

CHAPTER I

INTRODUCTION

This section elaborates the background of the study, research questions, research purposes, research significances, research scope, conceptual framework, and previous studies.

A. Background of Study

Understanding a text is not always easy for those who learn a foreign language, an effective strategy is needed to cope with it. By employing an effective strategy, students will find it easier to understand the content of the text they read and make it easier for them when they must convey the text message to others. As noted by Block (2001), the reading strategies used by students varied. Students have their own reading strategies to adapt to their learning level based on the materials they read. Strategies aligned with text materials help students understand text materials well. Without strategies, it is difficult to get information and understand the meaning of the text. Reading strategies are essential not only for successful comprehension, but also for overcoming reading difficulties and improving reading and comprehension skills (McNamara, 2009). In other words, reading strategies are important to help students understand the text.

In developing reading comprehension, a second language learners (L2 learners) must be familiar with the keys to learn reading comprehension. According to Texas Education Agency (2002), the key comprehension strategies for learning, namely activating and utilizing background knowledge, creating, and asking questions, generating conclusions, predicting, summarizing, visualizing, and checking comprehension.

Reading is natural for most people, but reading and comprehending text is a complex and interactive process. To understand the text, the reader must know the components of reading. Klingner (2007: 5) suggests that readers should acquire four micro-competencies for reading comprehension such as vocabulary, decoding, fluency, and world knowledge. By understanding these skills, the reader is expected to be better at understanding the text. Therefore, appropriate and

effective strategies in reading comprehension are quite central. With an appropriate strategy, a teacher can develop reading comprehension skills among his students.

Limited observation in an Islamic Senior High School at Tanjungsari, Sumedang reveals that a teacher has encountered some difficulties in the teaching of reading comprehension, particularly in the teaching of news item text. Thus, she must use the appropriate strategy when teaching reading comprehension so that what she conveys the students are able to understand it. The results of this study are consistent with the results of the 2011 Progress in International Reading Literacy Study (PIRLS) and the 2012 Program for International Student Assessment (PISA) survey of student reading and comprehension skills. Out of 65 countries, Indonesia is ranked 57th in comprehension and reading skills. Comprehension and reading skills are useful in understanding the role of the younger generation in the country's development. The ability to reflect and evaluate the content of the text is the most difficult skill compared to the ability to reveal information according to the results of the PISA analysis. The low comprehension and reading skills in students are caused by several problems including students rarely read the text given by the teacher because it is less interesting and lacks vocabulary mastery, students prefer to play with current technological equipment and students only use their time a little to read, thus making it difficult for students (Lubis, 2014).

There are several previous studies related in this research (see Kim, Vaughn, Klingner, Woodruff, Reutebuch, & Kouzekanani 2006; Taylor, Stevens, & Asher 2006; Sporer, Brunstein, & Kieschke 2009; Shang 2010; Muslaini 2017; Sarjan & Mardana 2017; Nurhamidah, Syahid, & Eka 2018; and Setiawati & Budiasih 2021). Those previous studies focused on strategies in teaching reading comprehension in several texts, while the purpose of this research is on exploring challenges and coping strategies in teaching reading comprehension of news items.

Considering the phenomena above, it is interested to explore strategies used in teaching news item text. News item text is one of the English text types

that expound on an important event. Although it usually contains a short, news item text is almost the same as news in general which sometimes people are tired of reading them as ever natural researcher. Therefore, appropriate and effective teaching strategies are needed in order to improve students' reading comprehension. This research further explores what challenges the teacher faces during the learning process, especially in reading comprehension of news item text and what strategies are used by English teacher in teaching reading comprehension.

B. Research Questions

The research will be conducted to discover the answer of these following questions:

1. What are the challenges that the teacher faces during teaching reading comprehension of news item text?
2. What strategies does the teacher use to cope with the challenges that she faces during teaching comprehension of news item text?

