

CHAPTER I INTRODUCTION

This chapter contains a background that explains the reasons why this research is important to be conducted, the formulation of the problems to be answered, the objectives of the research, the limitations of the scope of the research, the hypothesis, and the benefits of the research both theoretically and practically. This chapter also includes operational definitions to clarify the terms used in the research.

1.1 Background of Study

English plays a crucial role in global communication as it serves as the primary international language spoken by people across various regions of the world. Recognizing its significance, the Indonesian government has designated English as the main foreign language taught at all educational levels, from junior high school to university, as outlined in the 2006 School Level Curriculum (KTSP) (Aini et al., 2024).

Reading is an essential comprehension in language learning, particularly for English as a foreign language. Through reading, students gain access to valuable information and ideas from various sources, including books, magazines, online articles, and social media (Aini et al., 2024). The more students engage in reading English texts, the greater their exposure to new knowledge. However, many readers, including school students, struggle to comprehend the meaning and information conveyed in texts, making reading comprehension a major challenge in English language education.

In Indonesia, English learning plays a significant role in both academic and professional fields. However, many students, particularly at the secondary school

level, face difficulties in understanding English texts. One such institution encountering this issue is SMA Negeri 1 Krueng Barona Jaya, where test results indicate that most students struggle with text comprehension. While many students can answer literal questions, they often fail in tasks that require higher-order thinking, such as making inferences and evaluating text structure.

Reading comprehension is a complex cognitive process that involves more than just recognizing words it requires students to understand meaning, make inferences, and connect new information with prior knowledge (Anderson, 2022). Research suggests that students with strong reading comprehension tend to perform better academically, as much of their learning relies on written materials (Bandura, 2023). Despite this, at SMA Negeri 1 Krueng Barona Jaya, students still exhibit low comprehension, particularly in analyzing implicit meanings, identifying main ideas, and drawing logical conclusions.

One primary factor contributing to poor reading comprehension is the traditional teaching method still widely practiced in schools. Based on initial observations at SMA Negeri 1 Krueng Barona Jaya, English instruction remains teacher-centered, with a heavy focus on text translation and question-based exercises. This conventional approach often leads to passive learning, where students focus solely on completing assignments rather than developing deeper comprehension. Additionally, the lack of varied teaching strategies limits students' ability to engage in critical thinking and reflective learning. Teachers may also struggle to implement effective strategies that encourage deeper text analysis, resulting in students merely focusing on answering questions without fully understanding the learning process.

Brookfield (2023) emphasizes that an effective learning process must integrate reflection and critical thinking. In language education, reflective teaching strategies have emerged as a promising method for improving reading comprehension. These strategies involve students in active reflection, allowing them to connect new information with prior experiences and build meaningful knowledge. Anderson (2022) further explains that reflective practice encourages learners to analyze their experiences and use these insights to enhance future performance. In the context of English language learning, this approach helps students continuously evaluate their understanding, moving beyond surface-level reading to deeper comprehension.

For instance, when using reflective teaching strategies, teachers can guide students to discuss their interpretations of a text, relate the content to personal experiences, and consider how the information applies to real-world contexts. By engaging in this process, students develop higher-order thinking comprehension and become more active learners. This approach shifts the focus from passive memorization to meaningful engagement with texts.

In the era of globalization, English reading skills are essential for accessing international information sources. Proficiency in reading enables students to understand academic materials, research articles, and online content. However, many students struggle due to the lack of effective learning strategies that emphasize reflection and critical thinking. This underscores the need for innovative teaching approaches that foster active engagement and deeper comprehension.

One reason for poor reading comprehension among students is the monotonous and passive teaching methods that remain prevalent. Many educators rely on traditional

approaches, such as direct translation and rote memorization, which limit students' ability to engage deeply with texts. As a result, students find it difficult to analyze implicit meanings, extract main ideas, and evaluate arguments. To address this issue, a more interactive and reflective approach to reading instruction is necessary.

