The Roles of Teachers in Improving Students' Basic English Reading Skills of SMP Swasta Idanoi in 2024/2025

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Abstract- This study aims to analyse the role of teachers in improving basic English reading skills and how teachers improve basic English reading skills at School SMP Swasta Idanoi. There are two people who participated in this research, namely the English teacher. The methods used in this research are observation, interview. The researcher collected data through observation and interview. To support this research data, researchers took documentation. The research data processing was done with three stages, namely data reduction, display and conclusion. Based on the results of the study, the researcher found two teacher roles in improving basic English reading skills that have been carried out from eight related teacher roles, namely, providing reinforcement and motivation to students, and following the curriculum. And then the way teachers in improving basic English reading skills teachers provide reinforcement and motivation to students, such as if there are mistakes and shortcomings of students in learning teachers give understanding to these students in terms of telling the correct learning, and follow the curriculum or Formal methods at school which are the basis for teachers to carry out learning such as making lesson plans. The researcher suggests that teachers introduce letters and sounds to students, build basic vocabulary in students, read short words to students, provide basic reading practice to students, use technological media in teaching, and provide additional lessons to students.

Keywords: Basic English Reading Skills, Teacher Roles, Reinforcement and Motivation

I. INTRODUCTION

Learning English at school is essential because it is an international language that supports global communication (Aminullah, 2021). English learning at school should be presented in an engaging manner to attract students' attention, ensuring the learning process runs effectively. Additionally, the use of appropriate teaching methods plays a crucial role in supporting the learning process, making students more interested in the material delivered by teachers (Adini et al., 2023).

The teacher's role in improving basic English reading skills is pivotal, as improving reading skills contributes significantly to enhancing the quality of education (Hasanah & Lena, 2021). Teachers are responsible for creating a learning environment conducive to developing English reading skills. This includes designing and implementing effective learning strategies, exhibiting positive attitudes towards reading, demonstrating active reading practices,

and encouraging students to think critically about the texts they read (Banditvilai, 2020). Thus, teachers not only instruct students in reading but also guide them in understanding, analyzing, and evaluating the information within texts. According to Muhammad (2020), teachers serve as educators, mediators, facilitators, and role models, highlighting their multifaceted roles in the learning process.

Basic reading represents foundational knowledge and is a critical stage in learning to read, particularly for students who are new to literacy. At this stage, learners are taught to recognize and understand vocabulary effectively, progressing from non-readers to competent readers (Ilham & Desinatalia, 2022). As noted by Joko Saputra and Noviyanti (2022), early reading skills significantly impact subsequent reading abilities. Teachers' attention is vital in ensuring students acquire these foundational skills.

Basic reading skills encompass recognizing letter shapes, sound patterns, and whole word identification. These include letter recognition, word pronunciation, and vocabulary development, which are fundamental for students to learn to read English effectively (Handayani, 2024). The teacher's ability to link reading comprehension and basic reading proficiency is crucial. Without strong reading skills, comprehension becomes unattainable, and reading activities lose meaning. As highlighted by Stoller et al. (2020), students with higher reading habits demonstrate better comprehension, as reading involves understanding textual meaning and relating it to social phenomena. This process requires students to grasp context and leverage their prior knowledge to deepen understanding.

In the Independent Curriculum at SMP Swasta Idanoi, students are expected to develop basic reading skills, including recognizing letters and sounds, building basic vocabulary, using simple words, and reading short sentences. The curriculum also emphasizes providing reinforcement and motivation, integrating technology, and offering additional learning opportunities (Nursatria, 2021).

Based on observations and interviews at SMP Swasta Idanoi, it was found that teachers did not fully implement essential strategies such as teaching students to connect letters with their sounds, building basic vocabulary, or using technology. Instead, teachers primarily engaged students in joint text reading and asked them to interpret the text based on their understanding.

To address these gaps, this research aims to explore the roles and methods of teachers in improving basic English reading skills at SMP Swasta Idanoi. These include introducing letters and sounds, fostering vocabulary development, providing reading exercises, and leveraging technology to support learning. Inspired by these challenges, the researcher formulated the study titled "The Roles of Teachers in Improving Students' Basic English Reading Skills at SMP Swasta Idanoi" to investigate and describe teacher strategies and their impact on student outcomes.

II. METHODS

The most appropriate research method for this research is qualitative research. According to Aspers et.al (2019) Qualitative research is a method of inquiry focused on understanding phenomena through non-numerical data, such as interviews, observations, and texts. It aims to explore experiences, perceptions, and social contexts to gain deeper insights into human behavior and social processes. This method is suitable as it aims to explore the perceptions, strategies, and practices of teachers in a natural educational setting. Qualitative research allows for an in-depth understanding of the roles teachers play in enhancing basic English reading skills, focusing on their experiences, teaching approaches, and the challenges they encounter. Data collection methods such as interviews, observations, and documentation are integral to this approach, as they provide comprehensive insights into the participants' actions and perspectives.

