

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the essential skills in English language teaching, especially for junior high school students, because it serves as the foundation for developing other language abilities in the learning process. Reading is not merely about recognizing words but also involves understanding and interpreting the meaning of the text. According to (Nation & Macalister John, 2021), learning to read in a second language is influenced by several factors, including vocabulary mastery, phonemic awareness, and text structure knowledge. Therefore, teachers need to provide reading materials that match the students' proficiency levels and use supportive techniques such as shared reading and guided reading to enhance students' engagement and comprehension. They also emphasize the importance of designing a balanced reading program that incorporates four key components: meaning-focused input, meaning-focused output, language-focused learning, and fluency development (Nation & Macalister John, 2021)

Reading is defined as the process of understanding and interpreting the meaning of written texts (Day & Bamford, 1998). Nation and Macalister (2021) explain that effective reading instruction should involve a balance of four main components: meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Meanwhile, reading comprehension refers to the ability not only to recognize words and sentence structures but also to understand the message conveyed by the writer and to connect it with the reader's prior knowledge (Grabe & Stoller, 2013).

Reading comprehension is a part of reading skill that have to be mastered to understand the real meaning of the text. According to Olson and Diller (1982:42), what is meant by reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. This emphasizes that reading is not just about recognizing words, but

also about the ability to understand the meaning behind the text and apply it in the appropriate context. In other words, reading comprehension involves the ability to apply and use the information found in reading materials for specific purposes.

Reading is one of the fundamental skills in language learning and serves as a crucial gateway to acquiring knowledge. In the context of English language teaching, reading plays a significant role in developing students' comprehension, critical thinking, and analytical abilities. However, effective reading instruction is highly dependent on teachers' understanding of reading pedagogy, their instructional strategies, and their ability to address students' challenges in reading comprehension. Teachers' knowledge and implementation of reading techniques significantly impact students' engagement with texts and their ability to interpret information effectively.

Grabe and Stoller (2013) highlight several key problems that hinder effective reading instruction: low student motivation, diverse levels of reading proficiency among students, and limited instructional time and resources. These factors significantly affect students' reading comprehension and limit the overall success of reading programs.

One of the primary issues is the lack of motivation to read. According to Grabe and Stoller (2013), many students perceive reading as a tedious and irrelevant activity, which reduces their willingness to engage with texts. Without sufficient motivation, learners are less likely to practice extensively, which is essential for developing fluency and comprehension. Another major challenge involves the heterogeneous nature of EFL classrooms. Grabe and Stoller (2013) emphasize that students often possess varying levels of reading skills, ranging from fluent readers to those struggling with basic vocabulary and sentence structure. This disparity makes it difficult for teachers to select reading materials that cater to all learners' needs and to design activities that are both inclusive and effective. In addition, limited classroom time and insufficient access to authentic reading materials further restrict opportunities for meaningful reading practice (Grabe & Stoller, 2013). Teachers are often

constrained by curricula that prioritize grammar, vocabulary, and writing over reading, while the lack of diverse and engaging materials limits students' exposure to texts that could foster their reading development.

The purpose of this reseach is to analyze the problems in teaching reading comprehension at SMPN 7 Kota Bukittinggi. The reason why the researcher chose SMPN 7 Kota Bukittinggi is because researcher want to know what are the problems in teaching reading comprehension. Beside of that, researcher choose to analyze the problem in teaching reading comprehension is because it is an interesting topic considering that teachers always have problems when teaching. The subjects of this research are the English teachers. This study focuses on describing teachers' problems in teaching reading comprehension.

Based on background above, the researcher submits a research titled **“Problems in Teaching Reading Comprehension at SMPN 7 Kota Bukittinggi”**

B. Focus of the Study

According to the identification above, this research focus on the problem in teaching, expecially when teaching reading comprehension at SMPN 7 Kota Bukittinggi.

C. Formulation of the Problem

Teaching reading comprehension in EFL contexts, particularly in junior high schools, often encounters several challenges. Based on the framework of Grabe and Stoller (2013), common problems include low student motivation, diverse levels of reading proficiency, and limited instructional time and resources. These challenges may hinder the effective implementation of reading strategies and affect students' comprehension outcomes.

In the case of SMPN 7 Kota Bukittinggi, English teachers have experienced similar difficulties in their reading classes. They face challenges in selecting appropriate teaching strategies, managing classrooms with mixed-ability learners, and providing sufficient learning materials due to limited resources

and time constraints. These problems need to be examined systematically to understand their nature and impact on reading instruction.

D. Research Question

What are the problems that teachers face in teaching reading comprehension at SMPN 7 Kota Bukittinggi.

E. Purpose of the Study

Based the research question above, the purposes of this is to find and describe what are the problems that teachers face in teaching reading comprehension at SMPN 7 Kota Bukittinggi.

F. Significance of the Study

The research result is estimated to give information for:

1. Teachers: The results of this research will be useful for other teachers to find out what problems may aquire when teaching reading comprehension and help teachers to find out what strategies to face those problems. Apart from that, this research can help english teacher solve their problems when teaching reading comprehension.
2. Students: by knowing the problems in teaching reading comprehension, researcher hope this will help students get prepared to face those problems and it is also expected that students aquire more understanding in reading comprehension. It will make students have more advantages in reading activity.
3. Researchers: It is hoped that this can be used as a reference for other researchers if they conduct similar research. Apart from that, it can be used as a comparison material when conducting other research so this research will be useful for future researchers.