

# **CHAPTER I**

## **INTRODUCTION**

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

This study intends to determine the teachers' strategies in teaching reading at Junior High School 2 of South Cikarang. Reading is an English skill that the students should master. Based on Palani (2012), reading is how to think, judge, evaluate, imagine, reason, and problem-solve something. It may not be a simple activity that the teachers can face to teach the students.

According to Bursk and Damer (2007), as cited in Mohd Yussof et al. (2012), reading is only concerned with decoding printed patterns to the word to understand the meaning of the word text. However, reading is a complex deciphering meaning process that affects the readers and their ability to accomplish the reading tasks. During the time of reading, the reader processes the text based on the purpose. In general, reading conveys the meaning rather than achieving the sense from the printed page (Palani, 2012). The reading process dimension comprises understanding, recognition, reaction, and integration.

In general, reading English as a foreign language has a different process which deals with grammar, metalanguage, vocabulary knowledge, and discourse knowledge (Grabe and Stoller, 2002:59, as cited in Bölükbaş, 2013). The reader does not master English's vocabulary, grammar, and discourse as a foreign language, so the reader's reading process is more complicated. In this case, to improve the reading skills of a foreign language, various learning processes are required in teaching vocabulary and grammar in reading. One of the activities that increase reading skills in foreign language learning is the usage of appropriate reading strategies.

According to Bölükbaş (2013), the primary purpose of using strategies is to ensure that the text is correctly and efficiently understood. A teaching strategy is an educational tactic, plan, or classroom interaction method or action designed to achieve specified teaching objectives (Ayua, 2017). It means that teaching strategy is a tactic for instructing students. In teaching reading English, strategies are one of

the essential factors to be admitted by teachers. The teachers should develop strategies to improve their skills in teaching reading.

Teaching success is determined by many factors, one of which is teaching strategy. Celce (2001) states that the strategy is definite actions, behaviors, techniques, or steps; putting oneself through a challenging language task helped increase student's learning. Indeed, it is likely that more time to spend teaching reading than other skills of English (Nunan, 1991). In this case, the teachers should consider the teachers' strategies to deliver the reading material.

A teacher could utilize a variety of strategies in teaching reading. According to Harmer (2007), a strategy is an activity taken by a teacher to achieve several of her teaching-learning objectives. The strategy could be thought of as a broad plan for the teaching and learning process. To keep the learners interested in reading, the teacher should employ various strategies, such as using different methods, media, and games. According to Brown (2007), teaching strategies are designed to make a range of teaching methods and techniques easier to execute. The aim is to develop more engaging learning settings and to use technology where it can be beneficial.

There are two types of research relevant to the current research. The first research is *Investigating the Teacher's Strategies in EFL Speaking Class* by Tumanggor et al. (2018). This research discussed the teachers' strategies in teaching speaking to make the students speak in the classroom and be more active in the learning process at Junior High School Methodist, Banda Aceh. The second research is *The Effect of Reading Strategies on Reading Comprehension in Teaching Turkish as a Foreign Language* by Bölükbaş (2013). This study was conducted to discuss the effect of reading strategies in teaching Turkish in developing the students' achievement at Istanbul University Language Center.

However, this current research varies from previous researches. This research investigates English teachers' strategies in teaching reading at Junior High School 2 of South Cikarang.

## **B. Research Questions**

Based on the problem of the background above, the research questions are formulated as below:

1. What are strategies used by the English teachers in teaching reading at Junior High School 2 of South Cikarang?
2. How do the English teachers implement the strategies in teaching reading at Junior High School 2 of South Cikarang?
3. How are students' perceptions of the English teachers' strategies in teaching reading at Junior High School 2 of South Cikarang?

### **C. Research Purposes**

According to the research problem above, the aim of the research is below:

1. To find out the English teachers' strategies in teaching reading at Junior High School 2 of South Cikarang.
2. To describe the implementation of English teachers' strategies in teaching reading at Junior High School 2 of South Cikarang.
3. To find out the students' perceptions of English teachers' strategies in teaching reading at Junior High School 2 of South Cikarang?

### **D. Research Significances**

This research is expected to provide some significant contributions theoretically and practically.

#### **1. Theoretical Significance**

The research is expected to give some helpful information about English teachers' strategies in teaching reading. It would be able to help teachers in choosing the appropriate strategies to teach reading. The teacher chooses one of the strategies in teaching reading to be used in the classroom. Hopefully, this research could be utilized as a reference to conduct researches about teaching and learning English or other researches.

#### **2. Practical Significance**

The research is expected to be worth and meaningful knowledge for teachers. The significance is expected to be an evaluation of the use of strategies for teaching reading.