C. Research Purposes

Based on the research questions, the purpose of this research are as follows:

1. To identify the challenges that the teacher faces during teaching reading comprehension of news item text.
2. To describe the strategies does the teacher use to cope with the challenges that she faces during teaching comprehension of news item text.

D. Research Significances

This research is expected to provide information on strategies for teaching reading comprehension and their application in the classroom. In addition, this research is expected to provide insights into the importance of teachers using strategies in teaching, particularly in teaching reading comprehension, to enable students to understand the text being read. Theoretically, this research can be useful in informing teachers about the use of appropriate strategies, particularly when teaching reading comprehension.

Practically, this research will be useful for teachers to increase students' enthusiasm for learning, especially reading comprehension.

E. Research Scope

This research focuses on teacher's strategy in teaching reading comprehension to students. The main objective of this research was to identify the teacher's strategies in teaching reading comprehension of news item text through interview and direct observation when the teacher teaches.

F. Conceptual Framework

Reading comprehension is the process of reading to build deep understanding about something (Tarchi, 2017). Brassell and Rasinski (2008) stated that reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information.

Grabe & Stoller (2013) defined general reading comprehension as the ability to understand information in a text and interpret that information appropriately. To learn from textual sources such as books, newspapers, or social media texts, students must first understand the information, and then they can recall the stored information when prompted (Tarchi, 2017). Students can take information from the text and turn it using their thought process into another medium, to demonstrate their understanding. Based on some of the definitions above, it can be said that comprehension is an important way to transform one language skill into another.

Barrett on Clymer (1969) has suggested the following three-level taxonomy of reading comprehension, i.e. literal, inferential and critical. Literal comprehension, the lowest level, requires the reader to retell the facts based on their reading in text. Inferential comprehension, the second level, makes readers to be able to take an information that is inferred or implied within a text. It requires the reader knowledge to figure out the implied text. Meanwhile critical comprehension, the highest level, involves in making critical judgment to the information in the text. It needs critical thinking skill to judge with facts, not just from opinion in the text.

Currently, the way of people in learning reading comprehension are not only by reading the books, but also by scrolling social media, since social media become trend these days and everyone almost has social media. Boyd and Ellison (2007) explain “Social networking sites are web services that allow people to create public or semi-public profiles on a limited system, maintain a list of other users with whom they communicate and view their list of connections and connections made by others in the system.

According to Kaplan and Haenlein (2010), social networks can be divided into six types. There are social networks for communication and interaction (Facebook, LinkedIn), social networks for discussion or communication (WhatsApp, Skype), social networks for sharing files such as photos or videos (YouTube, Instagram, SlideShare), media for publishing (WordPress, Wikipedia, blog), microblogs for communication, but with certain limitations (Twitter) and social games that can be played together (Word of War Craft). It enables people to communicate, share information and form new relationships with others. This allows social media users to act as content creators and readers/viewers. In line with Selwyn (2012), these kinds of social media can be a new alternative in learning culture, students can create, edit, and share the contents of learning in textual, video or audio forms.

Based on the English curriculum for 10th grade high school students. There are certain texts that students must study. One of them is news item text. News item texts are concise texts that inform readers about the day's events. Sudarwati and Grace (2007) define that news item text as text used to inform readers, listeners or viewers about events of the day that are considered newsworthy or important. The content of news item is often found in a newspaper because the paragraph usually tells the reader about great, important, interesting, tragic, interesting or new facts or events that everyone should know about.

Gerot and Wignell (1994:200) explains that the text of a news item text is a text grouped in the narrative text genre. This is text that contains information about current events and is classified as news item text. This text provides readers with updates on events or information considered newsworthy or on an important

topic of the day. Therefore, it requires factual information that must meet certain criteria depending on the type of news. Furthermore, they also assert that the social function of news item texts is to inform readers, listeners, or viewers about current events or information considered newsworthy or important.

