

CHAPTER I

INTRODUCTION

This first chapter of this thesis presents the (1) Context of the Study, (2) Focus of the Study, (3) Objectives of the Study, (4) Significance of the Study, (5) Scope and limitation, (6) Definition of Key Terms.

1.1 Context of the Study

English in Indonesia is considered a foreign language, an international language that has a long history. Nationally, English has been taught formally from childhood to university in Indonesia (Alfarisy, 2021). The policy first taught English in schools at the junior high school level. Currently, English teaching in junior high schools is carried out using the independent curriculum. In this curriculum, the aim of teaching English is to develop students' skills such as speaking, listening, reading, and writing. The scope of English teaching in Junior High Schools (SMP) is that reading skills play an important role in developing students' understanding of English vocabulary, sentence meaning, paragraph messages and critical thinking. However, reading skills are still an obstacle, for example lack of interest in reading or difficulty understanding texts (Nuralimah, 2023).

The research was conducted by selecting a location that is relevant to the problem being studied. In this case, SMP Negeri 1 Blitar as the main research location because of its good reputation, high academic achievement, implementation of the independent curriculum and adequate school facilities

support. This selection is also supported by the results of an interview with Mr. Denavi. This selection is based on the characteristics of the school that are suitable for research and supporting initial data so that the researcher conducted a preliminary study, one of which was an interview with Mr. Denavi. Here is an excerpt:

“According to what is in the school itself, there are actually several students who participate in competitions such as quiz, storytelling for the speech contest is still in the process of the competition, more or less like that. At school there is an English club so, children are trained in storytelling and speech contests. In my teaching method, I use PBL (Problem Based Learning) which begins with a trigger question first, then later students are grouped to solve a problem. At the beginning of the learning, I use (Ice Breaking) and also games related to vocabulary such as Scattergories' more or less like that. For the media in reading that I use myself in learning for class VII, it is like formative texts such as questions or sometimes making questions from the text that is read”. (INT-01-SC-TC-Denavi, on Monday, October 21 2024 at 09.00

Based on interview above, it is factual that there are 3 (Three Strategies in teaching Reading comprehension), which are 1) SMP Negeri 1 Blitar has a PBL-based teaching method. 2) The school at SMP Negeri 1 Blitar is active in English language competitions (storytelling, speech and quiz competitions, as well as participating in English club and English Camp organizations). 3) Apart from that, SMP Negeri 1 Blitar gave access permission to carry out research to conduct (preliminary study interviews) to look for existing problems at SMP Negeri 1 Blitar. Researcher has conducted preliminary studies, one of which an interview with Mrs. Verit rossus, the excerpt is as follows:

“Yes, I myself still see that some students have difficulty in reading, namely in vocabulary development, because some students have difficulty remembering and using new words for everyday conversation. Yes, vocabulary is still limited. Sometimes children have difficulty spelling words that may be different from their pronunciation. In addition, the structure of the words in the formulas in tenses may be because students are not yet familiar with the rules. To overcome this, I will tell students to read paragraphs in turns, then students are invited to discuss in groups, students read texts such as (procedural texts) then translate the meaning, so I often tell students to read and the others

listen. so, like that” (INT-02-SC-TC- Verit rossus, on Monday, October 21 2024 at 10.00

There is an interesting phenomenon in teaching English at this school. Excerpts from this interview are as follows; (1) Some students in class VII experience difficulties in developing vocabulary in English. (2) Most class VII students also have difficulty understanding word structures in English. (3) Class VII students still have difficulty in spelling and pronunciation when reading English texts. Based on the results of interviews (preliminary studies) conducted with class VII English teachers at SMP Negeri 1 Blitar, the teacher said various the problems revealed were that some students had difficulty developing vocabulary in English, so this condition resulted in a lack of vocabulary development exercises in reading so that teachers paid more attention to the level of vocabulary in reading skills. Other difficulties in understanding word structures that they experience affect their confidence in reading. Class VII students of SMP Negeri 1 Blitar also experience difficulties in various aspects such as difficulty spelling when reading. This is supported by observations of several English teachers in class VII when teaching reading skills, which can show that some students have difficulty spelling words correctly. Spelling errors when reading not only affect understanding but can also reduce your confidence in reading. Interestingly, to the overcome this problem, teachers at schools manage reading teaching activities using the problem-based learning method (PBL), for example; analyse text (narrative text, procedure or expository text), informative text and news articles, digital reading applications, e-learning platforms, collaboration and group discussions, presentations, given multiple choice questions, presentations and essays. This technique is interesting because it is different from other schools. Therefore, it is urgent to launch a reading

learning strategy at SMP Negeri 1 Blitar by conducting a single qualitative case study that describes the strategy on the reading skills of class VII students. To ascertain whether this research will provide anything new, the researcher analysed previous study on the strategy of teaching English at Junior High School.

