

# **Teachers' Strategies in Teaching Reading to Students at Secondary Level**

## **CHAPTER I**

### **INTRODUCTION**

This chapter elaborates the background for conducting this study, research questions, aims of the study, scope of the study, significant of the study, research methodology which includes the research design, population and the sample, instruments, data collection, and data analysis, clarification of terms, and organization of the paper.

#### **1.1 Background of the Study**

It is widely believed that reading was one of four basic skills in English, plays an important role in language learning. Reading is an activity to get meaning of the text which involves the readers' knowledge and the text they read. However, reading is not just to read aloud the text without any goals. It requires the language learners to receive and to understand incoming information or input that without understanding inputs the learners cannot learn anything (Nunan, in Richards and Renandya, 2002).

Learning to read is an important educational goal for both children and adults, the ability to read opens up new worlds and opportunities. There are many reasons why students want to read English texts. Many of them want to be able to read texts in English either for their careers, for study purposes or simply for pleasure (Harmer, 2001). Harmer (2001) states that some of the language sticks in someone's mind as the part of the process of language acquisition, and if the reading text is especially interesting, acquisition is likely to be more successful. Reading text provide a good model for English writing. In addition, reading text also provide opportunities to study language.

McNamara (2009) said that readers may encounter any number of reading problems in the path to comprehend. According to McNamara (2009), reading problems stem from several sources. The readers sometimes: (1) not able to read the words themselves, (2) can not understand how the words come together in each sentence, (3) can understand each word and even each sentence, but fail to understand the relationships between the sentences, and (4) can not understand the meaning of the text as a whole.

Regardless of the reading problems, McNamara (2009) states that teaching strategy is one of the most effective means of helping students to overcome them. As Reiser and Dick (1996) argue that teachers can use the different strategies of teaching to achieve teaching-learning goals and objectives. This implies that it is teachers' responsibility to make students able to read English texts by employing suitable teaching strategies of reading.

Teachers have to choose the appropriate method and strategy for students with different quality and quantity (Brown, 2001; Harmer 2001). Besides, teachers attempt to create good learning atmosphere to make students experience the learning process by using both appropriate materials and teaching strategies delivered by teachers.

In spite of any efforts made by teachers to use their entire competence, master the materials, comprehend the aims, manage the programs, use method and technique, and lead the class and teaching-learning activity using its infrastructure, teachers' strategies cannot be taken for granted because these strategies play a crucial role.

Brown (2001) states that there are three strategies of reading: strategies before, during, and after-reading. Strategies before reading are divided into four strategies: setting a purpose of reading, previewing the text, activating background knowledge, and predicting content of the text. Having a reading purpose before reading is important because it is closely connected to the readers' motivation that affect the readers' way to read the text (Muaka, *et al*, 2003:15). Previewing the text is an activity in which the reader should look at the title,

pictures, graphic and other components of the text before they read it. Activating background knowledge is an effort done by the readers to make connection with the text is by examining content, background knowledge, and concept behind the words. Therefore, it is important to activate the readers' background knowledge in order to make the readers easier to understand the text by connecting what information they already have related to the content of the text. Predicting is one of activities to activate the background knowledge by guessing what the text is about based on the pictures, vocabularies, and other clues.

Thus, reading strategies during reading consists of six strategies, namely cross-checking, rereading, predicting and confirming, skipping, reading on and going back, connecting background knowledge with the information in the text, stopping and reviewing, thinking about explicit and implicit information. The last strategy after reading include: retelling and summarizing, using a graphic organizer, drawing conclusions, rereading, discussing-responding, and writing to support understanding.

Given the facts that teacher's strategies are important to attain the lesson objectives, which affect the teaching learning circumstances, it become the focus of the study. Therefore, considering those explanation above, this research is conducted to find out what strategies employed by the teachers in teaching reading to students of a junior high school in Bandung and students' responses towards each strategy.

## **1.2 Research Question**

This research essentially tried to figure out the strategies used in teaching reading. Hence, this study merely focused on these following questions.

- 1) What strategies do the teachers use in teaching reading to students at secondary level?
- 2) What are the students' responses toward the strategies used by the teachers?

