

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of Research

One of the most significant language skills for students to learn is reading. By taking part in this reading exercise, students can develop both their language skills and their knowledge. They will get the ideas and knowledge they need. Additionally, according to (Laddo,2007), they will be able to pick up new information. Reading increases one's intelligence and creativity.

It is possible to think of reading as an "interactive" process that involves the reader and the content and evolves to automaticity or fluency (reading fluency). According to Herham Solaeman, accessed from <http://www.readingmatrix.com/articles/alvousef>, in this process, the audience interacts adaptively with the text as he attempts to understand the meaning, in which various types of knowledge, including linguistic or systemic knowledge (through the bottom-up processing) and graphic knowledge, are utilized (through top-down processing).

"The act of ways of knowing by coordinating numerous intricate processes including word reading, word and world knowledge, and fluency," according to Klingner (2007), is what reading comprehension requires. It describes the capacity to understand a word's meaning as well

as the connections between ideas presented in a text. He also explained to teachers the three stages of teaching reading comprehension: naming, practicing, and assessing. To put it another way, the abilities the teacher want their students to possess, then provide them the chance to practice those abilities using workbooks or worksheets, before assessing whether or not they have correctly learned the ability.

The outbreak has prompted a significant shift in the mode of instruction from offline to online. There has been a lot of study on teaching reading comprehension strategies, but the online form has yielded few results. Reading comprehension is a technique for understanding texts in which we obtain significant knowledge and insight from the text by reading in addition to reading words, vocabulary, or fluency. Certain competencies and strategies must be used to comprehend reading. (Willis, 2008).

A review of the previous study consists of some researchers which were conducted in this area. They can be used as references in this study.

Khairunnisa (2016) did research entitled "*An Analysis of Teachers' Strategies in Teaching Reading Comprehension of First Grade Students at SMK Swasta Tunas Karya Batang Kuis*" in her study she found that students have the most problem comprehending the texts, especially the various aspects of reading such as the main idea, detailed information, making inferences and noting references and also teacher could help students in developing the meaning contained in the text reading so that students more easily understand the contents of reading.

The researcher found there are two strategies that the teacher used, scaffolding and QARs (Question Answer Relationship). The first strategy that the teacher used was scaffolding. The teacher used the scaffolding strategy because the scaffolding strategy helped the students to become more independent learners during reading comprehension lessons and the teacher used this strategy. After all, when the researcher observed in the classroom, the researcher have an analysis that the way the teacher asked first all the students which words they did not know in the text.

The second strategy was questioning the answer relationship. The teacher using this strategy could help students in developing the meaning contained in the text reading so that students more easily understand the contents of the reading. The teacher makes their thinking explicit by verbalizing their thoughts while reading orally. And also the teacher wants the students could know the meaning of the text and can understand the text.

In addition, Yulia (2020) did a research entitled "*An Analysis of English Teachers' Strategies in Teaching Reading Comprehension at Senior High School in Bengkulu, Indonesia*" in her study she found that students had difficulty comprehending the texts. The teachers used various strategies and modified the strategies used for teaching depending on the materials or the genre of the text studied. So, the process of teaching-learning reading comprehension was made more interesting.

The researcher found there are question-generating strategies, question-answering strategies, and encouraging the use of dictionaries

strategy used by the teacher. Question generating is the strategy that requires learners to ask and answer questions from the teacher while they are reading to understand the text. Then, the question-answering strategy is a strategy used to encourage the students to answer the question from the teacher. The last, encouraging the use of dictionaries strategy. In this case, the two teachers of this lesson asked the students to use a dictionary in the pre-reading stage, during the reading stage, and while the reading stage.

Then, Isnaeni (2020) did a research entitled "*An Analysis of Lecturers' Strategies in Teaching Reading Comprehension of The Third Semester of English Students at State Institute for Islamic Studies of Salatiga in The Academic Year of 2019/2020*" in her study she found that students difficulty in comprehending the texts and the students are passive in the class.

The researcher found there are memorizing, question and answer, silent reading, discussion, and reading aloud. In the first memorizing, every final learns the lecturer asked students to memorize the lesson today. This strategy helps students to understand the reading text. Because after memorizing and knowing what it means students will easily understand in understanding the text. The second question and answer are used by the lecturer to know how far the students understand the content of texts. The lecturer used this strategy to benefit him because the students not only just as read the passage but also understanding really what the content of that passage.

Then, in silent reading, the students read the text by themselves. If they don't understand the meaning, the lecturer allows the student to open their dictionary. The discussion strategy is one of the strategies used by the lecturer in the classroom. The lecturer predicts that this strategy could allow the students to learn more about the information from their other friends. In other words, the strategy used by the lecturer made the student confident to give an opinion in the discussion. The last, reading aloud, the lecturer gave the text from the textbook. The students were divided into small groups to discuss the text and then the students present their results in front of the class with speak loudly.

The differences between this study and previous research studies above are the researcher focused to find out the English lecturer's strategies in teaching reading comprehension and finding out what strategy is the most used for the online reading class. Also, the data collection will be done online because of the pandemic and the class has not been held offline (face-to-face), yet.

## **1.2 Formulation of The Problem**

The formulation of this study are:

1. What are the strategies used by the English lecturer in teaching reading comprehension at Sekolah Tinggi Bahasa Asing LIA Jakarta?
2. What is the most used lecturer's strategy in online reading class at Sekolah Tinggi Bahasa Asing LIA Jakarta?

### **1.3 Research Objective**

The objectives of the study are:

1. To find out the English lecturer's strategies in teaching reading comprehension at Sekolah Tinggi Bahasa Asing LIA Jakarta.
2. To find out the most used lecturer's strategy in online reading class at Sekolah Tinggi Bahasa Asing LIA Jakarta.

### **1.4 Scope and Limitation**

Based on the problem, this research only discusses the types of reading strategies and the lecturer's most used reading strategy. To conduct this study, the research will focus on what kinds of teaching strategies are employed by the English lecturer in teaching reading comprehension class at Sekolah Tinggi Bahasa Asing LIA Jakarta.

### **1.5 Research Methodology**

#### **1.5.1 Method**

A qualitative paradigm and descriptive methodology were implemented in this study's design to determine the English lecturer's strategy for teaching reading comprehension, and the data were reported in detail through direct observation and interview. With such a focus on understanding these aspects, researchers study people's behavior, opinions, experiences, and feelings using the qualitative research method.