Based on data obtained from interviews (preliminary studies) with teachers, this is also related to significant comparisons in previous studies. The first previous research entitled "The Effectiveness of Partner Reading Strategy to Improve Students' Reading Comprehension for Junior High School Students" was written (Anisa, 2022). The findings in this research can be summarized as follows 1) Teachers choose reading materials that are appropriate to each student's intelligence level, meaningful and relevant. 2) Teachers can apply interactive methods such as telling stories together, using flashcards, using picture media and playing reading games. 3) Teachers create a comfortable learning environment by creating reading corners, audio-visual equipment, etc. This research shows that students can improve their ability to understand reading content, the ability to read fluently and be able to identify letters and words in a text.

The second research was previously written by (Meliza, 2016). The title of this research is "Teacher Strategies in Improving Reading Skills of Lower Grade Students in the Core Group of Peudada District, Bireuen Regency." Peudada District, Bireuen Regency. The findings of this research include; 1) the coloured letter card strategy will make students more quickly remember the letters in reading, graphic media such as posters, pictures and real objects in the school environment, are related to learning to read. 2) reading skills, singing strategies to make it easier for students to remember sentences or words contained in the reading text. This

strategy of learning process becomes more interactive in improving students' reading skills.

The third research was previously written by (Novita, 2023). The title of the research taken was "Teacher Strategy in Teaching Reading Comprehension to Eighth Grade Students at North Sumatra Middle School, Tanjung Morawa". This research aims to observe the types of strategies used by teachers and their application in the process of teaching text procedures on reading comprehension. The findings, the results of this research include 1) the teacher's teaching strategies to guide students to be able to understand the text and the questions that have been given to obtain information about reading itself. 2) the teacher is able to apply learning strategies for understanding text reading procedures. 3) the teacher applies teaching strategies by creating small groups or discussions. This strategy is said to be effective and can be applied in teaching reading comprehension, students become more active, more focused in understanding the content of the text and questions related to text.

This phenomenon was explored on Monday, October 21 2024 at 09.00 - 11.00, that occurs can be focused on the strategies used by teachers in teaching reading skills at SMP Negeri 1 Blitar, which is one of the junior high schools in Blitar City, East Java. There is something unique about this school, namely that the school won national level English competitions such as storytelling, speech competitions and quiz competitions in class VII. Quality educational institutions that are able to produce young people who are intelligent, have character and are ready to face future challenges. With an innovative curriculum and modern facilities, the school is committed to providing learning opportunities for its

students to develop their potential to the maximum. The SI CERDAS jargon is an Inspirational, Scientific, Educative, Religious, Disciplined, Beautiful and Courteous School, SMPN 1 Blitar is ready to give birth to an intelligent and high-quality young generation towards the golden generation of 2045. SMP Negeri 1 Blitar has a vision and mission to produce innovative students, intelligent, religious, disciplined, nationalist, and proud of the nation's culture. An approach based on real learning and technology by prioritizing character education according to the Pancasila Student Profile.

Based on the explanation above, it is necessary to carry out research to obtain detailed information about the teacher strategies in teaching reading skills for grade VII of Junior High School: A single case study at SMP Negeri 1 Blitar. Hopefully this research can provide useful information and data.

1.2 Focus Of the Study

Based on the explanation above, the main focus on this research is The Teacher Strategies in Teaching Reading Skills for Grade VII of Junior High School. This focus is formulated into the following sub focuses:

1. How do English teacher plan teaching strategies for English reading skills to grade VII of SMP Negeri 1 Blitar?
2. How do English teacher implement the strategies in the process of teaching English reading skills at SMP Negeri 1 Blitar?
3. How do students interact and improve their English reading skills in process learning through the teachers' instructional strategies VII of SMP Negeri 1 Blitar?
4. How are the effects of the English teachers' strategies towards the for students' English reading skill at SMP Negeri 1 Blitar?

