

CHAPTER I

INTRODUCTION

In this chapter I, the researcher concentrates on six points. Therefore, the above-mentioned points can be explained as follows:

1.1 Research Background

It is important to note that in the learning process, there are 4 essential skills for learners to be acquired. Correspondingly, reading emerges to be one of the essential skills among the other three, as it requires learners to comprehend the meaning of English texts (Sadiku, 2015). Moreover, reading can also add insight to students about the information included in the text. Thus, reading shall open up opportunities for students to comprehend as much knowledge as possible that is beneficial for learning. Therefore, through the reading process, students shall form thinking skills through the process of capturing ideas/information, comprehending, imagining, applying, as well as expressing. On top of that, reading is an activity that is linked to pronunciation, spelling, sounding symbols, alphabets, and arranging each word into a meaningful sentence. Therefore, the importance of the reading process is to provide supplementary information, train students to get the hang of vocabularies and sentences in the text.

Furthermore, reading is an effort to comprehend which embroils a response from individuals who read through making assumptions, as well as collecting another comprehension in accordance with the text (Dakhi & Damanik, 2018). Moreover, reading encloses the introduction of words to comprehend their

meaning. Thus, it is a process that requires an understanding to be able to finally obtain the meaning included in the text. Therefore, receiving information may be different depending on what sort of English texts readers read, as well as how readers interpret the meaning contained in the text. Furthermore, the information may be fictional, actual events, or responses to several questions based on the texts. Generally, to acquire information in the text, readers ought to be careful in analyzing, as reading obliges a long-time to be able to comprehend the meaning and obtain the information.

Analyzing, interpreting, and providing results after reading is part of the process of reading comprehension. The process of reading is significant to acquire the requirements to comprehend reading, with the intention of providing learners to have a better understanding of English texts. Likewise, learners must learn how to identify the main idea, acquire ideas, pronounce the English words, check whether the grammar is appropriate for use or not, as well as discover the textual reference. As a result of comprehending, at that moment, the reading process will accomplish its goal, that is, readers shall comprehend the text as expected by English educators. Hence, reading is one of the most noteworthy aptitudes for middle school learners (Mi, 2016). Therefore, through reading, students shall be able to enrich vocabulary, train concentration because reading necessitates adequate attention in understanding the text, increases reading interest, and improves language skills properly.

Based on field experience that the researcher found during the learning process at SMPN 2 Singaraja, the researcher got the opportunity to teach seventh-grade students. Afterward, the researcher found that seventh-grade students were

still inadequate in terms of reading comprehension. The researcher observed the experience when the learning process took place in the class. The students indicated a lack of enthusiasm when reading English texts. After the researcher asked what the problems were, seventh-grade students answered that there were still many English words they did not comprehend their meaning. Other than that, they also felt difficulty in pronouncing English words, which made learners less enthusiastic. Thus, it can be seen that the obstacles experienced by seventh-grade students at SMPN 2 Singaraja were common issues because students were infrequently comprehending equivalent vocabulary or sentences in English.

Despite the fact that reading is one of the momentous aptitudes, not all junior high school learners have the capabilities, for instance, English test or examination that requires time to read the text. Thus, it may be impossible for students to answer all the questions. It may take longer for learners to comprehend the text. Consequently, the only thing students may do is to randomly answer the questions, even though the answers may not be the correct ones. The issues that seventh-grade students experience in the field are a sign that English teachers need to prepare strategies in teaching reading comprehension to help students resolve difficulties in reading comprehension. In addition, due to the influence of the coronavirus outbreak which demands the government to close the learning process in the school environment, the learning process which should have taken place face-to-face has now become online based. Therefore, educators must make adjustments to changes in the educational process. Accordingly, to overcome the current issues, English educators, especially teachers who teach seventh-grade students shall

prepare appropriate strategies in accordance with the issues that arise on the surface, so that the existing problems can be resolved.

1.2 Identification of the Problem

Generally, the issues experienced by seventh-grade students, namely, learners are just simply not recognize much about English words, English sentences, as well as English idioms. What is more, learners remain not as much of impression in learning English (Mi, 2016). Consequently, the shortcomings learners experience adds to the burden of learners, making learners become less interested in learning English, as they experience that the subject is rather difficult. Hereinafter, seventh-grade students additionally feel lacking the enthusiasm to read entirely which leads to weariness (Aji, 2016). Since English is not their native language, the issues experienced by seventh-grade students are reasonable in fact that learners purely do not recognize the words in the form of English. Therefore, the difficulties become a challenge for English teachers to make use of certain appropriate strategies so that English educators can resolve the problems. Following are the problems that the researcher found from seventh-grade students at SMPN 2 Singaraja, namely:

1. Seventh-grade students are not so much involved in learning English.
2. Seventh-grade students' low enthusiasm when reading English texts.
3. Seventh-grade students encounter difficulty in expressing English words or sentences.

