

CHAPTER 1

INTRODUCTION

1.1 Background

The issue of teaching reading in EFL classrooms is still rare to investigate, some related issues such as a lack of knowledge of the target culture, difficult vocabulary, an overemphasis on the bottom-up approach by the teacher, a lack of motivation to read on the part of the students, and insufficient preparation on teaching. A study in Nepal has been voiced by Yadav (2014). The researcher discovered the following significant problems and challenges associated with teaching reading through a detailed study and careful analysis of the EFL context of Nepal; selecting an appropriate text, no reading culture, and designing a reading task of schema activation. In another study conducted in Saudi Arabia by Abualzain (2020), many teachers had difficulties in teaching reading, one of which was the lack of vocabulary, that students had difficulty understanding the material. In this study, the teacher's lack of knowledge to determine the background allowed the teacher to track events and predict subsequent outcomes. In addition, the strategies used by the teacher are inadequate in teaching reading comprehension. This is also due to a lack of experience and poor teaching methodological background. Moreover, Rungswang (2021) found that one of the difficulties faced by teachers in teaching reading is the lack of interaction between teachers and students. Students are left to read on their own and have their understanding checked afterwards. This eventually makes students bored, feel incompetent and find reading assignments difficult. To help students develop good reading strategies and habits, lecturers should actively increase students' confidence as text consumers by providing them with enjoyable and successful experiences in reading for meaning.

Teaching reading in an EFL class is hard work because, in reality, teaching reading is not easy, especially in an Indonesian EFL classroom. There are many challenges that teachers must face in teaching reading in EFL

classes. Husni (2020) said that there are several challenges that teachers face in teaching reading, including; uncomfortable class conditions, lack of teaching facilities, lack of focus and concentration of students when the teacher delivers the material, students are less enthusiastic and less interested in lessons, lack of lesson hours so that teachers are not optimal in giving lessons. Solikhah (2018) also says that three basic problems arise in line with the attitude of the teacher: the classical conditions of education, the facts of students' habits and attitudes in reading, and teaching methodology. One of the three problems, teaching methodology is the most important to focus on. In other words, new trends, and ancient teaching methodologies seem to indicate that they do not promise substantial change, provided that the basic conditions remain unchanged. In line with the statements above, it can be concluded that teachers must prepare strategies for teaching reading in EFL classes to achieve learning objectives.

Many previous studies have been conducted concerning the strategies for teaching reading. Ariyana and Nanda (2017) explored the strategies used by teachers in the reading class. The result of the study shows that in teaching reading comprehension the teacher used various teaching strategies: memorizing, question and answer relationships, games, and discussion. Kurniawan (2017) also conducted a study that focused on the implementing of the teachers' strategies in teaching reading comprehension. In this research, the teachers used some strategies in the pre-reading stage, while reading stage, and post-reading stage. The result shows that the strategies that were used by the teacher could develop a readable idea. Technically, the teachers combined the strategy with other strategies, such as games and some jokes. Another study was conducted by Al-Husban (2019) to investigate in-service English as a foreign language (EFL) teachers' practices while teaching reading comprehension at schools. The result of the study shows that teachers taught students reading comprehension traditionally. Most teachers who were observed and interviewed knew the names of reading comprehension strategies and stages of teaching reading comprehension.

However, they do not know how to employ and practice it.

Thus far, there is little attention to teachers' strategies in teaching reading in Indonesia. In addition, previous research only investigated the implementation of teachers' strategies in teaching reading at the high school scale, and previous research was also conducted abroad. Therefore the researcher conducted pre-observations at the schools that were to be studied at secondary schools, the researchers found problems such as teaching reading in that class was less interesting, students tended to be quiet and inactive in the classroom. Therefore, this research will focus on how the teacher teaches reading comprehension practically in one Indonesian EFL class on the scale of middle-level students.

1.2 Formulation of the Problem

Based on the background above, the question of this research is:

What strategies do the English teacher implement in teaching reading?

1.3 Operational Definitions

To avoid misinterpretation of this research, here are the operational definitions of each keyword:

- 1.3.1 Teaching Strategies** : Teaching strategies are the various method educators use in their teaching practice and cover a wide range of techniques. Effective teaching strategies include preplanning, outlining learning goals and criteria for success, and consistently providing feedback.
- 1.3.2 EFL Reading Classroom** : The place of learning English, especially English reading, where English is taught to learners whose first language is not English, and who are in a country where English is not an official language.
- 1.3.3 Teacher's Strategy** : Also known as instructional strategies, are methods that teachers use to deliver course

material in ways that keep students engaged and practicing different skill sets. An instructor may select different teaching strategies according to unit topic, grade level, class size, and classroom resources

1.4 Aim of the Study

The main purposes of this research is to know strategies that teacher use in an EFL reading classroom.

1.5 Significances of the Study

1.5.1 Theoretical Use

The theoretical contribution of this study is to support the theories about strategies that the teacher used in the EFL reading classroom.

1.5.2 Practical Use

The practical contribution of this study contributed to strategies that the teacher used in the EFL reading classroom.

1.5.3 Empirical Use

The empirical contribution of this study is beneficial to information for the research about strategies that the teacher used in the EFL reading classroom.