THE ROLES OF TEACHERS IN IMPROVING STUDENTS' BASIC ENGLISH READING SKILLS OF SMP SWASTA IDANOI IN 2024/2025

By Suriani Ndraha

CHAPTER I
INTRODUCTION

1.1   The Background of the Problem

Studying English in school is essential as it is a universal language that can meet people's communication needs worldwide. English learning in school should be presented in a way that interests students, so they can effectively engage in the learning process. Additionally, proper teaching methods enhance the learning process. In order for students to be engaged in learning the content presented by the teacher.

Enhancing basic English reading skills through the roles of teachers is a key priority in enhancing educational quality in different nations. Educators play a crucial role in establishing a learning atmosphere that facilitates the growth of English reading abilities. An essential part of a teacher's responsibilities is their skill in creating and executing successful learning tactics. These tactics involve choosing reading materials suitable for students' skill and interest levels, and utilizing various teaching methods to help students understand and master English reading skills. As per Sadulloh (2011) in Law Number 14 of 2005 on Teachers and Lecturers, teachers are professional educators responsible for educating, teaching, guiding, and evaluating students. Teachers play a crucial role in fulfilling their responsibilities.

Furthermore, the teacher serves as an example and helps to facilitate the process of learning to read. Teachers can inspire students to develop a strong interest in English reading by demonstrating enthusiasm for reading and engaging in dynamic reading activities. Educators can also lead discussions, pose thoughtful questions, and organize activities to prompt students to critically engage with the texts they are reading. Hence, educators not just instruct pupils how to read, but also help them grasp, examine, and assess the information found in the text. As stated by Muhammad (2020), teachers play multiple roles including educators, mediators of learning resources, facilitators, and role models.

Understanding that each student possesses unique reading needs and skill levels is a crucial aspect of a teacher's role. Hence, educators must be able to adjust their teaching methods based on the specific requirements of every student. It is also the duty of teachers to establish a setting for learning that promotes the growth of English reading abilities. This entails choosing reading materials that align with students' interests and skill levels, along with allowing ample time for reading both in and out of the classroom. Furthermore, teachers must also offer assistance and positive criticism to students in order to assist them in overcoming challenges in reading English.

Fundamental reading is acquiring information and the initial step in the learning process of reading, particularly for students. At this point, students are guided towards identifying the appropriate vocabulary. The activities involve teaching students who are unable to read to become proficient in reading. Basic reading holds a crucial position, as stated by (Joko Saputra, Silvina Noviyanti 2022). Developing strong early reading abilities is crucial for the advancement of later reading proficiency. Basic reading necessitates teachers' focus as it is a fundamental skill that supports other skills.

Basic reading involves a few key skills: recognizing letter shapes, identifying sound patterns, and being able to recognize whole words. In order to recognize letters and pronounce words, students must be able to identify the sound of each letter and the pronunciation of the corresponding words. This marks a crucial initial stage in mastering English reading skills. Vocabulary Expansion focuses on introducing students to new English words to enhance their vocabulary. Various words can be grasped by students through shared reading, group reading, and other activities. Understanding sentences in English involves students being capable of grasping the overall significance of the sentences. This involves comprehension of sentence organization, fundamental English syntax, and the connection among words within a sentence. it is the student's capacity to grasp a text in a more extensive framework. This involves recognizing the central theme, significant facts, connections within the text, and drawing conclusions from the given information. Regularly practicing and

honing these skills is a crucial aspect of effective reading education. Furthermore, it is crucial to monitor each student's advancement and offer extra assistance to those who require it for enhancing their reading abilities. Nevertheless, even after being observed, numerous students at the school still struggle with reading letters and sounds, properly pronouncing words in basic English reading.

A teacher's role is essential for students to succeed in mastering basic reading skills. The teacher plays various roles in enhancing students' fundamental reading abilities, such as: Introducing Letters and Sounds, linking letters to their corresponding sounds, Developing Basic Vocabulary, utilizing Easy Words, reading Brief or straightforward Words, offering reading opportunities, offering encouragement and Incentives, incorporating Technology, adhering to Official Curriculum and Approaches, giving Extra Suggestions or supplementary instruction. Despite the researcher's observations, it was noted that the teacher did not instruct students on letters and sounds, connecting letters with their corresponding sounds, building basic vocabulary, using simple words, reading short or simple words, utilizing technology, or providing additional learning opportunities. Instead, the teacher simply directed students to read text together, asked them to comprehend the story's content, and then encouraged them to explain their understanding. If students were unable to do so, the teacher would then provide an explanation. The researcher believed that the teachers' roles were not implemented effectively. Therefore, this occurrence led the researcher to create the research title "The Roles of Teachers Improving the Students' English Reading Skills of SMP Swasta Idanoi"

1.2   The   main   point   of   the   study

The   research   of   this   area   presents   an   issue   with   identification.
a) Identifying the teachers' responsibilities in enhancing the fundamental English reading   ability   of   students   at   SMP   Swasta   Idanoi.
b) To discover how teachers enhanced students' fundamental English reading ability in the classroom at SMP Swasta Idanoi.

1.3   Defining   the   Issue

The study is structured around the problem formulation.
a) How did teachers contribute to enhancing the fundamental English reading ability   of   students   in   class   VIII-A   at   SMP   Swasta   Idanoi?
b) In what way did teachers enhance the students' fundamental English reading ability in class?

1.4   The   Purpose   of   the   Study

This research focuses on identifying the teachers' responsibilities in enhancing students' fundamental English reading abilities and examining how teachers can improve students' basic English reading skills at SMP Swasta Idanoi.

1.5   The   Importance   of   the   Study

The   importance   of   the   study   lies   in:
The cat chased the mouse around the house. John's uncle owns a bakery in town. She caught a cold after standing in the rain.

a.   In   theory

Teachers can enhance their understanding of the learning process through a concentration on enhancing fundamental reading skills, which can also contribute to their comprehension of their role in improving basic reading skills for students. Rewrite the provided text using the same language and maintaining the word count:

b.   In   practical   terms

1.The boy rode his bike to school in the morning. Can offer guidance to educators and future educators in order to enhance the fundamental reading abilities of students.

The following text should be rephrased while maintaining the same input language and word count:

2). Beneficial for the author to gain knowledge and practical skills as a future teacher, and can also serve as a model for enhancing students' fundamental English reading abilities in the future.

The third text should be rephrased while maintaining the same input language and word count. In order for the author to finish the study at Nias University, it is necessary.

CHAPTER ll

THEORITICAL REVIEW

2.1. Conceptual framework

2.1.1 Teachers

A teacher is tasked with educating, instructing, guiding, leading, training, assessing, and evaluating students in early childhood education, primary education, and secondary education. Aliaspar (2022) emphasizes the crucial role teachers play in education as regulators, controllers, educators, and servants of the State and society. Teachers must be loyal and obedient to Pancasila, the 1945 Constitution, and the government in carrying out their teaching responsibilities.

As per the statement made by Muhammad Aminullah in 2021, teachers are responsible for educating, instructing, guiding, directing, training, assessing, and evaluating students in early childhood education on official curriculum, fundamental knowledge, and advanced studies. In order to enhance learning outcomes in Indonesia, it is crucial for teachers to demonstrate professionalism, ensuring that education is dynamic, productive, and successful. In conclusion, teachers play crucial roles in educating, guiding, and evaluating students in Indonesia, requiring a professional and ethical approach to ensure a quality education system.