A news item text is arranged systematically. The general structure of news item text is different from other types of text. News item text has its own structure. News item text includes newsworthy events, background events, and sources (Eltis:1990). (1) Newsworthy events. Newsworthy events are placed at the beginning because the reader needs to have an idea of the events before deciding whether to read further or not. It recounts the main event considered newsworthy in summary form. (2) Background events. It explains what happened or provides details or causes of the incident. It may include history, participants, times and locations related to the news. Additionally, background events are reports that provide information about the events leading up to that event. After preparatory events, journalists will often provide more information about what happened during and after the crisis as well as what might happen in the future. This scene fills in the context of the events for the reader. (3) Source. It contains original comments that may have been made by participants, witnesses, official authorities or experts on the event. The report is said to relate to real events. If a writer wants to appear trustworthy or want to emphasize his or her importance, he or she must point to a reliable and relevant source of information. Sources emphasize the significance of the events leading up to and following the crisis, making them notable.

G. Previous Research

There are several previous studies related in this research. The first is research conducted by Kim, Vaughn, Klingner, Woodruff, Reutebuch, and Kouzekanani (2006). The effects of computer-assisted comprehension practice on students with disabilities was investigated in this study. Thirty four students with disabilities and two reading/language arts teachers took part. The CACSR intervention consisted of 50-minute instruction sessions twice a week for 10 to 12

weeks. The results showed a statistically significant difference between the reading comprehension ability of the intervention group and the comparison group, as measured by a researcher-built approximation and a standardized measure. The CACSR group has an effect size for all dependent measures in their favor. The majority of students felt that their reading ability was improved by the CACSR intervention.

The second is research by Taylor, Stevens, and Asher (2006). Second language reading is an important skill that can help second language learners succeed in school. L2 development relies on reading as a crucial source of input. L2 reading component is included in many beginning and intermediate L2 textbooks. Brainstorming and planning before reading are some reading strategies. Strategies can help improve L2 reading comprehension and help L2 learners become better L2 readers, according to these tips. Ideally, skillful use of strategies necessary for effective L2 reading can allow readers to become self-sufficient in L2 learning by exploiting reading as a source of L2 input for further learning. A number of studies have been done to see if the conscious use of reading strategies can improve L2 reading comprehension. In a classic study, Carrell, Pharis, and liberto (1989) found that readers who received training in the use of semantic mapping performed better than those who did not. Similar results were obtained by Zafiropoulou, Metallidou, and Pappa. Although these and other studies have shown that strategy training can be effective in L2 reading comprehension, the degree of effectiveness of such training is still unclear and the overall effectiveness when compared to no strategy training is currently ambiguous. The age of the L2 readers and the type of strategy training may affect the study outcomes. Meta-analytic research can help us come to more concrete conclusions. The present study is an exploratory attempt to synthesise the available literature and shed more light on the effects of explicit reading strategy instruction.

The third is research by Sporer, Brunstein, and Kieschke (2009). The aim of the study was to investigate the effects of different types of instruction on students were assigned to one of three intervention conditions or a traditional instruction condition. Training students were taught four reading strategies and

practiced them in small groups (reciprocal teaching). The intervention students achieved higher scores on an experimenter-developed task of reading comprehension and strategy use than the control students who received traditional instruction at both the post- and follow-up tests. Students in instructor-guided and traditional instruction groups performed worse on a standardized reading comprehension test than students in small groups.

The fourth is research by Shang (2010). The relationship between reading strategy use and perceived self-efficacy on their English reading comprehension was investigated in this study. Fifty-three English-major freshmen from I-Shou University took part in the study. What is the most frequent use of reading strategies reported by individual students? Is there a correlation between students' self-reported reading strategies and their English reading performance? What do students think about the effect of reading strategy instruction? A qualitative interview technique and quantitative research methods including a t-test and Pearson Product-Moment Correlation were used to estimate the relationship between reading strategy use and perceived self-efficacy on students' reading achievement. The most frequent use of reading strategy was found to be metacognitive strategy, followed by compensation strategy and then cognitive strategy. There was a correlation between the use of reading strategies and the perception of self-efficacy. The reading strategies were unrelated to reading achievement. The information about the conditions of strategy use was explored with the results of the interview findings. The implications of the findings are discussed.