In this study, the researcher analyzed data obtained from English teachers, using qualitative data analysis techniques to ensure systematic and thorough examination. The process involved three interconnected stages: data reduction, data display, and conclusion drawing. Data reduction refers to the process of selecting, focusing, and simplifying the raw data collected through interviews and observations to identify relevant themes and patterns. Following this, the researcher organized and presented the reduced data in a structured format, often in the form of matrices, tables, or narrative descriptions, to facilitate understanding and interpretation. Finally, conclusions were drawn through verification and reflection on the displayed data, ensuring that the findings are coherent and accurately represent the research objectives. This approach aligns with Sugiyono's framework for

qualitative data analysis, which emphasizes the iterative and interrelated nature of these stages to derive meaningful conclusions from complex qualitative data.

III. RESULT AND DISCUSSION
a) Observation Results

Meeting 1:

No	Activities in Primary Reading Instruction	Not	Yes	Information
1.	The teacher introduces the letters and sounds to the students. The teacher starts the lesson by introducing the letters using letter cards. And the teacher makes sure the students understand the names of the letters and their sounds. The teacher teaches the students to connect the letters with the sounds they make. For example, the letter "A" has the sound /a/.		√	Once only
2.	The teacher builds basic vocabulary in the students. The teacher teaches the Use of Simple Words: Use simple and short words that are easy for students to remember and pronounce. For example, words like "mom", "book", "ball". Teacher does Repetition and Practice: Repeat the words regularly to strengthen students' memory.		√	Once only
3.	The teacher reads short words to the students. The teacher teaches students to read by syllables: Teach students to read by breaking words into syllables. For example, "ba-ba" for "baba". The teacher reads a word like "hat" several times while pointing to the letters one by one.	√		Not
4.	The teacher gives students basic reading practice. The teacher reads the story: Read a short and simple story to the students. And the teacher asks the students to follow along and read together.		√	Yes, three times
5.	The teacher provides reinforcement and motivation to the students. The teacher gives praise and rewards: The teacher gives praise every time the student successfully reads a word or sentence. And gives small gifts that can motivate students.		√	Yes. Always implemented

6	Teachers use technology media in teaching. The utilization of technological media in the teacher's role has important functions that can improve the effectiveness of teaching and learning. For example, Expanding Access to Learning Resources Technology such as teachers access a wide and diverse range of learning resources, such as videos images and so on and interactive applications. This helps students get information from richer, up-to-date and interesting sources.	√		No, because the school does not have media that can be used in teaching.
7	Teachers follow the Formal curriculum and methods. Teachers understand the learning objectives set by the formal curriculum. Each subject has basic competencies (KD) and core competencies (KI) that students must achieve. Teachers map out the learning objectives for each semester or school year and ensure that the material taught is in line with the set standards.		√	Yes. Always implemented
8	Teachers give extra lessons to students. Teachers conduct activities outside of school, either individually or in groups. The aim is to help students who have difficulty in understanding the subject matter.	√		No, because teachers are busy with other activities and do not have enough time to provide additional learning to students.

Meeting 2:

No	Activities in Primary Reading Instruction	Not	Yes	Information
1.	The teacher teaches students to connect letters with the sounds they make. For example, the letter "A" has the sound /a/.	√		
2.	The teacher does Repetition and Practice: Repeat the words regularly to reinforce students' memory.	√		
3.	The teacher uses picture books: Choose picture books with simple text so that students can connect words with pictures.	√		
4.	The teacher gives basic reading practice to the students. The teacher conducts Interaction and Q&A: Ask questions about the story to ensure students understand what is being read.	√		
5.	The teacher provides reinforcement and motivation to students, does not		√	

No		Not	Yes	Information
	scold students if they make mistakes, gives constructive feedback, shows how they can improve and encourages them to try again.			
6	Teacher uses technology media in teaching	√		
7	Teachers follow the Formal curriculum and methods. Teachers use the syllabus and lesson plans. Make lesson plans in accordance with the syllabus given in the curriculum. Lesson plans help teachers organize learning activities according to the expected objectives and materials. Each lesson plan must include learning objectives, methods, teaching materials, steps of learning activities, and evaluation.		√	
8	Teachers provide additional lessons to students. Teachers will repeat the material outside of school or provide tutoring with an approach that is easier to understand.	√		No, because teachers are busy with other activities and do not have enough time to provide additional learning to students.