2.1.2 Responsibilities of teachers

The teacher's roles in teaching are vital and involve many essential aspects in the learning journey. Educators are accountable for transferring information and expertise to students. They need to communicate the topic clearly and understandably, as well as help students grasp the concepts being taught. Act as guides to help students with their learning journey. They offer guidance, help, and encouragement when students struggle to comprehend the material or encounter personal issues that could impact their education. Should have the skill to inspire students to engage in learning and enhance their enthusiasm for the topics being

taught. This involves establishing a supportive atmosphere for learning and encouraging students' excitement and belief in themselves. In their role as facilitators, teachers offer students the tools and chances to learn both on their own and together. They guide students in cultivating critical and creative thinking abilities, while also helping in leading group discussions and projects, and assessing students' learning progress through tests, quizzes, assignments, and observations. This assessment is crucial to determine students' grasp of the topic and pinpoint areas for enhancement.

Teachers play a role as models that students look up to. Teachers' attitudes, actions, and interactions with students and others serve as a model for demonstrating positive values like discipline, honesty, hard work, and empathy. It is common for teachers to participate in the development and enhancement of the curriculum. Their input from teaching experience and student needs helps ensure the curriculum is both relevant and effective. Teachers' primary responsibilities include designing lesson plans, delivering instruction, and evaluating student academic performance (Ubabuddin, 2020). The tasks and obligations of a teacher include teaching, motivating, complimenting, demonstrating, and acquainting. Monitoring the learning process is an internal quality assurance measure to support effective and efficient learning services within the school. In theory, it is a service that assists, encourages, inspires, and evaluates teachers in effectively implementing learning and professional development (Ubabuddin, 2019). In summary, teachers can guide students to their highest potential and readiness for future obstacles by carrying out these responsibilities.

2.1.3 Reading

The act of reading is a complicated process that includes identifying, understanding, and making sense of written symbols to gather information and significance. It requires multiple skills that allow an individual to comprehend written literature. An activity that requires using different cognitive abilities and strategies to gather and comprehend information. Having the ability to read is crucial for acquiring knowledge and interacting with others, and is key for someone's cognitive and interpersonal growth.

According to Choosri Banditvilai, reading is an interactive process where readers employ efficient tactics to comprehend the text. Derived from a written passage. Readers must employ reading strategies while reading to comprehend the text's meaning. Strategies for reading are essential in fostering students' understanding of reading. In conclusion, reading is a beneficial activity that aids in personal and intellectual growth, while also offering strategies to comprehend text meanings.

2.1.4 Fundamental Reading Skills

a. Definition of basic reading

The first step in learning to read is basic reading, which includes identifying and comprehending basic letters, words, and simple sentences. The primary goal of foundational reading is to provide essential skills for young, novice readers to comprehend written material. Having a solid understanding of reading is crucial for developing literacy skills. Having a strong grasp of fundamental skills allows new readers to progress to advanced reading levels and understand more challenging content later on. Drawing from studies on mental pictures, retention, and literacy, a fundamental reading program called Basic Reading Through Dance (BRD) was created. It focuses on utilizing visual and physical imagery to enhance phonics abilities. If teaching methods incorporate more visual and kinesthetic elements rather

than relying solely on text, children will have an easier time recalling and retaining the information they are taught.

b.   Crucial   Elements   of   Fundamental   Reading
1). Asratul Hasanah and Mai Sri Lena (2021) list the following as some of the fundamental elements of reading: Letter Recognition: Learning to distinguish the capital and lowercase letters of the alphabet is the first step towards learning basic reading. Every letter should be recognizable to beginning readers, both by name and shape.

2). Phonological Awareness: This refers to the capacity to perceive, identify, and work with the sounds that make up spoken language. The skills of phonological awareness include the recognition of rhyme, syllables, and the production of starting and ending sounds in words.

3). Linking Letters and Sounds (Phonemic): It's important for beginning readers to understand how letters link to the sounds they stand for. This involves being able to recognize separate phonemes in words and blend them to create coherent words.

4). Mastery of Foundational Vocabulary: A handful of foundational terms that are often employed in straightforward texts should be mastered by beginning readers. When they are proficient with this terminology, they can read and comprehend texts more easily.

5). Use of Images and Context: In the early stages, words and phrases are frequently explained to beginning readers through the use of visuals and context. Picture storybooks, for instance, assist kids in making the connection between the words and the pictures.

6). Reading Simple Words: Beginning readers begin reading simple words once they have mastered the recognition of letters and sounds. These are simple to say and comprehend words that often include one or two syllables.

7). Reading the same material over can help beginning readers become more fluent and self-assured readers. Additionally, it improves text comprehension and word identification.

8). Simple Sentence Comprehension: Beginning readers start to read and comprehend simple sentences in addition to individual words. This entails comprehending the meaning of sentences as well as their fundamental structure.

9). Interaction with greater Experienced Readers: Reading aloud to parents, teachers, or other adults who have greater reading experience can be very beneficial for kids. Through these encounters, learners get the chance to learn effective reading techniques and receive assistance when they run across problems.

10). Creating Interest and Motivation: At the beginning reading level, creating interest and motivation for reading is crucial. Children might be inspired to keep practicing reading by books that are engaging and pertinent to their interests.

b. Basic Reading Example

(Sri Sunarti, 2021) lists the following as some instances of exercises and resources that can be utilized for basic reading:

1. Identifying letters in English text. For instance, if a term exists but consists of multiple letters, each letter is presented separately in order to tie it to an English word.
2. pronouncing terms like "cat" and "fishing rod."
3. Making connections between letters and sounds, for example.
4. Proficiency in fundamental language, such as reading picture books that use basic terms.
5. Reading basic words, such as those that are posted on the board.
6. Repetitive reading: to increase fluency, read the same story more than once. or allowed to read aloud together or alternately.
7. Growth in curiosity and

d.   Advantages   of   Early   Reading

The effects of primary reading on children's cognitive, emotional, and social development are numerous. These are some of the main advantages of basic reading (as stated by Nur Insan Tangkelangi, Tsamratul, and Rahmawati Upa, 2022).

1. Enhanced Linguistics: Children benefit from primary reading by growing their vocabulary. Their comprehension of increasingly difficult texts improves with the number of terms they can recognize.

2. Comprehension and Reasoning: The second component of basic reading is the capacity for information processing and comprehension. It enhances a child's capacity for critical thought and helps them draw connections between various pieces of knowledge.

3. Memory and Concentration: Reading exercises can increase concentration and working memory. Students gain the ability to concentrate on the material and retain key information.

4. Language Comprehension: Students who read at a basic level are better able to comprehend the structure and operation of language, including grammar and proper sentence construction.

5. Speaking Skills: Reading exposes kids to new language and forms of expression, which helps them talk more fluently.

6. Confidence: Reading proficiency can increase kids' self-esteem and confidence. They are pleased with their reading accomplishments.

7. Learner Motivation: Because they feel competent and successful, kids who excel in basic reading are frequently more eager to study in other subjects.

8. Academic accomplishment: Superior academic accomplishment is frequently linked to have strong foundational reading skills. Strong readers are better equipped to learn math, science, and social studies, among other disciplines.

9. Creativity and Imagination: Students' imaginations and creative faculties can be enhanced by story reading, which facilitates the generation of fresh concepts and creative problem-solving techniques.

10. Brain Development: Reading stimulates the brain and aids in the formation of

neural connections that are critical for the development of many cognitive abilities.
11. Cooperation and teamwork: When students share books or have story discussions, for example, shared reading activities can help them learn the value of cooperation and teamwork.