The fifth is research by Muslaini (2017). The research was done to find out the strategies that were used by the teachers for teaching reading comprehension, and the responses of the students towards the teaching-learning of reading comprehension was taught at an Islamic boarding school in Pidie Jaya. This research was conducted using descriptive qualitative study. The participants were the teachers and their students. The instruments used were an interview guide and observation sheets to collect data. Based on the data collected, the researcher found several problems that needed to be solved, especially the preparation of

lesson plans even though the teachers at the school already had much knowledge of teaching. Based on the observations, the researcher finds out methods and strategies generally used by the English teachers at the school included individual learning, cooperative learning, using media, (games, pictures, and picture series), and the grammar translation method. They chose the most appropriate strategy to help the students to avoid difficulties in reading the text, especially comprehending the aspects of reading. Without using appropriate strategies, the purpose of learning reading comprehension cannot be easily reached.

The sixth is research by Sarjan and Mardiana (2017). The research is to determine what strategies the teacher uses in teaching reading comprehension at the second grade of SMP 1 of Wonomulyo and how to implement these strategies in teaching. The research used descriptive qualitative with the direct observation, interviews, and documentation. English teacher at second grade and the students of VII D in SMP 1 of Wonomulyo as the participant. The result of this research found that two strategies that the teacher used in teaching reading comprehension are Scaffolding and QARs (Question Answer Relationship). By using the Scaffolding strategy, the teacher can help his students when they get difficulties, for example when in class, the teacher aids students in knowing how to read the text correctly. With QARs, the teacher can know how far their students understand what the teacher has given to them. Thus, those strategies were effective in teaching reading comprehension because it can help student to comprehend the text.

The seventh is research by Nurhamidah, Syahid, and Eka (2018). The researcher tried to find out the teachers' strategies in teaching reading comprehension and the teachers' problems in teaching reading comprehension at SMAN 2 Padang Bolak. The participants were English teacher, students, and headmaster. Interview and observation were used as the instrument for collecting the data. The result is that teachers' strategies in teaching reading comprehension at SMAN 2 Padang Bolak were found as follows: (1) teachers activated background knowledge of students; and (2) they applied reading aloud together. Teachers' problems in teaching reading comprehension at SMAN 2 Padang Bolak

were revealed: (1) the students had low interest in studying English; (2) the students made a noise in the classroom; (3) the students felt lazy; (4) there was no teaching media, and (5) the student parents have a low motivation. Teachers' strategies to solve the problems were made as follows: (1) motivating students to study hard, especially for English; (2) giving advice to the students who made a noise or when they sleepy; (3) moving the place of students when they made a noise, and; (4) giving some rewards to the students who study hard and got high score in the class.

The eighth is research by Setiawati and Budiasih (2021). This research is intended to investigate the strategies used by the teacher and aims to know the problems that the teacher faces when carrying out a strategy to teach reading comprehension during the COVID-19 pandemic at Junior high school. The research used descriptive qualitative research with observation and interview to collect the data. This site was implemented in SMP 2 Manyaran, Central Java. The subject is an English teacher. To analyze the data, this research used Miles and Huberman's interactive model. The results of this study indicate that the teacher applies five strategies to teach reading comprehension during COVID-19, namely strategy of identifying the purpose in reading, skimming the text for main ideas, scanning the text for specific information, analyzing vocabulary, and implementing L-R-D (Listen-Read-Discuss) strategy. The teacher encounters several problems in implementing the strategies because the students fail to identify the purpose of the text, face difficulty to skim the text and analyzing vocabulary. To overcome the problems, the teacher makes several efforts such as giving more exercises and texts and conducting discussions. The online learning during the covid-19 pandemic challenges the English teacher to navigate the students to find the sources of learning using the technologies.