1.3 Objectives of The Study

From the focus and sub focuses of this study above, the objectives are formulated as the followings:

1. To describe English teacher plan teaching strategies for English reading skills to grade VII of SMP Negeri 1 Blitar?
2. To describe English teacher implement the strategies in the process of teaching English reading skills at SMP Negeri 1 Blitar?
3. To describe do students interact and improve their English reading skills in process learning through the teachers' instructional strategies VII of SMP Negeri 1 Blitar?

4. To describe effects of the English teachers' strategies towards the for students' English reading skill at SMP Negeri 1 Blitar?

1.4 Significance of The Study

This study will contribute to the contexts of theoretical and practical significances.

1.4.1 Theoretical Significances

Results of this study contribute to the alternation of Teaching English Reading Strategies such as read aloud and think aloud. According to (Frey, 2002) This study emphasizes approaches that encourage interaction between students and teacher to enhance reading skill and critical thinking.

1.4.2 Practical Significances

a. School

It can be hoped that researchers can use this as an evaluation tool as assessment material in schools, especially to improve the process of teaching and learning English, especially in efforts to improve reading skills in students at SMP Negeri 1 Blitar. So can used as evaluation material for research in schools, especially in improving the quality of the English language teaching and learning process in developing academic competence in schools.

b. Teachers

The knowledge gained from this research will help English teachers to create an effective and efficient learning experience. This research will increase the attractiveness of the teaching process as well as strategies for learning reading skills. The findings in this research can be used as valuable input for educators at SMP Negeri 1 Blitar, thus encouraging educators to focus on abilities and skills in learning to read for their students.

c. Students

It is hoped that this research can provide new knowledge to students of SMP Negeri 1 Blitar so that they can provide input to English teachers regarding learning. Through the understanding gained from this research, it is hoped that students will have the opportunity to discuss with the English teacher regarding the learning strategies that are most interested in them or are most efficient for them in learning reading skills.

1.5 Scope and Limitations

This study is limited to the description of the English Teachers' Instructional Strategies for teaching reading at SMP Negeri 1 Blitar. Therefore, considering the times and resources the study will deeply unleash the phenomena that exist in school. This mean that the results of this study will be uniquely description of the phenomena in this site with specific case of the "Teacher Strategies in Teaching Reading Skills to Grade VII Students in Junior High School" The researcher provides reasonable transferability which enable this research becomes a reference for further study.

1.6 Definition of Operational Terms

To prevent misunderstandings in reading, researchers should provide definitions of key terms:

1.6.1 Strategies

According to (Julike, 2022) strategies is ability to create strategies for various learning activities so that they can meet the various levels of ability possessed by students. In a series of actions that include the use of a method and the use of various resources or activities in learning. In a preparation there is a new

strategy until it reaches a process where the work plan has not yet reached its level. Teachers planning for English reading require designing learning that not only follows the established curriculum but also adapts to classroom dynamics. The main challenges teachers face in learning planning are improving students' comprehension of reading texts, adapting to support students' abilities, and using technology to help meet students' needs (Maulida, 2025).

1.6.2 Teaching

(Lubis, 2021) define teaching is essentially a process of managing and organizing the surrounding environment, so that the process can develop the surrounding environment to encourage students in the learning process. The process of teaching reading can also involve basic skills such as connecting sentences, understanding phrases, and connecting symbols. The implementation of teacher reading strategies helps students develop effective reading skills. This concise, strategic approach teaches comprehension of complex reading texts, develops a broad vocabulary, and enhances critical thinking skills. This can be achieved through the application of various methods, including thinking strategies, pair-building, experience sharing, problem-solving, and vocabulary mastery (Ramadhani *et al.*, 2023).

1.6.3 Reading

According to (Muliawanti, 2022) Reading is a skill that can be learned by humans in daily activities that carried out to be able to convey a message and understand the meaning contained in the text. In reading we will find several varieties, namely reading aloud which is reading with a sound and reading silently (reading without sound). There are 2 types of reading activities, namely extensive

reading skills, namely speed reading which aims to find and express and even understand the essence of the problem stated in a text quickly. The interaction between students and teachers in the development of teaching reading creates a pleasant atmosphere, creates joint discussions, gives responsibility to students, the use of speech and the choice of appropriate words in the relationship between teacher and student can influence reading skills (Amiruddin, 2020). The effect of reading strategies on students can have a positive influence because this approach improves students' reading abilities, fosters interest in reading, broadens their understanding of reading texts, develops critical thinking skills and solves problems in detail (Hidayati, 2024).