

CHAPTER I

INTRODUCTION

A. Background of the Study

One aspect of the 2013 Curriculum's learning process is the emphasis on language skills as a communication tool, knowledge, logical thinking, systematic thinking, and creativity. For the teaching of English to be successful, the four skills, reading, listening, speaking and writing, should be integrated in an effective way. These skills should be addressed in a way that helps students and develop their communicative competence gradually (Lorena, 2015). When students speak, they create sounds, and when they write, they create signifiers. Listening and reading, on the other hand, are classified as receptive skills because learners receive information specifically through listening and reading. English learners should be fluent in all of these skills as a matter of fact, many English learners do not master all of those skills; for example, some English learners are good at writing but not at reading.

The government policy number 32 2003 on Standard National Education was implemented in 2013 in order to improve national educational achievements, and the school-based curriculum known as Kurikulum Tingkat Satuan Pendidikan (KTSP) has been steadily developed since then. In this case, the 2013 curriculum aims to improve educational quality at the local level through the development of local content and national curricular structures.

Students are expected to read, comprehend, summarize, and rewrite texts in their own words when learning a language.

Harmer (2007; as cited in Fahas, 2021) reading is essential. To begin with, it is advantageous to the student's personal life. Reading English texts can either help students' future studies and careers or simply be enjoyable. Second, reading can help students improve their writing skills, spelling, and vocabulary knowledge, all of which can help them learn a language. Reading employs a variety of techniques. Reading comprehension is the most important. Cognition includes reading comprehension. It entails connecting the learner's studies, experiences, and prior knowledge to form the meaning of the text.

Weaver (1994; as cited in Ahmad, 2013) states that “reading comprehension as a process that involves organizing the reader's prior knowledge of the world and language” (p.44). Predicting, questioning, summarizing, determining the meaning of vocabulary in context, monitoring one's own comprehension, and reflecting are all skills. Reading comprehension is composed of three major components: vocabulary understanding, sentence understanding, and paragraph understanding.

To enhance the quality of teaching and learning activities, teachers should select a teaching strategy based on the interests, intelligence, disabilities, geographic location, and distance of the students. The strategy of teachers is critical in teaching reading activity. Using an efficient and effective strategy can assist students in understanding more. According to Brown (2004), has noted that teaching strategies can make teaching reading easier to implement a variety of

teaching methods and techniques. Therefore, successful teachers who teach reading comprehension realize that reading can be taught by using various strategies. As a result, a successful teacher understands the significance of teaching strategy in improving students' language skills, particularly reading skills.

There are various genres of text in English, but this research focuses on news item text. The researcher chose news item text in this research because the text was rarely used in previous studies. News item text are an essential resource for improving students' understanding of complex topics. They can help students understand difficult concepts, ideas, and information clearly and concisely, making them an excellent resource for building critical thinking skills and comprehension.

By choosing news item text as the focus of this research, the author aimed to investigate teachers' strategies for teaching reading comprehension of this text and to identify any possible gaps in students' understanding and how they can be addressed. It is important to understand the effectiveness of these strategies to ensure that students develop the necessary skills and knowledge to fully comprehend these complex texts. This research can provide valuable insights into teaching and learning practices and can help to improve student outcomes in reading comprehension. News item text is written to inform the readers, listeners or viewers about an event of the day, which is considered newsworthy or important. News item text is introduced to students in the third level or twelfth grade of Senior High School in the English subject syllabus. After completing this

material, students should be able to understand the contextual meaning of social functions, generic structure, and language features of news item text both verbally and in writing.

In this study, the researcher chose to focus on only one teacher, namely the teacher who taught the English subject in class 12 MIPA 7. Selecting only one teacher for the research is a deliberate decision to focus on a specific teacher's strategies and to gain insights into the effectiveness of the strategy in teaching reading comprehension of news item text for grade 12 students.

The decision to focus on only one teacher is based on the assumption that this teacher represented a specific teaching style, strategy or approach. By studying the strategies used by this one teacher, the researcher can gain a deeper understanding of how specific teaching approaches can influence student outcomes, and can then develop recommendations for teachers in similar contexts.