## **E. Research Framework**

Tang et al., (2019) determines that reading is a fundamental communicative skill, but it involves a lengthy process. Reading can be defined as a system which a reader seeks for information provided by an author in text form. In this situation, it can be described as an interactive activity, checks, and queries regarding the content of the text.

Moreover, reading comprehension is a compound assignment that needs the balance of various cognitive skills and abilities (Oakhill et al., 2015). It is a skill or knowledge to understand something deeply and comprehensively. Generally, mindful reading is a bright mental process that connects the readers' semantic information, world learning, and topic learning (Mohammadi and Abidin, 2011, as cited by Ohoiwutun, 2014). The process of reading comprehension concerns understanding the idea or messages which the writers intend to convey intentionally (May & Rizardi, 2002, as cited by Papatga & Ersoy, 2017). Furthermore, the goal of reading is comprehension. To read something comprehensively, readers should have background knowledge.

Furthermore, based on Isaac (2010), as cited by Tumanggor et al. (2018), the teacher's conduct in class, the development of teaching techniques, providing appropriate stimulus for timely answers, drilling previously learned responses, and enhancing responses through extra activities are teaching strategies. It means that teaching strategy is deciding the treatments for training in affiliation to the trained subject.

Beside, according to Ayua (2017), teaching strategy is an educational methodology, plan or method of classroom activities or interactions aimed to fulfil the teaching and learning objective. The methods would come under the strategy, and when teachers use any methods to attain particular goals in teaching, those are called the strategies. The strategy is a combination of multiple methods. Based on Wehrli (2003) as cited by Saputra & Aziz (2014), there are many teaching strategies such as brainstorming, case-based small-group discussion, demonstration, games, and independent study.

Moreover, teachers should consider which strategy they would apply in teaching reading in preparing the strategy. The strategy should be appropriate for the situation and condition in the class. It results in a didactic approach in teaching and learning, blending and arranging the techniques, means, and forms of the grouping of the members (Cerghit, 2006, as cited by Saputra, 2010). Vacca et al., (2015) stated that there are several strategies in teaching reading as below:

- 1) Questioning and active comprehension
- 2) Reciprocal Questioning (*ReQuest*)
- 3) Question-answer relationships (QARs)
- 4) Questioning the author (*Qta*)
- 5) Reciprocal teaching
- 6) Think-aloud
- 7) Directed reading-thinking activity

Meanwhile, based on Grabe & Stoller (2011), the kinds of strategies in teaching reading are; 1) defining the reading objective; 2) making the plans for what to do and what steps to take; 3) previewing the text; 4) identifying the material of the text or section of text; 5) examining the forecasts; 6) posing the questions of the text; 7) answering the questions that have been posed; 8) employing the text to connect to prior knowledge; 9) compiling the information; 10) inferring conclusions; 11) linking one section of the text to another, etc.

However, based on Lestari et al. (2019), sometimes the atmosphere in the class is boring during the teaching and learning process. That is why the teacher should encourage the students' spirit in studying English and use effective strategies to make them interested. One factor that creates success in teaching is strategy; it is probably correct to say that teachers would spend more time teaching reading than the other skill (Nunan, 1991).

## **F. Previous Research**

There are two types of research related to an investigation of teachers' strategies. The first is research by Tumanggor et al. (2018), which focuses on teachers' strategies in teaching speaking in EFL. It used a descriptive qualitative study by observing the teaching and learning process and interviewing the teacher. The

participant of the research is the English teacher at Junior High School Methodist Banda Aceh. The study stated that discussion, game, storytelling, and role-play strategies could help the students speak up and be more active in studying English because all students were involved in speaking activities.

The second is a research by Bölükbaş (2013), which focuses on the effect of reading strategies in teaching Turkish as a foreign language. The study was conducted quantitatively using the pre-test and post-test control group model as the experimental design. The participants of the research are 36 students at Istanbul University Language Center. Both the experimental group and the control group consisted of 18 students. The study concluded that there was an increase in reading comprehension achievement because of using strategies. The strategies used in this study include questioning, checking, evaluating, and summarizing the main idea, discussing the text, retelling the important idea, taking notes, and answering the question. The strategies encouraged the students and became guidance for students in reading English.

Based on the previous research, this research is only different from the last because this study intends to determine the teachers' strategies in teaching reading. This research utilized a descriptive qualitative research design by observing, interviewing, and questioning. It includes several questions to interview the participants by open-ended questions. The participants are from the English teachers and students in Junior High School 2 of South Cikarang. There are several questions for the students about their perceptions of the teachers' strategies in teaching reading. The study focuses on the teachers' strategies in teaching reading, which is different from the previous researches.