One of the fundamental abilities that kids need to have from a young age is reading (Muhammad Ilham, Ragil Desinatalia 2021). If kids don't start school with the necessary reading skills, they will struggle to advance to the next grade. A student's ability to recognize letters, pronounce them correctly, distinguish between vowels and consonants, string syllables into words, and read small sentences effectively is the goal of beginning reading, which is a fundamental reading skill. In light of this, a schoolteacher ought to plan well for instruction in order to meet the goals of beginning reading. All things considered, learning basic reading has several advantages that are critical to students' growth. Basic reading abilities not only help students succeed academically but also

2.1.5 The Role of Teachers in Teaching Fundamental Reading
According to Ashiong P. Munthe (2018), teaching fundamental reading to beginners or young children necessitates a methodical and patient approach. The following procedures can be used to instruct students in basic reading:
a. Letters and Sounds Introduced
a) Letter Cards: Utilizing letter cards, begin by presenting each letter of the alphabet individually. Ensure that kids comprehend the names of the letters and how they sound.
b) Concentrate on phonics: Help kids understand how letters relate to the sounds they produce. The letter "A," for instance, has the sound /a/.

a. Developing Foundational Words

a) Use of Basic terms: Select short, basic terms that are simple enough for pupils to learn and pronounce. Words like "ball," "book," and "mom," for instance.

b) Practice and Repetition: To help students retain the words, have them repeated on a regular basis.

b. Skimming Brief Words

a) Reading by Syllables: Instruct pupils in reading by dividing words into individual syllables. Say "ba-ba" for "baba," for instance.

b) Use Picture Books: To help pupils make the connection between words and pictures, select picture books with straightforward text.

d. Reading Practice

a) Read Stories: Tell the pupil a brief, easy narrative. Request that the kids read along and use their fingers to follow along.

b) Communication and Q&A: Make sure kids comprehend the story by having them answer questions about it.

e. Encouragement and Incentives

a) Offer Praise and Rewards: Congratulate the youngster each time they read a word or sentence correctly. Students can also be motivated by small gifts.

b) Establish a Reading Environment: Stock your home with a range of reading materials, including storybooks, children's magazines, and letter posters.

f. Making Use of Technology

a) Learn to Read Apps: Utilize instructional games or apps that are meant to teach pupils how to read. A lot of these apps are entertaining and dynamic.

b) Educational Videos: Watch interesting videos that teach basic words, phonics, and alphabet.

g. Adhering to Official Curriculum and Procedures

a) Applying the Phonics Method: This approach is centered on methodically identifying the correspondence between letters and sounds.

b) Montessori or Other Approaches: Take into account utilizing alternative, more

adaptable, and student-centered teaching approaches like Montessori.

h. Extra Advice

a) Patience and Consistency: The process of learning to read calls for both of these qualities. Every learner progresses at a unique rate.

b) Involve the Family: To foster a positive learning environment, invite other family members to join the learner in reading activities.

Previous scholars have carried out a great deal of research on how to help pupils develop their early reading skills (Djuita, 2019; Hadiana, Hadad, & Marlina, 2018; Mayangsari, 2014; Rumidjan & Badawi, 2017; Siswati, 2021; Wiyati, 2018; Zainidar, 2021). investigational study These studies have used a variety of techniques and instructional materials to try to raise elementary school pupils' initial reading proficiency. According to Djuita's research (2019), visual media can be used to help pupils' early reading abilities. pupils' initial reading abilities. with a bigger writing size and image. Thus, children can acquire basic reading skills and boost their self-confidence in their reading abilities with an appropriate and caring teaching style.

Improving fundamental English reading abilities is largely the responsibility of the teacher. In addition to imparting knowledge, the teacher facilitates, inspires, and guides the students' learning. According to Enddang Handayani (2024:8), the function of the instructor in this situation is explained as follows:

a.   Offering   Educational   Materials   and   Resources

a) Appropriate Book and Material Selection: Instructors should choose reading materials and books based on the proficiency levels of their pupils. Beginners tend to find   picture   books   with   simpler   text   more   engaging.

b) Use of Interactive Media: To add interest and interactivity to the learning process, use media like word cards, videos, and learning apps.

b. Instruction in Phonics

a) Letter and Sound Recognition: English language teachers should instruct students on the correspondence between letters and sounds. This aids pupils in comprehending the formation and pronunciation of words.

b) Repeated Practice: To strengthen students' grasp of phonics, assign repeated activities using a variety of sample words.

c. Expanding Your Vocabulary

a) Introducing New Words: Teachers should progressively introduce new words to their students in ways that they will find engaging and significant.

b) Use of Context: Students learn and retain new words better when they are introduced to them in the context of a sentence or tale.

d. Assisting with Understanding What You Read

a) Comprehension Questions: To make sure students get the material, teachers should probe their understanding of the text often.

a) Group Discussion: Having talks concerning the text or story in groups

e. Establishing a Helpful Educational Setting

a) Positive and Inclusive Environment: Instructors should foster a welcoming and upbeat learning atmosphere in the classroom where students feel free to ask questions and get guidance.

b) Positive Reinforcement and Motivation: Praising and rewarding pupils for their endeavors and successes can boost their drive to acquire literacy skills.

f. Promote Self-Selected Practice

a) Home Reading Assignments: Give your kids difficult but doable reading assignments at home.

b) Ongoing Reading Program: Organize events like "Reading Week" or "Reading Marthon" to motivate students to read on their own outside of class.

g). Employing Diverse Instructional Methods

a) Multisensory Approach: Students with diverse learning styles can benefit from an approach that makes use of several senses, including hearing, touching, and seeing.

b) Interactive Games and Activities: Adding games and interactive exercises to the curriculum adds interest and enjoyment to the learning process.

h. Assessment and Input
a) Periodic Assessment: To track students' reading skill development, provide assessments on a regular basis.
b) Constructive Feedback: Let pupils know what they need to work on and how to improve by giving them detailed, constructive criticism.

According to Putri Adini et al. (2023:3), educators play a variety of roles in the educational process, including those of learning resources, managers, facilitators, demonstrations, mentors, motivators, and evaluators. The teacher plays a crucial function as a resource for learning. The ability to learn is intimately linked to subject matter expertise.
i. Overcoming Challenges with Reading
a) Determine Challenges: Determine which children require extra assistance and special attention while they are struggling with reading.
b) Parental Collaboration: Assist parents in promoting learning at home by offering advice on how to teach kids to read, for example.
(Fitriyani Maghfiroh, 2019:6) claims.

Therefore, in addition to helping students understand where they stand in terms of reading proficiency, a basic reading assessment gives teachers valuable information that they can use to create engaging lesson plans and effective intervention plans.

2.1.6 Techniques for Developing Reading Proficiency

a. Phonics-Based Learning: This method aids in the development of students' word decoding abilities by teaching them the connection between letters and sounds.
b. Intensive Vocabulary Learning: This approach includes word games, repetitive reading, and word-related discussions in addition to other techniques to increase students'   vocabulary.
c. Consistent Reading Practice: Encouraging students to read on a regular basis by allocating specific time for both group and individual reading in class.
d. Technology Use: To pique kids' attention and advance their reading abilities, use interactive reading apps and instructional software. According to Permendikbud (2016) and as used in the Teacher Education Journal from January 1 to June 2020, assessment is the process of gathering and analyzing data in order to gauge how well students are meeting their learning objectives.

The methodical process of gathering, evaluating, and interpreting data to ascertain how well students are meeting learning objectives is called assessment. Reading is the visual act of converting written symbols, or letters, into spoken words. Because reading and assessment are ontological in nature and must be applied, reading evaluation is conducted concurrently with cognitive skills in reading activities (Zulpan et al., 2018). Therefore, a simple reading assessment helps students understand where they are at in terms of reading and also gives teachers the knowledge they need to create interventions and teaching strategies that will help students   become   better   readers.

