

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Learning English had four skills that must be mastered by students, which are reading, writing, speaking, and listening. Reading makes pupils have an understanding about information from text. Reading is a way to find out the author's explanation of the content and ideas about an issue.

Understanding what reading was all about. The process through which readers create meaning by fusing information from texts with what they already know about themselves was known as reading comprehension. The reader cannot fully comprehend the meaning of the text if they do not grasp it. Being able to comprehend concepts and details obtained while reading texts is known as reading comprehension. Lems (2010:3) defines reading comprehension as the capacity to extrapolate meaning from a written material. Reading turns into a dynamic exchange between the reader's prior knowledge and the text.

The first step toward fully comprehending a word's meaning is to read it. "The first crucial ability that needs to be mastered while learning English is the value of teaching reading. Therefore, being able to comprehend what you read efficiently requires a variety of skills, including memory, abstract thought, visualization, vocabulary understanding, and accurate decoding." (Ness, 2010) Grabe (2009) Reading can also be defined as a process when readers learn something from what they read and involve it in an academic context as a part of

education. Students who were fluent in reading will be able to explain what they have read. It is expected of students to respond to the question and articulate their comprehension without ignoring any crucial details. Students must be able to read a text, book, newspaper, etc. so there were no errors in expressing the contents of what they have read.

Adequate reading speed for junior high school level students is 200 words in 1 minute. Someone who wants to become a proficient reader needs tenacity and repeated practice continuously, so that optimal results will be achieved. Hernowo (2005: 146) explained that reading at high speed is super reading (power reading), namely reading that can gain understanding quickly. Almutairi (2018:1) explained that one way to achieve the goals and expectations of education, students must master reading comprehension skills so that they can organize the class well.

Today's teachers of English need to provide students with relevant and creative learning resources, assessments, and strategies for learning, particularly when it comes to reading comprehension. By involving students in engaging learning activities, English teachers could help students comprehend the information being taught in addition to increasing their level of activity. Engaging in English lessons can encourage students to look forward to their English classes. This is an excellent way to make studying English fun and give students the impression that reading comprehension was a simple subject to acquire.

Reading comprehension was the enthusiastic process of getting meaning from a text and comprehending it fully and successfully (Nakamoto, Lindsey, & Manis, 2008). "When it comes to teaching reading comprehension, using reading

materials to help students derive meaning from texts is a dynamic, vibrant, and effective method that helps ESL teachers improve the academic performance of ESL students" (Anderson, 2003). Reading comprehension can be readily acquired by students and teachers through positive interactions.

According to Darmasyah, the key components of an effective learning approach were perspective, cognition, patterns, and direction. Learning strategies are also associated with skills which mean extremely specific learning behaviors. According to some of the opinions above, learning strategies are concrete ways that are used during the learning process. Teachers can change strategy even in the corridor of the same method. One method can be applied through various learning techniques.

The teacher guides each student in the class toward becoming a competent and successful reader through efficient reading comprehension instruction. A qualified teacher employs a variety of tactics and strategies based on the needs and preferred learning styles of each student in the class, rather than focusing just on one. As a result, effective reading instructors understand that there were numerous ways to teach reading, along with that they must be adjusted based on the needs of the pupils.

Based on the researcher interview with two English teachers grade 7 at SMP Negeri 2 Percut Sei Tuan on Tuesday, March 28, 2023. the researcher asked the teacher what the students' problems were in learning reading comprehension in English, from the interview answers that had been conducted by the researcher, it is found that most students did not achieve a passing grade of 60 when the

teacher administered a reading comprehension test of descriptive text. There were several difficulties faced by students when taking the reading comprehension test. First, students have difficulty reading the English text. The second, students found it difficult to identify information in the generic structure of the text. The third difficulty is that students do not really understand the language features of the text. The fourth difficulty the lack of students' vocabulary, sometimes students do not know the meaning of the tense and certain words that appear in the text. Finally, students difficult to conclude the meaning contained in the text properly.

Therefore, in this study, the researcher wanted to observe the strategies used by teachers in teaching reading comprehension to grade 7 students of SMP N 2 Percut Sei Tuan because SMP N 2 Percut Sei Tuan has several English teachers with different strategies in teaching English. Researcher would conduct research by observing teaching and learning activities with the title of Teachers' Strategies in Teaching Reading Comprehension of Descriptive Text for The Seventh Grade Students at SMP N 2 Percut Sei Tuan. Thus, this study aimed to observe the strategies used and applied by English teachers in teaching reading comprehension classes, and to know the reason teachers used the strategies. The writer chooses the English teacher as the object of research in observing the strategies used by the teacher in the teaching and learning process.

## **B. Problems of the Study**

In this research, the researcher formulated some research questions, as follows.

1. What teaching Strategies were implemented in Teaching Reading Comprehension of Descriptive Text for The Seventh Grade Students at SMP N 2 Percut Sei Tuan?
2. Why did the teachers used those strategies in Teaching Reading Comprehension of Descriptive Text for The Seventh Grade Students at SMP N 2 Percut Sei Tuan?

### **C. Objectives of the Study**

According to the problems statement above, the objectives of this research were.

1. To describe the Teachers' Strategies in Teaching Reading Comprehension of Descriptive Text for The Seventh Grade Students at SMP N 2 Percut Sei Tuan
2. To elaborate the reason the teachers used those Strategies in Teaching Reading Comprehension of Descriptive Text for The Seventh Grade Students at SMP N 2 Percut Sei Tuan

### **D. Scope of the Study**

This study focus on the strategies used by the English teacher in teaching reading comprehension for seventh grade students of SMP N 2 Percut Sei Tuan and the reason teachers used those strategies. The subject in this research was an English teacher in full day classes program on seventh grade students of SMP N 2 Percut Sei Tuan.

### **E. Significance of the Study**

After analyzing the problems, the researcher decided to get practical and theoretical benefits of this research paper, as follows.

#### 1. Practical Significances

- a. For the reader, the teaching reading comprehension it is potential that they will get large knowledge.
- b. For the teacher, teaching reading comprehension give some info and skill.
- c. For the student, the student can understand about added information about the important of mastering reading comprehension through reading text.

#### 2. Theoretical Significances

- a. Teaching reading comprehension it can be applied as input English teaching learning process at the end of the research paper.
- b. As a reference for those who want to conduct research in teaching reading comprehension, the results of this research can be used later as a reference.