

CHAPTER I

INTRODUCTION

This study is intended to identify the English teachers' strategies in teaching reading comprehension. This chapter presents the background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study, and the definition of key terms.

1.1 Background of the Study

The term strategies became popular in the 1970s to signify the cognitive aspect of information processing and to describe features of children's reading development as well as features of teacher's reading instruction (Paris, Wasik, & Turner, 1991; Pressley & Afflerbach, 1995). The term strategies became popular in psychology with the advent of information processing models, in which strategies, such as the rehearsal, could be applied to information in short term memory to preserve the information and move it into long (Atkinson & Shiffrin, 1968).

Besides, in the field of reading, the term strategy has a long history of popular use, and its use is proven in a published curriculum and reading education to research documents. The first mention to can find in professional literature is in the Twenty Four Yearbook of the National Society for Educational Studies (Whipple, 1925). Strategies enter daily practice in the classroom when they become part of basic instruction in the early to 1990s, driving a wave of highly popular instructional research lines demonstrating their effectiveness (Paris, Lipson, & Wixon, 1983; Pearson & Fielding, 1991 and Pressley, 2000).

Afflerbach, Pearson and Paris (2008) stated that Reading strategies are deliberate actions that a student can attempt to control and modify the reader's efforts to decode text, understand words, and construct meanings of texts. Therefore, they stand out in today's basic readers and are positioned alongside skills as supportive but independent teaching pathways.

The spread of English learning throughout the world has determined the need for an effective learning model. The need for effective teaching strategies designed to motivate students. Students can apply several reading strategies reading before, during, and after reading to increase their comprehension of text. Donker, de Boer, Kostons, Dignath-van Ewijk, and Van Der Werf (2014) stated that on effective learning strategies showed that a combination of cognitive and metacognitive strategies, such as orienting, planning, structuring, reflecting, and evaluating, led to positive results on measures of reading comprehension. More specifically, the practices of activating prior knowledge, defining, difficult words, identifying main ideas, summarizing, and reflecting on the contents of the text are all helpful strategies to support student's text comprehension (Afflerbach et al., 2008; Okkinga, van Steensel, van Gelderen, & Slegers, 2018; Palincsar & Brown, 1984). The use of the strategy greatly influences the teaching practice of teachers in the context of teaching reading strategies. Besides, strategies allow teachers to overcome the difficulties they deal with.

Indonesian people as English foreign learners face some difficulties in comprehending text. Sheorey and Mohktari (2001) stated the importance of metacognitive strategies to get an understanding of difficult texts. This

metacognitive strategy is central to productive learning because it includes the preparation and planning, monitoring, evaluation, and selection of the use of appropriate strategies in reading (Anderson, 2005). Also, the use of metacognitive reading strategies triggers one's thinking and can lead to an increase in student performance (Anderson, 2002). Metacognitive is a strong determinant of learning outcomes. It plays a strategic role in developing various assessment methods and instruments. Therefore, effective and efficient learners are those who can develop metacognitive skills to enable them to manage and exploit their learning (Hattie, 2009; Veenman & Alexander, 2011).

These studies have shown that teacher skills develop over time; for example, a teacher first needs adequate classroom management skills to be able to provide reading strategy instruction (van de Grift, 2014). Strategic instruction, including reading strategies, does not often occur during classroom observations in secondary education, because it is considered a complex and difficult form a learning behavior that requires years of teaching experience (van de Grift, 2014; van der Scheer, Glas, & Visscher, 2017). Another explanation for the fact that strategy instruction does not occur often is because teachers knowledge of reading strategies is inadequate (Seymour & Osana, 2003), or because a teacher does not feel skilled to do it or is responsible for providing this type of learning (Hall, 2005; Ness, 2016). Before researcher conduct research in one of the state Islamic senior high school in Kendari, the researcher observed students who have carried out an internship at one of the state Islamic senior high school in Kendari. They said that some teachers do the teaching which focus on the lesson plan. And some teachers

also use their teaching strategies. Therefore, researcher interests to do research at second grade of one of the state Islamic senior high school in Kendari. To find out strategies the teachers used in teaching, especially in teaching reading.

Some studies show that what is mentioned is a focus on how teachers think and teach reading strategies affect their instructional behavior (Hall & Fincham, 2005). Okkinga, van Steensel, van Gelderen and Slegers (2018) stated that Reading comprehension depends on teacher knowledge, behavior, and structural qualities, and there are strong variations between teachers (Staman, Visscher, and Luyten 2014). Therefore, a teacher not only sends information and knowledge but must also facilitate and train the student learning process. In this study, the research conducted by researcher in 2020 was still a study of reading comprehension, not including students' responses in answer reading comprehension. Dean (2013) said that answering reading comprehension question after reading a passage is an important school exercise. Such comprehension exercises encourage students to focus attention on important concepts in texts and also provide one way of broadly assessing students' comprehension competence. Besides, can help the students in identify main idea sentences, and to self-monitor their reading comprehension. And providing them with practice in answering inferential questions, this can enhance their performance on reading comprehension.

1.2 Scope of the Study

This research focuses on the teachers' strategies in teaching reading comprehension. There are two teachers from the second grade one of the state

Islamic senior high school in Kendari. Researcher focuses on teaching strategies in reading comprehension learning, Researcher interview with the teachers about how the strategies used by the teachers in teaching reading comprehension.

1.3 Research Question

This study conducted to discover following question “What strategies are used by the English teachers in teaching reading comprehension at one of the state Islamic senior high schools in Kendari?”

1.4 Purpose of the Study

Based on the background above, the purpose of this study is to identify the strategies used by teachers to improve students’ reading comprehension.

1.5 Significance of the Study

This study offers some important insights into a number of aspects of theoretical and pedagogical benefit. The finding of this study can be uses as a reference for those who want to conduct a research in analyzing the strategies used by the teachers in teaching reading.

Firstly, this research will be helpful for students. This study provides a useful and referential contribution in developing students’ interest in learning English.

Secondly, for teacher with this research, the teachers can find out the strategies that can be used in teaching and can develop skills possessed by the teachers.

1.6 Definition of key terms

On the purpose of the study, the researcher defines the definition of terms used in this study as follow;

Teacher's strategies are an action that the teacher takes to attain one or more of her teaching-learning goals, the teacher should use many strategies in teaching reading such as applying various methods, media and games to keep the students interested.

Teaching reading comprehension is the reader's activity to understand and to get information from a text with the simultaneous process. In teaching reading, a teacher may use many different strategies. In order to use any instructional technique effectively, anyone who teaches must understand the principles and assumptions upon which each specific technique is based. In effective teaching of reading comprehension, teachers lead students in the classroom to become proficient and successful readers. Creative teachers do not use only one specific method and technique but implement many strategies and skills to accommodate the needs and learning styles of each student in the classroom.