2.1.7   **Evaluation**   **of**   **reading**

Activities related to assessment usually come first in evaluations. The methodical process of assessment involves gathering, evaluating, and interpreting data in order to draw judgments about the attributes of individuals or things. Julian Nursatria (2021:24) claims that... Some crucial elements of a student's basic reading assessment include the following:

a. Phonemic Ability: This refers to the understanding of word sounds. The smallest units of sound in language are called phonemes, and students are tested on their ability to recognize and manipulate them.

b. Vocabulary Mastery: This refers to a student's ability to comprehend and utilize words appropriately in context. Word recognition and phrase usage are common ways to assess this.

c. Reading Fluency: This gauges how accurately and fluently pupils are able to read text. This covers emotion, accuracy, and speed of reading.

d. Reading Comprehension: The capacity of a pupil to comprehend and analyze literature is known as reading comprehension. It entails responding to inquiries concerning the read material, drawing conclusions, and deciphering both the text's explicit and implicit meaning.

a. Word Recognition Proficiency: This assesses pupils' speed and accuracy in recognizing both common and uncommon words. As said by Nursesetto (2021:24). Some crucial elements of a fundamental reading evaluation technique for students are as follows:

Formal examinations: To assess pupils' reading proficiency quantitatively, standardized examinations like the Test of Basic Reading Skills (TKDM) are utilized.

a. Teacher Observation: Throughout the teaching and learning process, teachers keep an eye on their students' reading abilities. Daily or weekly notes on students' development may be part of this.

c. Authentic assessment is reading assignments that are applicable to everyday life, like news stories or instructions, and then assessing how well the material is understood   and   used.
d. Portfolios: Compiling a range of student projects throughout time that shows their proficiency in reading.

2.2 Contextualized investigation

Erik Pernando's study, "The Role of Parents in Improving Reading and Writing Skills for Children," The present study employs a descriptive qualitative research design, utilizing data collection approaches such as observation, interviews, and documentation to assist parents in enhancing their children's reading and writing skills in Kota Padang Village, Manna District, South Bengkulu Regency. Finding out how parents in Kota Padang Village, Manna District, South Bengkulu Regency, may help their children become better readers and writers was the aim of this study. highlighting the role of parents in enhancing their children's reading and writing abilities in the village of Kotabang. Children's reading and writing abilities can be enhanced by parents. The present study shares parallels with previous research in that it examines the enhancement of children's reading skills and the methodologies employed. However, the research being conducted differs in terms of location and objectives. location and goals of the research.

The work "The Role of Teachers in Efforts to Improve Students' Basic Reading Skills Class I at SDIT Al-Qiswah" was done by Orizsan Putra. This kind of study employs a descriptive qualitative methodology in the field. qualitative method that is primarily descriptive. methods employed for gathering data Interviews, observation, and documentation are the methods used to acquire the data. The data is then processed in a number of stages, including data reduction, data presentation, and conclusion drafting. in conclusion. The goal of this study was to ascertain the impact that teachers play in helping grade I students at SDIT Al Qiswah develop their foundational reading skills. to raise the basic reading comprehension of SDIT Al-

Qiswah's first-graders. The areas where this research and the research being researched differ are in the research location, although both studies address how children's reading skills can be improved and the methodologies employed.
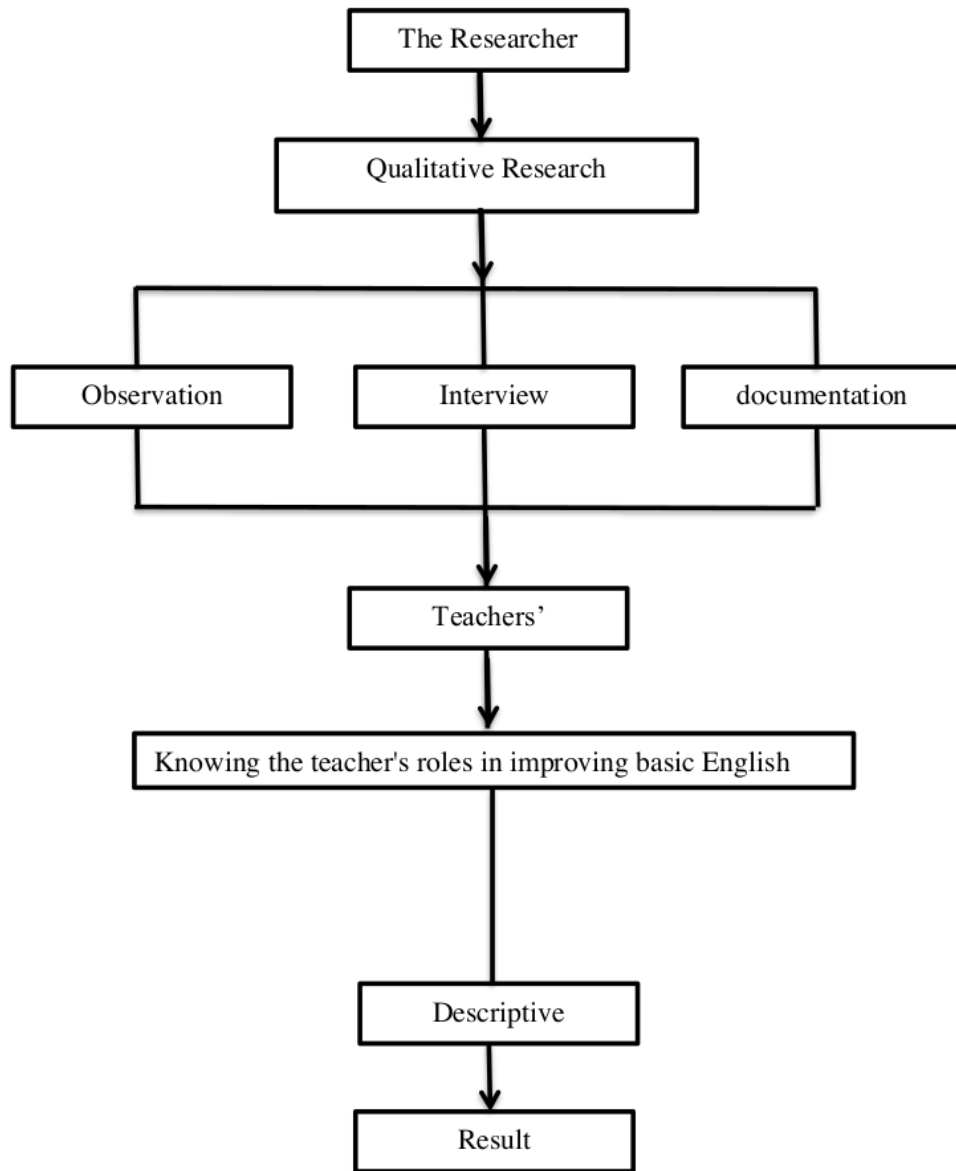
2.3 Conceptual Framework

The Researcher

Qualitative Research

| Observation | Interview | documentation |

Teachers'

Knowing the teacher's roles in improving basic English

Descriptive

Result

Figure 1: Conceptual Framework

CHAPTER III

RESEARCH METHODS

3.1 Methodology and Nature of the Study

This study's research methodology was qualitative in nature. Qualitative research is defined as study that aims to comprehend the phenomena of what the research subject experiences holistically, using language and word descriptions, a particular natural setting, and a variety of scientific approaches. Next, according to Creswell in (Murdiyanto, 2020), qualitative research is the process of looking into human issues and social phenomena. According to Sidiq and Choiri (2019), qualitative research is also defined as a method used in scientific research to search for concepts, meaning, understanding, symptoms, symbols, and descriptions of a phenomenon. It is focused, multi-method, natural, and holistic, prioritizes quality, uses a variety of methods, and is presented narratively.

This kind of research is known as descriptive qualitative research, and it is an endeavor to characterize a phenomena or circumstance in order to gather data regarding the state of affairs at the time. Additionally, descriptive research is done to advance broad scientific goals, typically to advance the science underpinning issues and solutions. Producing methodical, factual, and precise information about the characteristics and facts of a certain population or region is the aim of descriptive research.