### **1.3 Aims of Study**

From the earlier explanations and the proposed research questions, the aims of this study are as follow.

- 1) To investigate the strategies those are used by teachers in teaching reading to students at secondary level in class.
- 2) To find out the students responses toward the strategies used.

### **1.4 Significant of the Study**

This study is expected to give benefits for many people, especially for those who are associated with this area.

For English teachers, to provide clear view of what strategies likely appropriate and proper in teaching reading, alongside the anticipation towards the emerging problems related to reading skill.

For students, to improve their awareness of strategies used for better understanding in the processes underlying in reading.

For other researchers, to give benefitable information on teaching strategies in reading implemented in the classroom in order that they conduct further investigation.

### **1.5 Scope of the Study**

This study attempts to investigate what strategies used by teachers and to find out students' response to the strategies by involving two teachers and two classes of students in junior high school.

## **1.6 Research Methodology**

### *1.6.1 Research Design*

Qualitative approach with descriptive method will be employed in this study. The purpose of qualitative approach is to understand, describe and explain beliefs, behaviors and meaning in context-specific settings (Wu and Volker, 2009). The researcher employed a combination of observation, questionnaires, and informal interview.

### *1.6.2 Subject of the Research*

This study will be conducted in one of the junior high schools in Bandung. The participants of this study were teacher and students.

### *1.6.3 Data Collection*

Several techniques will be employed to collect data of this research. Survey or questionnaire, interview, observation and document analysis are several methods that can be employed to collect data (Alwasilah, 2002). In collecting the data which are needed for this study, the researcher will use three of them.

- **Observation**

The data collected from several meetings that conduct in the classroom through observation. The observation in this study was conducted to determine behaviours in classroom including what the teachers said and done, also what the students' responses toward teaching and learning reading process.

- **Interviews**

In this study, the interviews were conducted to the teachers. It was conducted individually at place and time that had been compromised. Fraenkel and Wallen (2009) assert that interview aims at gaining more informations that relate to the issue and at finding out what the respondents think or feel about something.

- Questionnaire

List of a research or survey questions were given to respondents (students of Junior High School). It was designed to extract specific information on students' responses toward teachers' strategy in teaching reading.

### 1.7 Clarification of the Term

This study may generate some terms requiring clarification which can bring confusion. To avoid such circumstances, the terms will be elaborated in accordance with the research. Those terms are teacher's strategies, teaching reading, and Secondary level.

- Strategy means various actions, behaviors, steps, activities, or techniques that either teachers or students perform in the classroom (Brown, 2001). Teaching strategy, according to Walker (1994, as cited in Volya, 2009), is '*a combination of student activities supported by the use of appropriate resources to provide learning experience (process) and/or to bring about the desired learning (product)*'. So teacher's strategies in this context can be defined as any efforts made and employed by the teacher in managing the classroom in order that the learning process may reach the objectives.
- Secondary level refers to schools or educational institutions above primary school (Elementary School) and below tertiary school (University Level). According to Lie (2007) and Holsinger and Cowell (2000), Secondary school has the usual duration of studying between grade 7-12. Therefore, secondary school can be Junior High School (Sekolah Menengah Pertama) or Senior High School (Sekolah Menengah Atas). However, this research is limited to involve Junior High School (Sekolah Menengah Pertama).

## **1.8 Organization of the Study**

This paper will be organized into five chapters. The chapters will be divided into subtopics to elaborate the issue given as follows:

Chapter I is Introduction. It comprise the background of the study, research problems, aims of the study, limitation of the study, research methodology, clarification of the terms, and organization of the study.

Chapter II Theoretical Framework which is provides the theoretical framework on the issue that is relevant with the present study.

Chapter III is Research Methodology which is explicated the methodology on conducting this study. It consists of research method, instrument, respondent, technique of data collection, and data analysis.

Chapter IV is Finding and Discussion which is provides the explanation of the result of the study after conducting the research.

Chapter V is Conclusion and Suggestion which is presents all the conclusion of the study and also provides the recommendation for further researchers and related institution.