given children's books to improve their reading motivation. The researcher analyzed the data by using a questionnaire. The result of this study can conclude that children's books help increase children's reading motivation in remote areas.

Third, Nurmadina and Mardiana's (2017) research has examined the strategies of English teachers in teaching reading comprehension at the Second Grade of SMPN 1 of Wonomulyo. The instrument of this research was an observation checklist and interview. This study indicated that the teachers apply two strategies for teaching reading comprehension: scaffolding strategy and question-answer relationship.

However, the present research is different from the previous studies. The previous studies focus on strategies for teaching reading comprehension that the

English teachers use, problems students encounter in reading classes, and reading motivation in remote areas. Meanwhile, this study focuses on the teacher's strategies for teaching reading comprehension in a remote area, especially for students in the classroom. Moreover, no similar research has been conducted in Bandung Barat Regency. Using strategies to teach reading comprehension will make it easier for students in a remote area to understand a reading text.