3.2 Research Setting and Schedule

The study was carried out at the SMP Swasta Idanoi, Idanoi Siwalubanua II School, located on Jl Pelud Binaka in the Gunungsitoli Idanoi District. The study was carried out between August 5 and September 5, 2024. On August 9 and 10, researchers observed and interviewed students in class VIII-A against the English teachers. After that, between August 24 and 30, researchers observed and interviewed students in class IX-B in opposition to the English teachers.

3.3 Variable of the Research

Variables are one of the most crucial aspects that researchers must consider. According to Best and Kaln in Olayemi (2017), variables are attributes or circumstances that are under the control or observation of researchers. A variable is an object, situation, idea, feeling, length of time, or other category that needs to be quantified. Generally speaking, two categories of variables are frequently employed, specifically: Independent variables are variables that have an impact on other variables, according to Widiyanto (2013). Conversely, variables that are impacted by independent variables are known as dependent variables. Consequently, there were just two variables in this investigation. The role of the teacher and the fundamental reading abilities of the students.

3.4 Data Source

The following categories and sources of data will be used in this study project:

a. Principal Information

This information was gathered by observations that included firsthand field observations, interviews, and documentation. To learn more about the research, interviews were done. The researcher is interested in the English teacher's abilities to help children in the classroom acquire fundamental reading skills, hence the teacher serves as the informant in this instance.

b. Secondary Information

is information gathered indirectly, or from other sources, specifically secondary information found in already-existing information, such as documents or information that has been verified or recorded, allowing researchers to look for and gather information only found in books and other already-existing paperwork.

3.5 The Research Instrument

Methods of observation, interviews, and documentation are used in this study. Consequently, the following tools are required:

3.5.1 Observation

Patton (2020, in Amalia). For the data collected to be reliable and valuable, observation must be conducted by researchers who have received the necessary training and have taken meticulous and comprehensive preparations. In the context of research, observation is the process of directing attention toward an object while employing all of the senses to gather information. Thus, direct observation involves the use of senses such as taste, smell, hearing, touch, and, when needed, sight.

School Address : jl, pelud binaka siwalubanua II

Teacher : 1. Mrs. Pinta Harefa, S.Pd

    2. Mr. Hendik Gea

Day/Date :

Meeting :

Time :

No.	Activities in basic reading instruction	Information
1.	The instructor presents the pupils with letters and sounds.	
2.	The instructor helps the pupils develop a basic vocabulary	
3.	The instructor reads a few words to the class.	
4.	The instructor assigns fundamental reading exercises to the pupils.	
5.	The instructor provides pupils with encouragement and support.	
6.	The instructor employs digital media in the classroom	
7.	The instructor adheres to formal curriculum and techniques	
8.	Teachers provide students with additional lessons	

3.5.2 Conduct Interview

Interviews using a set of questions were employed in this investigation. Adhabi and Anozie, 2023 (in Büşra). This makes it possible to conceptualize the interview technique as an interactive process in which the researcher poses questions in order to elicit specific information.

The following were the tools required for the interview section:

1) Does the teacher introduce the pupils to letters and sounds?

2) Do the teachers help pupils develop a foundational vocabulary?

3) Do the teachers read aloud to the pupils in brief words?

4) Does Mr. or Mrs. provide the pupils with fundamental reading practice?

5) Does Mr. or Mrs. provide the pupils encouragement and support?

6) Does Mr. or Mrs. use media and technology in the classroom?

7) Does Mr. or Mrs. adhere to the prescribed curriculum and procedures?

8) Do the teachers provide extra instruction to the students?

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3.5.3 Record-keeping

According to Sugiyono (2019), documents are accounts of past occurrences. Documents might be written pieces of art, photographs, or a person's colossal creations.

No.	Picture	Description Documentation

3.6 Data Gathering Method

Techniques for gathering data are certain methods employed in research to support the veracity of an event or activity. Three methods were employed by researchers to collect data for this study, which are as follows:

a. Remark

August 2024 saw the researchers conducting observations in School SMP. According to Swasta Idanoi, observation is the process of paying great attention, taking note of occurrences as they occur, and thinking about how different components of the phenomenon relate to one another. An additional argument in favor of this is a remark that highlights the significance of observation as a method of data collecting in qualitative research. For the data collected to be reliable and valuable, researchers need to conduct observation with sufficient training and with meticulous and comprehensive preparations. Patton (2020, in Amalia).

b. The interview

In August 2024, the researcher had an interview with an English instructor at SMP Swasta Idanoi School. This was one of the methods the researcher used to collect data for the study that was completed at Nias University. It seeks to improve people's experiences and comprehension of those experiences.

Put differently, an interview is a procedure wherein a researcher poses different questions to a participating teacher with the aim of obtaining information from them regarding a specific issue. Adhabi and Anozie, 2023 (in Büşra). This makes it possible to conceptualize the interview technique as an interactive process in which the researcher poses questions in order to elicit specific information.

According to the interview technique, the interviewer has a significant impact on the experience and thoroughly investigated study issue. An interview using a set of questions was employed in this investigation. Stated otherwise, this study employs a structured interviewing method, but the presentation is not constrained by a pre-existing framework. In order to maximize interview fairness, the interviewer is granted flexibility to speak with potential sources of information.

c. Method of Documentation

Sugiyono (2019), documents are accounts of past occurrences. Documents might be written pieces of art, photographs, or a person's colossal creations. Written documents include life histories, biographies, stories, diaries, rules, and policies. images-based documents, including photos, sketches, and life drawings. works that are documents, like artwork, which includes films, sculptures, and paintings. In qualitative research, documentation is an adjunct to methodologies such as observation and interviews (Sugiyono, 2019). In August 2024, researchers went straight to School SMP Swasta Idanoi to gather documentation. Using devices or media applications, they captured several photos and films.

3.7 Approaches to Data Analysis

Researchers examined data from English teachers for this study. Researchers looked at qualitative data when assessing data. Data analysis, according to Khalisah, 2022 (Bodgan in Sugiyono, 2013: 334), is the process of methodically looking through interview transcripts, field notes, and other materials you gather in order to better understand them and be able to share what you have discovered with others. The three levels of activities that comprise qualitative data analysis methodologies are connected. Sugiono's perspective, which identifies three phases in qualitative data analysis—data reduction, data presentation (data display), and conclusion drawing (verification)—is consistent with this.

a. Data Diminishment

The outcomes of these observations and interviews are reduced to data, and researchers then organize their findings regarding the roles and strategies that teachers have used—as well as those that have not—to help students develop their fundamental English reading abilities.

b. Information Display

The data must then be displayed following the reduction of the data. During this procedure, the data is presented in tabular form by the researcher, who bases it on the conclusions of the investigation or the outcomes of the prior data reduction.

c. Drawing the conclusion (verification).

This qualitative study is supposed to conclude that there was no such thing as a teacher in the past. Data results take the shape of a description or an explanation of an object that was before unclear but is now clear as a result of research. Display data from above can be regarded as a reliable conclusion if it is backed up by substantial data.

CHAPTER IV

RESULT & DISSCUSION

4.1 Result

 4.1.1 Teachers' Roles

 4.1.1.1 Result of Observation

Observing the instructor in English language learning activities in the classroom was the first step the researcher performed, based on the research purpose to examine the teacher's role in enhancing basic reading abilities in English language learning. Mrs. Pinta Harefa, S.Pd., is the English teacher. On Friday, August 9–10, Saturday, and Saturday, August 24–30, Friday, August 30, 2024, were observed by researchers. The findings of the observations that the researchers make are listed below for further information.

School Address : jl, pelud binaka siwalubanua II

Teacher   : 1. Mrs. Pinta Harefa, S.Pd

                        2. Mr. Hendik Gea

Day/Date   : Friday, and Saturday 09, 10, 24, 30 August, 2024

Meeting   : 1, 2, 3, 4. (One, two, three, four).