Meeting 3:

No	Activities in Primary Reading Instruction	Not	Yes	Information
1.	The teacher introduces the letters and sounds to the students. The teacher makes a group activity where students have to find and match letters with cooperation.	√		
2.	The teacher builds basic vocabulary in the students. The teacher introduces the use of real objects in the classroom and thus can help students understand the meaning of words directly.	√		
3.	The teacher reads short words to the students. The teacher reads short words, for example, shows the word "cat" and says, "This is the word 'cat', which means cat."	√		

No	Activities	Not	Yes	Information
4.	The teacher provides basic reading practice to the students. After reading the book, the teacher asks the students to retell what they read in their own words.	√		
5.	The teacher provides reinforcement and motivation to the students. The teacher appreciates the small progress the students make. For example, if a student who was struggling is now able to solve most of the problems, and the teacher recognizes the progress. And recognizing progress can make students feel valued and motivated to keep trying.		√	
6	Teachers Use technology media in teaching.	√		No, because the school does not have media that can be used in teaching.
7	The teacher follows the curriculum and Formal methods. Teachers prepare teaching materials according to the curriculum and ensure the teaching materials used are in accordance with the formal curriculum standards. And teachers use textbooks, modules, and other teaching materials that have been established by the official curriculum. And can also develop their own teaching materials according to the competencies expected in the curriculum.		√	
8	Teachers provide additional lessons to students. Teachers provide additional classes conducted at school to prepare students for important exams or complete unfinished material covered during regular class hours.	√		No, because teachers are busy with other activities and do not have enough time to provide additional learning to students.

Meeting 4:

No	Activities in Primary Reading Instruction	Not	Yes	Information
1.	The teacher introduces the letters and sounds to the students. The teacher starts with the most frequently used letters or letters that	√		

No.				
	are easy to pronounce, then moves on to more difficult letters.			
2.	The teacher builds basic vocabulary in the students. The teacher conducts a simple discussion using the vocabulary that has been learned. The teacher asks simple questions to the students according to what has been learned.	√		
3.	The teacher reads short words to the students. The teacher invites the students to join in reading the short word after the teacher reads it. For example, after the teacher says "paint", invite the students to repeat the word together. Or the teacher reads first, then asks the students to imitate in a loud and clear voice.	√		
4.	The teacher provides basic reading practice to the students. After students recognize some words, the teacher trains students to read short sentences. Simple sentences such as "I see a dog" or "The cat runs" can help students understand how words are connected.	√		
5.	The teacher provides reinforcement and motivation to students. The teacher gives equal attention and recognition. And provide opportunities for all students to participate and express their opinions. So that with such teacher treatment can encourage self-confidence and make them feel important in the classroom.		√	
6	Teacher uses technology media in teaching	√		No, because the school does not have media that can be used in teaching.
7	Teachers follow the curriculum and Formal methods. Follow the Evaluation and Assessment Standards set out in the curriculum. And provide assessments that are in accordance with the indicators of competency achievement (IPK) in the curriculum, so that the assessment can reflect student progress objectively.		√	
8	Teachers provide additional lessons to students. Teachers provide online learning or educational applications Online	√		No, because teachers are busy with other activities and do not have enough time to provide additional learning to students.

learning platforms, such as Babbel for foreign languages, can be used as additional tools for students to learn outside of class, anytime and anywhere.		

Some of the results of the observation meetings above are as follows:

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.

b) Hasil Interview

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 students?	Not with basic vocabulary but in the form of stories in the learning book.	No, just general learning according to the learning 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 complete.	No, because the infrastructure is not sufficient.
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.

Based on the contents of the interview table above, it can be seen from the eight roles of teachers, there are two roles and methods of teachers that are often implemented in schools, namely: Teachers provide reinforcement and motivation to students and follow the curriculum in the school.

So, from the results of the observations and interviews, the researcher found that the role of teachers in improving basic English reading skills is.

a) First, the role of teachers in improving basic English reading skills is as follows: Teachers provide reinforcement and motivation to students and teachers follow the curriculum and formal methods.

b) How teachers improve basic English reading skills at Idanoi Private Middle School is as follows:
   - Teachers provide motivation to students.
   - Follow the school curriculum.

IV. CONCLUSION

So in this study concluded that the role of teachers is very important to understand the learning objectives that have been set by the formal curriculum. Each subject has basic competencies (KD) and core competencies (KI) that must be achieved by students. Mapping learning objectives for each semester or school year, and ensuring that the material taught is in accordance with the standards set. teachers are very important to carry out their role to improve basic English reading skills in introducing letters and sounds to students, building basic vocabulary, reading short words, providing basic reading exercises, using technology media. If the role of the teacher above is carried out well in schools, there will be several positive impacts that can be felt by students, for example students will speak English more often, discuss texts, and work together in understanding the material. This can strengthen students' communication skills and understanding of the reading context.

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