Hereinafter, strategies used by English teachers shall enhance students' performance for the better, so that seventh-grade students shall definitely improve

their learning outcomes, including the capability to comprehend decently English texts. Furthermore, the fundamental role of English teachers is to make their learners competent to grasp the knowledge during the learning process, for great mentors shall lead to proficient students.

Apart from the difficulties experienced by seventh-grade students in reading comprehension, the importance of reading is to foster a sense of knowing about what students shall learn. As a result, when students finally experience curiosity in learning, the desire to learn more about various things becomes a path for them. Simply put, curiosity leads to discovery. In addition to growing curiosity about what shall be learned, reading also serves to increase knowledge for seventh-grade students. Therefore, in general, reading can add insight, vocabulary, and provide opportunities to know the outside world through the views of the writers in the book.

Based on the previously mentioned above, English teachers shall provide strategies for seventh-grade students, so that learners may acquire beneficial knowledge from reading English texts. Subsequently, based on the representation mentioned above, strategies used by English teachers to teach seventh-grade students are essential for students' needs, as well as English teachers who might become a role model for learners. Hence, when educators become a reference for students to become better, students shall have a reference for themselves to adapt to the good things from educators and apply the good things in the future. Based on the previous explanation mentioned above, the researcher brings out research entitled, "An Analysis of Strategies used by English Teachers in Teaching Reading Comprehension for Seventh-grade Students at SMPN 2 Singaraja."

As a matter of fact, due to the plague of coronavirus, the regular schooling system which takes place at schools cannot be authorized. Furthermore, English teachers shall develop several changes in the learning process. Consequently, the learning process has shifted from face-to-face to virtual class using Internet-connected networks. Thus, the novelty of the research is to recognize and discover strategies used by English teachers in teaching reading comprehension for online learning classes. In short, the researcher would like to recognize strategies used by English teachers in teaching reading comprehension for seventh-grade students, as well as to discover how English teachers shall implement the strategies for the online learning process.

1.3 Limitation of the Problem

It is significant to note that the research is restricted to recognizing strategies used by English teachers along with discovering how is the application of the strategies used by English teachers to teach reading comprehension for seventh-grade students during the online learning process at SMPN 2 Singaraja which located in Buleleng Regency. The restriction shall be made in order to make the research becomes easy to perceive.

1.4 Research Problems

The research problems can be put into words along these lines:

1. What strategies are used by English teachers in teaching reading comprehension during online learning for seventh-grade students at SMPN 2 Singaraja?

1. How are the strategies applied by English teachers in teaching reading comprehension during online learning for seventh-grade students at SMPN 2 Singaraja?

1.5 Research Objectives

The research objectives can be formulated as follows:

1. To recognize the strategies used by English teachers in teaching reading comprehension during online learning for seventh-grade students at SMPN 2 Singaraja.
2. To discover the application of strategies used in teaching reading comprehension during online learning for seventh-grade students at SMPN 2 Singaraja.

1.6 Research Significance

The results of the research will be expected to provide some significance as follows:

1. Theoretically significance:

The research will provide several valuable information about strategies used by English teachers in teaching reading comprehension. Additionally, the research will be expected to be a reference for other researchers to conduct research related to the process of reading comprehension focused on junior high school students. In conclusion, hopefully, the results of the study will be beneficial for students, English teachers, and all readers.

2. Practical Significance:

- a. For English teachers, the research findings will be expected to be a beneficial contribution that can be given to students so that each student shall recognize the strategies.
- b. For seven-grade students, the research findings will develop guidelines for learning English, specifically reading comprehension. Therefore, students shall comprehend the strategies used by English teachers to facilitate learners in learning to read.
- c. For future researchers, the research findings will provide guidance along with information on future researchers about the reading comprehension strategies used by English teachers for seventh-grade students at SMPN 2 Singaraja. Consequently, the results of the study will be expected to be a guideline for further research.