Time   : 11.00

No	Teachers' Name	Meeting	Roles							
			R1	R2	R3	R4	R5	R6	R7	R8
1.	PH1	1	√	√	χ	√	√	χ	√	χ
		2	χ	χ	χ	χ	√	χ	√	χ
		3	χ	χ	χ	χ	√	χ	√	χ
		4	χ	χ	χ	√	√	χ	√	χ
2.	HG2	1	χ	χ	χ	χ	√	χ	√	χ
		2	χ	χ	χ	χ	√	χ	√	χ
		3	χ	χ	χ	√	√	χ	√	χ
		4	χ	χ	χ	χ	√	χ	√	χ

Notes Table:

Teachers' Name   : PH1 Pinta Harefa Teacher's one, HG2 Hendik Gea Teacher's two.

Roles   : R1 Teacher's roles one, R2 Teacher's roles two, R3 Teacher's roles   three, R4 Teacher's roles four, R5 Teacher's roles five, R6 Teacher's roles six, R7 Teacher's roles seven, R8 Teacher's roles eight.

Based on the table above, PH1 carried out learning in the classroom, and researchers made observations in the classroom and researchers saw that the teacher carried out role one (R1) once at the first meeting. Then the researcher saw that role two (R2) was carried out once at the first meeting, and then role three (R3) was not carried out at all and role four (R4) was carried out twice at the first and fourth meetings, then the researcher saw that role five (R5) was carried out from all eight teacher roles completely, then role six (R6) was not carried out at all due to lack of infrastructure at school, then role seven (R7) was carried out from all eight teacher

roles completely and role eight (R8) was not carried out at all because there was no time for teachers to carry it out and there were also no regulations from the school.

Then PH2 carried out learning in the classroom, and the researcher made observations in the classroom and the researcher saw that the teacher did not carry out role one (R1), then the researcher saw that role two (R2) was not also carried out, and then role three (R3) was not carried out and role four (R4) was carried out once in the third meeting, Then the researchers saw that role five (R5) was carried out from all eight teacher roles in full, then role six (R6) was not carried out at all due to lack of infrastructure at school, then role seven (R7) was carried out from all eight teacher roles in full and role eight (R8) was not carried out at all because there was no time for teachers to carry it out and there were also no regulations from the school.

4.1.1.2 Result of Interview

Further data collection was carried out through interviews. The purpose of this interview is to find out the obstacles of English teachers in improving basic English reading skills. The interview was conducted by interviewing the 8th grade English teacher on behalf of Ms. Pinta Harefa on August 09 and. The results of the interviews that researchers have conducted are as follows:

Enquiry	Teahers' 1 PH 1	Teahers'2 HG 2
1. Does the Mrs/Mr introduce letters and sounds to the students?	Yes, because introducing letters to students is their basis for learning. But in general, not in detail.	Yes, of course it is taught during teaching but only in general terms.
2. Does the Mrs/Mr r build basic vocabulary in	Not with basic vocabulary but in the	No, just general learning according to the learning

	students?	form of stories in the learning book.	storybook.
3.	Does the Mrs/Mr read short words to students?	Teaching reading not in word form but in sentence form.	The teacher invites the students to read the text that the students have learned.
4.	Does the Mrs/Mr give students basic reading practice?	Yes, during the lesson, the mother invites the students to read together.	Yes. The teacher invites students to read together in class.
5.	Does the Mrs/Mr provide reinforcement and motivation to students?	Yes, providing motivation to students is very important and of course a teacher or mother herself motivates and encourages students in learning in the classroom and outside the classroom.	Yes, of course as a teacher I still motivate students in class.
6.	Does the Mrs/Mr use technology media in teaching?	No, Mrs/Mr do not use technological media at school that can support teachers in using technological media at school, especially in teaching in class because the infrastructure is not	No, because the infrastructure is not sufficient.

	complete.	
7. Does the Mrs/Mr follow the Formal curriculum and methods?	Yes, following the new curriculum is something that must be followed because it has become a regulation that must be followed and also follows according to school regulations.	Yes, followed according to the school roles.
8. Does the Mrs/Mr give extra lessons to the students?	No, because my Mrs doesn't have time to provide additional learning or has other activities besides teaching at school.	No, because there are many other activities and there are also no habits that are carried out by the school regulations.

Notes Table: : PH1 Pinta Harefa Teacher's one, HG2 Hendik Gea Teacher's two.

For the first question, Mrs. Pinta Harefa, S.P.,d said that Yes, because introducing letters to students is their basis for learning. But in general, not in detail. And Mr. Hendik Gea, S.P.,d said Yes, of course it is taught during teaching but only in general terms.

For the second question, Mrs. Pinta Harefa, S.P.,d said Not, with basic vocabulary but in the form of stories in the learning book. And Mr. Hendik Gea, S.P.,d said No, just general learning according to the learning storybook.

For the third question, Mrs. Pinta Harefa, S.P.,d said Teaching reading not in word form but in sentence form. And Mr. Hendik Gea, S.P.,d said The teacher invites the students to read the text that the students have learned.

For the fourth question, Mrs. Pinta Harefa, S.P.,d said Yes, during the lesson, the mother invites the students to read together. And Mr. Hendik Gea, S.P.,d Yes. The teacher invites students to read together in class.

For the fifth question, Mrs. Pinta Harefa, S.P.,d. said Yes, providing motivation to students is very important and of course a teacher or mother herself motivates and encourages students in learning in the classroom and outside the classroom. And Mr. Hendik Gea, S.P.,d said Yes, of course as a teacher I still motivate students in class.

For the sixth question, Mrs. Pinta Harefa, S.P.,d. Said No, Mrs/Mr do not use technological media at school that can support teachers in using technological media at school, especially in teaching in class because the infrastructure is not complete. And Mr. Hendik Gea, S.P.,d said No, because the infrastructure is not sufficient

For question seven, Mrs. Pinta Harefa, S.P.,d. Said Yes, following the new curriculum is something that must be followed because it has become a regulation that must be followed and also follows according to school regulations. And Mr. Hendik Gea, S.P.,d. said Yes, followed according to the school roles.

For the eighth question, Mrs. Pinta Harefa, S.P.,d. said no, because my Mrs doesn't have time to provide additional learning or has other activities besides teaching at school. And Mr. Hendik Gea, S.P.,d. said No, because there are many other activities and there are also no habits that are carried out by the school regulations.

So, from the results of the interview table above of the eight roles of the teacher, there are two roles and ways of teachers that are implemented in

the school, namely: Teachers provide reinforcement and motivation to students because providing motivation to students is very important and of course a teacher or teacher's mother herself motivates and encourages students in learning in the classroom and outside the classroom. and following the curriculum and Formal methods is something that must be followed because it has become a regulation that must be followed in general and also follows according to school regulations.

4.1.1.3 The way of Improving Students' Basic Reading Skills

No	Teachers' Name	Teacher's Roles	Roles	Teacher's Way
1.	PH1	The teacher introduces the letters and sounds to the students.	R1	The teacher taught students to read letters in meeting one, only once when a student misread the text.
		The teacher builds basic vocabulary in students	R2	The teacher taught students to read basic vocabulary in meeting two, once when students misread the text in the classroom.
		The teacher gives students basic reading practice.	R4	The teacher taught students basic reading practice in meetings one and four, twice when students read the text given by the teacher in class.
		The teacher provides reinforcement and motivation to the students	R5	Teachers always provide reinforcement and motivation to students, such as if there are mistakes and shortcomings in learning,

				teachers provide understanding to these students in terms of informing the correct learning.
		Does the teacher follow the Formal curriculum and methods	R7	Teachers always follow the curriculum and Formal methods at school because it is the basis for teachers to carry out learning such as making lesson plans.
2.	HG2	The teacher gives students basic reading practice.	R4	The teacher gave basic reading practice in the third meeting, at which time the teacher told the students to read together and the students did not know how to read the basics correctly and the teacher told or practiced how to read the basics.
		The teacher provides reinforcement and motivation to the students	R5	Teachers always provide reinforcement and motivation to students, such as if there are mistakes and shortcomings in learning, teachers provide understanding to these students.
		Does the teacher follow the Formal curriculum and	R7	Teachers always follow the curriculum and Formal

		methods		methods at school because it is the basis for teachers to carry out learning such as making lesson plans.

