

CHAPTER I

INTRODUCTION

1.1. Background of Research

In the realm of interpersonal communication, possessing a strong command of language holds significant importance. Using language, especially English, is increasingly essential in today's globalized world as it is a widely used international language in various fields like business, technology, and education. English is the language that we all use and enjoy speaking. Language helps us connect easily with people no matter where we are in the world. Knowing how to speak English is incredibly valuable and advantageous due to its significant role.

Teaching English is all about creating a classroom environment that fosters learning. The skills required for teaching English include speaking, writing, reading, and listening. Even though these skills have their own unique definitions, they all share the common goal of enhancing creativity in English. Out of all the skills that educators impart to their students, reading stands out as a crucial aspect of English with numerous advantages. It is frequently asserted that the act of reading functions as an entry point to the extensive knowledge and information contained within various written sources such as books, magazines, newspapers, and other publications.

Dwiningtiyas et al (2020, p.67) posit that a pedagogical approach functions as a comprehensive guide for a particular instructional session, encompassing the instructional objectives, anticipated student behaviors, and a detailed outline of the various strategies to facilitate learning. The authors further highlight the educators' intention to enhance students' reading proficiency and foster literacy development. Consequently, teachers are encouraged to employ the technique of reading comprehension to fulfill this overarching goal.

Teachers have a wide range of strategies at their disposal for teaching reading comprehension. As mentioned by Ulfa et al (2023, p.550), some techniques involve using authentic materials and methods such as reading out loud in class, posing comprehension queries, assessing text complexity, and incorporating pre-reading activities to prepare students. In addition, educators can

employ other methods like assisting students in enhancing their vocabulary, pausing during reading until understanding is achieved, understanding the central theme through context clues, instructing reading strategies, aiding students in visualizing content, introducing different reading objectives, identifying texts and assignments, and more.

Adler (2001) discusses reading comprehension techniques in an article on readingrockets.org is similar to guiding students through a set of strategies that skilled readers use to understand text. When students learn comprehension strategies, they become active and interested readers who are in charge of their own understanding. According to Adler, the seven tips provided seem to be based on solid scientific research to enhance reading comprehension. These include monitoring understanding, thinking about thinking, using visual aids and categories, answering and asking questions, identifying story elements, and summing up.

When instructing reading, teachers can select from multiple strategies. Harmer (2007, p.99) defines a strategy as a teacher's action to meet teaching-learning objectives. It serves as a direction for the teaching process. Reading teaching strategies encompass various approaches, tools, and activities to keep students engaged and interested.

When teaching reading, a teacher has a variety of strategies to choose from. Harmer (2007, p.99), a strategy is simply an action taken by the teacher to achieve her teaching-learning goals. It can be seen as a guiding path for the teaching process. Teaching reading strategies can involve using different methods, media, and games to ensure students remain engaged and interested.

In the wonderful world of teaching reading comprehension, teachers guide students in the classroom to excel and thrive as readers. Friendly teachers embrace a variety of methods and techniques to cater to each student's unique needs and learning styles. As mentioned by Dwiningtiyas et al (2020, p.68), it is recognized that effective instruction involves more than just one person sharing knowledge with another. Therefore, delightful teachers understand that reading can be imparted through a range of strategies. The teachers adjust their teaching based on the individual needs of their students.

Some scholars have examined the methodologies employed by educators in the instruction of reading comprehension, as demonstrated by Muslaini (2017) in the article entitled "Strategies in Teaching Reading Comprehension." The study emphasized the importance of utilizing various strategies to improve students' reading comprehension. It was noted that integrating a diverse range of strategies in the teaching of reading comprehension is expected to result in enhanced outcomes. The study conducted by Pandiangan et al (2021) with the title "Reading Teaching Strategies Applied By English Teachers In Senior High School" reveals that educators employ a variety of methodologies for imparting reading skills. The results derived from the data analysis suggest that instructors make use of diverse approaches such as Scanning, Skimming, Active Reading, Speed Reading, Structure-Proposition-Evaluation, and Survey-Question-Read-Recite Review. The ability to adapt these strategies has a significant influence on students' ability to interact with the content. It is imperative for educators to amalgamate multiple strategies to assist their students in effectively mastering the skill of reading in the English language.

A prior investigation was executed by Giawa (2022) with the title "Teacher Strategies in Teaching Reading Comprehension At the Eighth Grade Student of Junior High School 1 Umbunasi". The results of this inquiry unveil that the English teacher utilized various strategies to teach reading comprehension, such as memorization, activating background knowledge, questioning, and silent reading. Memorization is aimed at enhancing students' ability to remember information. The strategy of activating background knowledge assists students in grasping the text based on their prior knowledge. Through questioning, the teacher can gauge the extent of students' comprehension of the text. Additionally, silent reading aids students in better understanding the reading material. The research indicates that the strategies of memorization, activating background knowledge, questioning, and silent reading were effective in teaching reading comprehension as they support students in comprehending the text.

The earlier research indicated that the teachers' strategies were highly successful in helping students understand reading. However, using an excessive number of strategies might impact how well students perform in learning reading.

Based on the explanation provided earlier, it is assumed by the researcher that teachers play a crucial role in helping students overcome challenges in learning reading comprehension. It is important for teachers to explore different strategies to enhance the quality of the teaching and learning experience. The effectiveness of teachers' strategies in teaching reading comprehension may pose a challenge if not addressed promptly. With this consideration in mind, the researcher initiated a descriptive investigation entitled "Teachers' Strategies In Teaching Reading Comprehension In SMPN 7 Medan City." The objective was to scrutinize the methodologies implemented by instructors of English and how these methodologies were executed during the instruction of reading comprehension. The researcher is hopeful that by enhancing the educational process, students will cultivate advanced English reading proficiencies and actively engage in language-oriented endeavors.

1.2. The Problems

Drawing from the aforementioned study's context, the issue at hand can be articulated through inquiry, specifically: What methodologies are employed by English educators and what is the manner of their execution in the facilitation of reading comprehension at SMPN 7 Medan City?

1.3. The Objectives

Drawing from the aforementioned concerns, the objectives of this investigation revolve around examining the methodologies employed by educators of the English language and their implementation in facilitating the development of reading comprehension among students at SMPN 7 located in the urban landscape of Medan.

1.4. The Use

The study's relevance is as follows:

a. Theoretically

Furthermore, this study aims to provide readers with valuable insights into the different methods that students can use to enhance their reading abilities, making it a truly captivating educational resource.

b. Practically

Dear teachers, here is a helpful tip for all English educators looking to enhance their teaching strategies for reading and boost their students' comprehension skills.

Dear researchers, this study can serve as a valuable roadmap for conducting future research and achieving even more impactful outcomes.

1.5. The Scope

The scope of this study is to describe the strategies employed by teachers in teaching English reading comprehension, as well as to explore students' perceptions of these strategies. The educators' encounters in the teaching and learning process procedures at SMPN 7 Medan City are similarly regarded.