

CHAPTER I INTRODUCTION

This chapter presents the study, focusing on the topic that has been chosen and written in the background. After providing some background information, the topic will be discussed, along with the goals and advantages of the research.

A. Background of the Study

Language is a purely human and non-instinctive method of communicating ideas (Sapir, 1921: 8). Thus, humans are free to communicate what they feel or think to the whole world. A country or region has a mother language and accents such as regional, national, and international. In Indonesia, Indonesian is the mother or national language used daily. English is an international language, as a unifying language between nations. By using English, communication between countries is easy to convey and understand.

Based on the decree of The Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 56/M/2022 concerning guidelines for implementing the curriculum in the context of learning recovery, it is stated that English is a subject in SMP/MTs. There are English skills such as speaking, reading, listening, and writing (Supina, 2018). This research was study about reading. Reading is an important skill for students to learn. By learning reading, students' abilities in EFL are slightly improved from before. Harmer (2007) stated that reading helps improve language acquisitions. Students who read a lot are good for them. When we have to read a lot, we also have a lot of words or vocabulary. It was the same with knowledge and spelling. Reading is also a process for filtering information and building meaning through language interaction and engagement. To identify the meaning of the text, the reader needs a strategy for understanding reading. Hilellrich (1983) stated that the first purpose of reading is "understanding." The understanding in question is related to the strategy of writing text. Barnett (1988), Wallace (1992), and NCLRC (2007) reviewed that teaching reading strategies have three things to implement: pre-reading, while reading, and post-reading activities. Besides, frameworks such as background knowledge, experience, interpretation of concepts, attitudes, values, skills, and

the way the reader is in a reading situation (Vacca, Vacca, and Gove, 1991). The reader must be able to interpret the text and be able to conceptualize the information in a reading. In interpreting a reading, the reader must have a concept of reading. When we start reading, we make a decision from the information we saw at the time. For example, when we take a newspaper to read. We start reading from the front page and try to process the information quickly.

In this study, problem statements were written to be sought for the answer by the researcher. Thus, the researcher conducted a study entitled "**English Teachers' Strategies on Teaching Reading to Students in SMP N 3 Purwodadi**". The researcher focused on the English teachers' strategies for the VIII grade in teaching reading. According to the researcher, the VIII grade is an ideal class to study and fits into this study. This research also involved responses from students so that the data can be analyzed. This study aims to find out the reasons of English teachers' strategies in teaching reading to their students, why teachers applied those strategies to their students, and students' responses to reading learning with strategies taught by teachers. That way, the researcher wants to answer the problem that has been written in the background so that it can be used as an enrichment to previous research.

B. Limitation of the Study

In this research, the researcher examined the strategies of English teachers in teaching reading. Teachers' strategies in teaching reading as a data source for this research. Thus, this research involves English teachers and grade VIII students in the collection of data research. The data is taken by direct observation, interviews, questionnaires, and documentation of English teachers and grade VIII students in SMP N 3 Purwodadi. This teaching reading strategy will be studied with theories in a previous study, too, because it is suitable for analyzing data by the researcher.

C. Problems Statement

The problems with this study are:

1. What strategies are used by English teachers in teaching reading for grade VIII students?

2. What are the English teachers' reasons for using the chosen strategy in teaching reading for grade VIII students?
3. How do students respond to learning reading strategies provided by the English teachers?

D. Objectives of the Study

The following are the objectives of this study:

1. To find out the English teachers' strategies in teaching reading to grade VIII students in SMP N 3 Purwodadi.
2. To explain the English teachers' reasons for their strategy for teaching reading to grade VIII students.
3. To explain how students' responses to learning are reading with strategies provided by the teacher. Based on the formulation of the problem that has been written.

E. Significance of the Study

The benefits of research from the use of teachers' strategies in teaching reading to students in SMP N 3 Purwodadi are as follows:

1) Theoretical Significance

This research can provide information about the strategies of English teachers in teaching reading. This research is expected to be a reference for other researchers to study the English teaching learning process. Hopefully, the results of this study can be useful for students, teachers, and readers. In addition, the results of this study can help them to choose a strategy in teaching reading.

2) Practical Significance

a. For Teachers

The teachers can be a role model by teaching reading with a variety of strategies to help the students learn to read easily.

b. For Students

By teachers' the strategies in teaching reading, they have any information and apply the information to learning.

c. For School

The school has to facilitate English teachers to develop and facilitate their strategies for their students.

d. For Researcher

The researcher wants to identify English teachers' strategies in teaching reading to the student in SMP N 3 Purwodadi. Each English teacher has a different strategy in teaching reading so the variety of the answer will be studied by the researcher based on existing theories.