Furthermore, the decision to focus on only one teacher also allows for a more detailed and in-depth analysis of teaching practices and strategies, which can be more difficult to achieve if multiple teachers were included in the study.

Based on observation made at MAN 1 Medan, specifically in the twelfth grade, MIPA 7. To teach reading comprehension, the teacher has certain students read aloud the entire material first, and the teacher corrects students' pronunciations if they say something wrong. The teacher then asks the students to recognize important words for them. The teacher instructs them to use the dictionary for definitions before responding to the reading comprehension

question. When teaching students about reading comprehension, teachers frequently use this method.

However, there were only ten students out of thirty-five in that class received the required minimum score of seventy. Meanwhile, twenty-five students failed to reach the requirement. They were unable to comprehend the text. The researcher discovered that students in grade XII of MIA 7 still struggled with reading comprehension. These issues were caused by a variety of factors. First, the students lacked vocabulary mastery. They were unable to comprehend what they read because they did not understand the meaning of many of the words in the texts. Second, the students had problems understanding the text's content. They still had difficulty determining the text's topic, main idea, stated and unstated information, and references.

Based on the problem, it is clear that the teacher would have to put in a lot of effort to teach students how to read the text to achieve the basic competence objectives. As a result, the researcher decides to conduct a study to identify teacher strategies for assisting students with news item text reading comprehension. In order to solve these issues, it is necessary to understand the teacher's strategies for teaching reading comprehension. By understanding these strategies, the teacher can employ better strategies for teaching reading comprehension of news item text.

The importance of this problem of the study lied in the critical role of reading comprehension in higher education, as well as in the workforce. Students must develop strong reading comprehension skills to prepare for their future

academic and professional careers. Therefore, it is crucial to identify the strategies that teacher use when teaching reading comprehension to students. This will help educators improve their methodology, and ultimately, improve the student's academic performance.

Furthermore, the results of the study can contribute to existing knowledge in the field of education and pedagogy, by providing insights into the most effective teaching strategies for reading comprehension of news item text, which could be replicated and implemented in other schools.

Therefore, the problem of the study was a relevant and important issue in the field of education and requires in-depth investigation to provide practical solutions for educators and policymakers.

B. Problems of the Study

Based on the background of the study, the problems of the study are formulated as follows:

1. What strategies did the teacher apply in teaching reading comprehension of news item text?
2. Why did the teacher implement the strategy in teaching reading comprehension of news item text?

C. The Objectives of the Study

Related to the problems of the study, the objectives of the study were intended to find out:

1. To find out the teachers' strategies in teaching reading comprehension of news item text.
2. To elaborate on teachers' reasons for using the strategy in teaching reading comprehension of news item text.

D. The Scope of the Study

This research focuses on describing English teachers' strategies in teaching reading comprehension of news item text and the reason why the teacher use the strategies in teaching reading comprehension of news item text at twelfth grade students of Man 1 Medan.

E. The Significance of the Study

The result of this studynis expected to give a theoretically and practically contribution. Theoretically, the findings of this research contribute to either strengthening or modifying the aspect of teachers' strategies in teaching reading news item text.

Practically:

a. Students

The Findings of this research can be used as a new reference to learn English, especially in reading. Students can know the kinds of teachers' teaching strategies in reading comprehension.

b. Teachers

The researcher expected that this research can be input and provide suggestions for teachers who teach reading. Hopefully, this research is useful for teaching strategies in transferring knowledge to students and can help teachers determine the right strategy for teaching.

c. Author

For the researcher, this research can be useful to complete the researcher's study. This study will help to improve critical thinking skills and analyze data. This study will help as well to gain a better understanding of the issues that arise in English language teaching.

d. Other Researcher

This study would give some contribution and information for the next researchers about teachers' strategies in reading comprehension. These findings can be beneficial as further guidance. The result of the research is expected to give some contribution to students, teachers, and future researchers.