

# CHAPTER I

## INTRODUCTION

This chapter contains the basic aspect of this recent study such as background of the study, scope of the study, research question, and purpose of the study, significance of the study and definition of key terms.

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

Researches on exploring teacher's Practice have been conducted since 2000s by Carol Bertram and this focused on Exploring teachers' reading competences. Teachers' practices are shaped by their cognitions resulting from different sources including their experiences from teacher education programs, language learning experiences, and the context in which they study or work (Kubanyiova & Feryok, 2015).

In previous research, exploring teachers' practices and students' perceptions of the extensive reading approach in EAP reading classes (Eunseok Ro, 2016) this study focuses on the extensive reading (ER) approach in the English for Academic Purposes (EAP) context. Exploring teacher practices also were used in the field of science and mathematics (Bryan A. Brown, Phillip Boda, Catherine Lemmi, and Xavier Monroe, 2019). Furthermore, exploring teachers' practice also used for integrated scaffolding talk in the EFL class (Heron, Marion and Webster, Joanne, 2018). Then, exploring teaching reading began to be adopted into more complex learning fields. Gilakjani (2017) found about the method of improving the way students study in the field of reading. However, in learning language need to make good use of knowledge of vocabulary items and a

good understanding of grammar to better understand the text (Pang, Muaka, Bernhardt, & Kamil, 2003). This shows that the teacher plays an important role in improving the learning process in the field of student reading, Oxford (1990).

In the Indonesian context research on teacher's practice has been investigated intensively. To begin with, Laras (2021) exploring teachers' approaches in teaching english grammar. Another study by Zehan (2020) has been focused on Exploring a Student-Teacher's Language Teaching Awareness. The researchers above found that teacher exploring significant differences in teaching grammar both in approaches and method. and to explore the awareness in language teaching.

So, it could be seen that the researchers above have not seen the teacher's practice in reading. Researchers are still relatively focused on grammar, writing and analyzing teacher practice. Other researchers are still lacking in research related to teacher practice in teaching reading through their research. Therefore, in this study the researcher would focus on teacher's practice in teaching reading in the first years of reading class at one of higher institute in Kendari for students enrolled in the English Education Department.

## **1.2 Scope of the Study**

This study only focuses on Exploring Teacher Practices in Teaching Reading in the First Year of English Education Department one of higher institute in Kendari. This study involves one lecture of English Education Department.

### **1.3 Research Question**

Based on the background of the study above, this study would investigate what are the Exploring Teacher Practices in Teaching Reading in the First Year of English Education Department?

### **1.4 Purpose of the Study**

The purposes of this study would investigate what are the Exploring Teacher Practices in Teaching Reading applied in EFL classroom.

### **1.5 Significance of the Study**

#### **Practical Significance**

For the students, the finding of the research can be used as a new reference to learn English, especially reading. They can know kinds of teacher' teaching reading and they can choose one of the strategies used by the teachers to comprehend reading.

For English teachers, the findings are expected to be useful contribution that can be transferred to learners based on their characteristics. By considering each student may employ different strategies, the teacher can take one of the strategies in teaching reading for comprehend to their students.

For the next researchers, this research will give some contribution and information for next researchers about teaching in reading used by the second grade English department of one of Islamic higher institute in Kendari. The result of the research is expected to give some contributions for students, teachers, and future researches.

## 1.6 Definition of Key Terms

On the purpose of the study, the researcher defined the definition of term used in this study as follow:

*Exploration* aims to find out how the teacher's practice in the classroom includes the value of behavior, teaching and in giving opinions. Namely, to find out, find, identify and determine what form of activity the teacher uses in the classroom.

*Teacher Practice* is an opportunity for aspiring teachers to understand the role and operation of how the business of schooling is done. This field experience provides a challenging yet rewarding experience of working with students in actual classrooms and acquiring professional competence.

*Teaching reading* is learning that teaches students' reading comprehension in the classroom. In teaching reading, both use media such as articles, narrative texts and news papers that allow students to be more enthusiastic in the learning process. Teaching reading can provide EFL students with an understanding of reading.