

CHAPTER I

INTRODUCTION

A. The Background of Study

The importance of learning a language for humans is to be able to a relationship or to establish a relationship between one another. There are many kinds of languages, such as Indonesian, Malay, English and so on. English is one of the languages that is almost used in various countries and also English is the main language used when abroad, when we cannot use the main language of a country then we can use English to interact with people beyond that. When teaching English to students, teacher must be able to choose the most effective strategies. So that when the learning process takes place, students can more easily understand the lessons taught by the teacher (Haryanto & Geminastiti 2023). Well, some of these hadiths can make you more enthusiastic about learning: Allah the Almighty will make easy the path to heaven for his servants who are always seeking knowledge. As a hadith narrated by Abu Hurairah, the Messenger of Allah said:

وَمَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

The convenience of online learning during the Covid-19 pandemic still has a lasting impact, so post-pandemic face-to-face learning makes offline learning in class sometimes a difficult task for some students (Rera & Nur 2023).

Students who previously when the covid-19 pandemic took place, they were used to doing an online learning system. However, at this time the covid pandemic

has ended and the learning system in schools has returned to face-to-face meetings between teachers and students at schools as usual. The Covid pandemic itself lasted for about 2 more years. During the pandemic, almost all schools carried out distance learning or online learning. As long as these online learning activities are carried out, the students themselves are used to carrying out school learning activities at their homes without having to bother going to school directly. Because students are used to doing online school activities, when they are required to return to face-to-face school activities.

Some of them are lazy and don't even have the enthusiasm to go back to school as usual, but some are also excited. Facing this problem, a teacher must be able to choose what reading strategies are suitable or in accordance with the circumstances of his students in the class. So that when the learning process takes place in class, students can focus on understanding the material provided and they are enthusiastic when learning takes place.

According to various strategies and techniques have been proposed as solutions to improve students' reading comprehension skills. A teacher must be able to determine reading strategies that are appropriate to the students' circumstances, so that it is hoped that learning will run well. Teacher who use strategies appropriately and masterfully can create good, orderly and directed learning (Abdul, et al 2020).

This research is based on looking at problems that researcher have previously observed, namely regarding the reading strategies used by teacher after the pandemic ends. This research raises two problem formulations, the first is about the types of

reading strategies used by teacher after the end of the pandemic. The second is about how students respond to the strategies used by the teacher.

The researcher chose SMP 1 Gambut as the research location, because previously the researcher had conducted a pre-survey at this school and after observing it there were problem points that could be researched.

B. Definition of Key Terms

1. Teaching Reading Strategies

According to Barron (2017), reading strategies are the readers' mental procedures to accomplish a reading task. They stated that reading strategies are chains of actions reader practices in order to make meaning in their reading process. In reading, it is necessary to have a certain strategy, the use of the right strategy can of course facilitate the teacher in the teaching process in the classroom. Strategies that are spoken orally about what is going on in this reader's mind when trying to answer the text question.

2. Post Pandemic Era

The Covid pandemic period is over and now learning at school is as before, namely face to face. In learning English, especially in reading skills, teachers must be able to determine and choose appropriate strategies and techniques as solutions to improve students' reading comprehension skills. A teacher must be able to determine reading strategies that suit the students' circumstances, so that it is hoped that learning can run well. Teachers who use reading strategies appropriately and expertly can create good, orderly and directed learning (Abdul, et al (2020)

C. Research Question

Based on the above background, this study poses two research questions, as mentioned below:

1. What types of reading strategies used by the teacher in offline learning?
2. How do the students response toward the reading strategies used by teacher?

D. The Objectives of the Study

Based on the research questions above, the objectives this research are;

1. To find out the types of strategies used by teacher in offline learning.
2. To express students' responses to the reading strategies used by the teacher.

E. Significance Study

In connection with the research objectives above, this research is expected to be able to make significant reference contributions as follows:

1. The researcher hopes this research can describe reading strategies to the readers.
There are many different strategies for reading skills, many of which are applied by teacher in schools. In addition to making it easier for the teacher, it is also very useful for students in understanding the reading context.
2. The researcher hope that after applying reading strategies in learning, teacher can see student responses to the strategies applied.