Reflective teaching strategies offer a promising solution by encouraging active discussions, self-assessment, and critical text analysis. These strategies help students not only process information but also relate it to their personal experiences, thereby deepening their understanding. By implementing reflective techniques, students develop metacognitive awareness the ability to monitor and regulate their own learning which is crucial for academic success.

Several studies highlight the effectiveness of reflective teaching strategies in enhancing reading comprehension. Farrell (2018) found that students who engaged in reflective learning demonstrated greater text comprehension compared to those taught using conventional methods. Additionally, research by Ghani et al. (2019) indicates that reflective learning increases student engagement and promotes critical thinking, both of which are key components of effective reading instruction.

Despite the proven benefits of reflective teaching strategies, their implementation at SMA Negeri 1 Krueng Barona Jaya remains limited. Therefore, this study aims to investigate whether incorporating these strategies can significantly improve students' reading comprehension. The findings of this research are expected to contribute to enhancing English language instruction, particularly in reading comprehension.

Furthermore, reading comprehension is not only crucial for academic achievement but also for navigating the vast amounts of information available in

today's digital era. Students with strong reading comprehension can efficiently process and utilize online resources for both personal and professional development. Conversely, those with weak reading abilities may struggle to critically evaluate the information they encounter, making them more vulnerable to misinformation.

Based on the issues discussed, the implementation of reflective teaching strategies at SMA Negeri 1 Krueng Barona Jaya presents a potential solution for enhancing students' reading comprehension. This approach not only addresses cognitive aspects of learning but also incorporates affective dimensions, encouraging students to engage in deeper reflection. Through this method, students are expected to become more critical, engaged, and independent readers, ultimately improving their overall academic performance and preparing them for lifelong learning.

1.2 Research Problem

Based on the identification and limitation of the problem above, the formulation of the problem in this study is “Is there a significant impact of using reflective teaching strategies on reading comprehension learning at SMA N 1 Krueng Barona Jaya?”

1.3 Research Purpose

Based on the research problems above, the objectives of this research are “To investigate the significant impact of using reflective teaching strategies on reading comprehension learning at SMA N 1 Krueng Barona Jaya.”

1.4 Research Scope

This study focuses on the effectiveness of reflective teaching strategies in improving students' reading comprehension at SMA Negeri 1 Krueng Barona Jaya.

The scope of the research includes:

Subject: Grade X students during the 2024/2025 academic year. Variable:

Independent Variable Reflective Teaching Strategy and Dependent Variable

Students' reading comprehension. Location: SMA Negeri 1 Krueng Barona Jaya.

Focus: Examining the improvement in students' abilities to analyze, interpret, and reflect on reading texts.

1.5 Hypothesis

Based on the framework of thought above, the research hypothesis proposed is as follows:

1. Alternative Hypothesis (Ha) Reflective teaching strategy has a positive impact on students' reading comprehension at SMA Negeri 1 Krueng Barona Jaya.
2. Null Hypothesis (Ho) Reflective teaching strategy has no impact on students' reading comprehension at SMA Negeri 1 Krueng Barona Jaya.

1.6 The Significant of Research

This research is expected to provide the following benefits:

1. Theoretical

This research is expected to add references regarding reflective learning strategies, especially in teaching English reading comprehension. In addition, this research is expected to enrich the theory of reading comprehension learning.

2. Practical

For Teachers: Provides practical guidance on how to apply reflective teaching strategies in classroom learning. For Students: Improves students' ability to understand reading texts in depth through reflective strategies. For Schools: Can be input to improve the quality of English teaching, especially in terms of reading comprehension.

1.7 Operational Definition

To facilitate understanding of the variables used in this study, here are some operational definitions:

1. Reading Comprehension: Students' ability to understand, analyze, and interpret English reading texts.
2. Reflective Teaching Strategy: A teaching method that involves students in the process of reflecting on what they have learned. This strategy encourages students to think critically and evaluate their learning experiences.
3. Grade X Students: The subjects of the study were grade X students of SMA Negeri 1 Krueng Barona Jaya in the 2024/2025 academic year.