Notes Table: : PH1 Pinta Harefa Teacher's one, HG2 Hendik Gea Teacher's two.

4.2 Discussion

4.2.1 The Description and Intepretation of the Research Result

Based on the results of the research that the researchers have provided above, the following researchers will provide a discussion of the results of the study to answer the formulation of the problem of the Teacher's Role in improving basic English reading skills, and What are the obstacles for English teachers in providing English language learning. Especially in improving basic English reading skills at School SMP Swasta Idanoi.

4.2.1.1 Observation Result

Researchers begin by observing in order to address the first articulation of the problem, specifically by observing in order to determine the function that teachers play in enhancing fundamental English reading skills. The learning phases and the conversation are included in the observation sheet:

There are various points in Wulidatul Rohma that are consistent with the observations made by Ms. Pinta Harefa, S.Pd. In 2023, the vowel letters a, i, u, o, and e, as well as the consonant letters m, b, and p—which youngsters frequently pronounce—must be introduced first. Singing phonic songs—phonics songs, for instance. Performing phonic music, such as: Red roses bloom em (repeated three times) em sounds like the letter "m". To create meaningful words, the consonant letter "m" is paired with the vowel letter "a" to sound like "ma". If the syllable

"ma" is combined with another syllable "ma", it will sound like the word "mama". Developing foundational English reading abilities entails:

a. Using letter cards, the teacher presents the letters at the beginning of the class. Additionally, the instructor checks if the pupils are aware of the letter names and sounds. teaches pupils to relate letters to the sounds they produce. The letter "A," for instance, has the sound /a/. putting up a cooperative group exercise where students must locate and match letters. Prioritize the most often used or easily pronounceable letters before moving on to the more challenging ones.

b. Educators impart the Use of Basic Words: Make use of short, straightforward words that are simple for pupils to learn and say. Words like "ball," "book," and "mom," for instance. Practice and Repetition: Regular repetition of the words helps students retain the information. Incorporate the usage of actual things into the classroom to directly assist pupils in comprehending the meaning of the words. Have basic conversations with the vocabulary you have learnt. Additionally, pose straightforward queries to pupils based on their knowledge.

c. Teachers instruct pupils in reading by breaking words down into individual syllables. Say "ba-ba" for "baba," for instance. Say a word, like "hat," a few times, pointing to each letter as you go. Using Picture Books: To help kids make the connection between words and pictures, choose picture books with straightforward text. Say, "This is the word 'cat,' which means cat," after reading a few brief words, such "cat." Once the teacher has read the brief word, invite the kids to join in. For instance, ask the class to repeat the word "cat" together after the teacher says it. Alternatively, the instructor may read aloud to the class before asking them to imitate in a clear, loud voice.

d. The story is read by the teacher: Read a brief, easy story to the class. Additionally, the instructor requests that the class read aloud as a

group. Engaging and Inquiring: To make sure pupils comprehend the material being read, make sure they have questions about it. The teacher invites the pupils to summarize what they read in their own words after finishing the book. The teacher teaches pupils to read simple phrases after they have mastered word recognition. Easy phrases like "I see a dog" or "The cat runs" can aid in kids' comprehension of word connections.

e. The instructor bestows praise and incentives: The instructor bestows praise each time a student reads a word or sentence correctly. and bestows tokens of appreciation that inspire pupils. does not criticize students when they make mistakes; instead, the instructor provides helpful criticism. urges them to try again by demonstrating how they can get better. valuing the little advancements that pupils achieve. For instance, if a student who was having difficulty is now able to complete the majority of the issues, and the instructor notes the improvement. Additionally, acknowledging accomplishments might inspire pupils to keep trying and feel important. giving each person equal attention and acknowledgment. Additionally, give every student the chance to contribute and voice their opinions. so that they can feel more confident and empowered with such instructor care.

f. No, because the school does not have media that can be used in teaching.

g. Instructors are aware of the learning goals established by the official curriculum. Students must attain the fundamental skills (KD) and core competencies (KI) for each topic. Make sure that the content being taught adheres to the established standards by outlining the learning objectives for each semester or school year. utilizing the lesson plans and curriculum. Create lesson plans based on the curriculum's provided syllabus. Teachers can better arrange learning activities by using lesson plans that align with the intended objectives and resources. The steps of the learning activities, methodologies, instructional materials, learning

objectives, and evaluation should all be included in each lesson plan. Make sure that the instructional materials you employ align with the formal curriculum standards and prepare them in accordance with the curriculum. Furthermore, educators employ textbooks, modules, and additional educational resources that are outlined in the approved curriculum. also have the ability to create their own instructional materials in accordance with the curriculum's desired competencies. according to the curriculum's Evaluation and Assessment Standards. In order for the evaluation to accurately reflect student progress, it should also be provided in line with the curriculum's indicators of competency attainment (IPK).

h. No, because teachers are busy with other activities and do not have enough time to provide additional learning to students.

So based on the research above Ms. Pinta Harefa, S.Pd plays an active role in providing English language learning to improve basic English reading skills in her teaching at school. And carry out full responsibility as a professional teacher. This is very important in educating students to understand English subject matter.

4.2.1.2 Interview Result

The next step that researchers take is to conduct interviews with English teachers. The results of this interview are used to answer the second problem formulation, namely How do teachers improve basic English reading skills. And based on the results of interviews with English teachers there are several points of the teacher's role in improving basic English reading skills and also the obstacles faced by English teachers.

a. First, how teachers improve basic English reading skills as follows :

    a) Introducing letters to students is their basis for learning.

    b) Teaching basic vocabulary to students can increase basic reading comprehension to students.

    c) Teaching short words to students they easily understand. For example, the mother gives a simple text or word in , and after that she invites them to read back the text.

    d) If the learning takes place the teacher gives or invites students to read together, and if there are student errors in reading the teacher repeats many times to train students so that students are proficient in reading correct and precise English texts.

    e) Providing motivation to students is very important and of course a teacher or mother herself motivates and encourages students in learning in the classroom and outside the classroom.

    f) Following the new curriculum or curriculum is something that must be followed because it has become a regulation that must be followed and also follows according to school regulations.

b. The two teacher constraints in improving basic reading skills in English at school SMP Swasta Idanoi as follows:

    a) Teachers do not use technological media at school that can support teachers in using technological media at school,

especially in teaching in class because the infrastructure is not complete.

b) There is no additional learning because there is no time to provide additional learning or have other activities besides teaching at school. And also the school has no regulations in providing additional learning to students.

So that is what is an obstacle for teachers in improving basic English reading skills at school SMP Swasta Idanoi.

But to overcome these obstacles based on the results of interviews with English teachers that teachers must understand and adjust to teaching in class, and provide various strategies that can support students in learning.

4.2.2   The Research Result Versus the Latest Related Research

Under the heading "The Role of Teachers in Improving Reading and Writing Skills for Students in Kota Padang Village, Manna District, Bengkuluselatan Regency," Erik Pernando 2022 carried out the first study. In order to fully comprehend the role that instructors play in helping kids in Kota Padang Village develop their reading and writing skills, qualitative research methods were employed in this study. Three methods are utilized to acquire data: documentation, interviews, and observation. The study's findings suggest that instructors' contributions to children's reading and writing development will have an impact on their future academic potential. The capacity to identify that reading and writing truly need the teacher's attention is a prerequisite for the next ability as if students are at this level of reading and writing.

Tracing, comprehending, and investigating diverse symbols are all part of the reading process. In writing or reading, a sequence of letters can serve as a symbol, as can images. Even though it is understood as such, reading in particular entails comprehending writing. Reading is a crucial part of the learning process. A student's primary tool for developing his interest is reading.

Proficient readers are typically able to articulate ideas, emotions, and engage in interactive activities with their surroundings. Therefore, educators (particularly teachers and parents or families) must give the development of kids' reading skills substantial consideration during the learning process. The ability to converse, sing, tell stories, and other activities can all be indicators of a child's progress in reading.

Here is a comparison of the similarities and differences. The similarities between my research and the title's discussion of improving writing and the second subject of my study, which is connected to English courses, are in the analysis of the teacher's role and the topic of improving student reading.

4.2.3 The Research Result Versus the Theoris

Based on the results of research that has been conducted by researchers with the title "The Role of Teachers in Improving Basic English Reading Skills in Class VIII of School SMP Swasta Idanoi" there are conformities and discrepancies with existing theories about the Role of Teachers in Improving Basic English Reading Skills. After obtaining the results of the study, the researcher will describe the suitability and incompatibility of the research results with existing theories.

Pupils learn vocabulary through Wulidatul Rohma 2023 and Kamayana 2019, and while teaching letters, it's important to start with vowel letters and consonant letters that are frequently uttered by kids or pupils. Using letter cards, teachers begin lessons by introducing letters and their sounds. Simple word usage is taught, pupils are taught to read by syllables, stories are read aloud, the instructor provides praise and incentives, and the teacher is aware of the learning goals established by the official curriculum.

Santi Arum Fun learning can be done anywhere with a variety of media, including digital technology, according to Puspita Lestari 2021. Using technology is one of the options for learning. In anticipation of this, some educational institutions use e-learning resources including learning videos,

video conferences, and other forms of media to facilitate instruction. Noorazlina Siti Abu Bakar 2021 Furthermore, given that the new DSKP places a strong emphasis on the use of technology-based tools and resources, the reviewer is especially interested in knowing how much use teachers make of these resources while implementing Additional Mathematics Level 4 instruction.

Based on some of the above theories, it can be concluded that the theory about the role of teachers in improving basic English reading skills at School SMP Swasta Idanoi is still not fully implemented in accordance with the conditions and realities found at school.

4.2.4 The Research Result Implication

The results showed that the teacher's role in improving basic English reading skills. The findings highlight the importance of teachers' understanding of improving basic English reading skills. The teacher's understanding of the basic skills of reading English is the main key in the success of students in learning English.

a. Selecting Relevant Materials: Teachers can choose learning materials that are relevant to the context of reading English texts. For example, in teaching vocabulary about the school environment, teachers can use examples from daily life related to the school environment. Making Meaningful Connections: Teachers can make meaningful connections between learning materials and students' life experiences. By connecting subject matter that students are already familiar with, learning will become more meaningful and easy to remember.

b. Being a Role Model: The teacher as a figure respected by students, will become a role model in improving reading skills. When students see the teacher reading and invite the students in the class to read the given learning text, the students will be motivated to imitate him.

c. Creating a Conducive Learning Environment: Teachers can create a

conducive learning environment for the development of students' basic reading skills by encouraging cooperation, tolerance, and mutual respect.

4.2.5 The Limitation

In the findings of this study, the researcher realized that there were several limitations that affected the findings of the study entitled "The Role of Teachers in Improving Basic English Reading Skills in Class VIII of School SMP Swasta Idanoi". The findings of this study provide insight into the role of teachers in improving basic English reading skills, but cannot be separated from several limitations which can be explained as follows.

a. Methodological Limitations: This study used observation and interviews as the main methods to collect data on teachers' roles and constraints in improving basic English reading skills. While this method provides deep insights into teachers' practices, its methodological limitations include the potential for interpretative bias from observers and subjectivity in interview reports. Observations restricted to a specific time or session may not cover the full range of classroom management practices used by teachers.

b. Time and Resource Constraints: The limited duration of the study and available resources posed significant constraints. Observations and interviews were conducted over a short period of time, which may not have been sufficient to capture the long-term changes or full impact of the classroom management strategies implemented. This limitation also restricted the researcher's ability to conduct a more thorough analysis and comprehensive evaluation.

c. Limitations of Generalization: This study focused on two teachers in one school, which may limit the ability to generalize the findings to a wider context. Findings from one school with two teachers may not be fully representative of the class.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

The role of teachers in improving basic English reading skills Improving reading skills is a major focus in efforts to improve the quality of education in various countries. Teachers have an important role in creating a learning environment that supports the development of English reading skills. One important aspect of the teacher's role is his/her ability to design and implement effective learning strategies. These strategies include the selection of reading materials that are appropriate to students' ability and interest levels, as well as the use of diverse learning methods to facilitate comprehension and mastery of English reading skills. So based on the research there are several teacher roles and strategies that researchers have found in School SMP Swasta Idanoi as follows: Instructors begin instruction by introducing letters, teaching basic vocabulary, teaching pupils how to read syllables, and telling short, easy stories to their students. Additionally, the instructor requests that everyone read aloud together. In addition to facilitating Q&A sessions and interactions, the instructor expresses gratitude and admiration to the class each time a student reaches a satisfactory level of performance. The instructor extends an invitation to students to take part and share their thoughts. In order to boost students' self-confidence and help them feel valued in the classroom, teachers should approach their students in this way. Instructors are aware of the learning goals established by the official curriculum. Students must attain the fundamental skills (KD) and core competencies (KI) for each topic. Make sure that the content being taught adheres to the established standards by creating learning objectives for each semester or school year. utilizing the lesson plans and curriculum. Create lesson plans that follow the curriculum's

provided syllabus. Teachers can better arrange learning activities by using lesson plans that align with the intended objectives and resources. The steps of the learning activities, methodologies, instructional materials, learning objectives, and evaluation should all be included in each lesson plan.

Make sure that the instructional materials you employ align with the formal curriculum standards and prepare them in accordance with the curriculum. Furthermore, educators employ textbooks, modules, and additional educational resources that are outlined in the approved curriculum. also have the ability to create their own instructional materials in accordance with the curriculum's desired competencies. according to the curriculum's Evaluation and Assessment Standards. Additionally, offer tests that follow the curriculum's indications of competency attainment (IPK), in order for the evaluation to fairly represent the growth of the students. Additionally, there are certain barriers that teachers at School SMP Swasta Idanoi face, such as: The lack of infrastructure prevents teachers from utilizing technology in the classroom, which can facilitate their use of technology. This is especially true while teaching in a classroom. Additionally, there is no extra learning because there isn't time for it or for activities other than teaching in the classroom. Furthermore, there are no rules governing the school's ability to provide pupils extra instruction.

5.2 Suggestions

Use of Technology and Educational Apps by utilizing technology such as reading learning apps or interactive digital tools. For example, platforms like Babble can help students improve reading comprehension through game-based exercises. Create a Rich Literacy Environment Create a classroom environment full of reading materials such as posters, word cards, notice boards and a small library in the corner of the classroom. This will expose students to texts more often and indirectly encourage them to read. Build a cooperative relationship with parents, involving parents in the reading learning process, for example by giving reading assignments at home or asking them to read stories to their children at home. With a varied and interactive approach, teachers can help students develop basic reading skills effectively and enjoyably. To assist students in reading activities at home. This can be in the form of guidance in reading storybooks or simply accompanying children in daily reading activities and can also be additional learning for students so that students can be proficient in learning.

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THE ROLES OF TEACHERS IN IMPROVING STUDENTS' BASIC ENGLISH READING SKILLS OF SMP SWASTA IDANOI IN 2024/2025

4%
SIMILARITY INDEX

PRIMARY SOURCES

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