

**THE STRATEGIES USED BY THE LECTURERS
IN TEACHING READING
AT LANGUAGE DEVELOPMENT CENTER
OF UIN SYAHADA PADANGSIDIMPUAN**



Thesis

Submitted to the State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd) in English

Written By:

NURHABIBAH
Reg. No. 19 203 00083

ENGLISH EDUCATION PROGRAM

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2026

**THE STRATEGIES USED BY THE LECTURERS
IN TEACHING READING
AT LANGUAGE DEVELOPMENT CENTER
OF UIN SYAHADA PADANGSIDIMPUAN**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd.) in English*

Written By:

NURHABIBAH

Reg. Num. 19 203 00083

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2025

**THE STRATEGIES USED BY THE LECTURERS
IN TEACHING READING
AT LANGUAGE DEVELOPMENT CENTER OF UIN
SYAHADA PADANGSIDIMPUAN**



A Thesis

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd.) in English

Written By:

NURHABIBAH

Reg. Num. 19 203 00083

Advisor I

**Dr. Eka Sustris Harida, M.Pd.
NIP. 19750917 200312 2 002**

Advisor II

**Sokhira Linda Vinde, M.Pd.
NIP. 19851010 201903 2 007**

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2025

LETTER OF AGREEMENT

Term : Munaqosyah

Padangsidimpuan, Desember 2025
a.n. Nuhabibah

To: **Dean**

Tarbiyah and Teacher Training

Faculty

In-

Padangsidimpuan

Assalamu 'alaikumwarohmatullahwabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Nurhabibah**, entitled "**The Strategies used by the Lecturers in Teaching Reading at the Language Development Center of UIN Syahada Padangsidimpuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syakh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu 'alaikumwarohmatullahiwabarakatuh.

Advisor I



Dr. Eka Susri Harida, M.Pd.
NIP. 19750917 200312 2 002

Advisor II



Sokhira Linda Vinde, M.Pd.
NIP. 19851010 201903 2 007

DECLARATION OF THESIS COMPLETION

The name who signed here:


Name : Nurhabibah
Registration Number : 190300083
Faculty Department : Tarbiyah and Teacher Training Faculty
The Tittle of the Thesis : **The Strategies used by the Lecturers in Teaching Reading at Language Development Center of UIN Padangsidimpuan.**

I hereby declaration that I have arranged and written the thesisi by myself, whitout asking illegal help from others, except the guidance from advisors, and without plagiarism along with the ethical code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 12 verses 2.

I did he declaration truthfully, if there wa a deviation and incorrect in my declaration letter on, I resigned to get punishment as what had involved in students ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan in Article 19 verse 4 that waa about dispossession of academic degree disrespectfully and the other punishment according to the norm and accepting the requirement.



Padangsidimpuan, Desember 2025
Declaration Marker,


Nurhabibah
Reg. No. 1920300083

APPROVAL STATEMENT FOR PUBLICATION

As academic civity of The State University for Islmic Studies Of Syekh Ali Hasan Ahmad Addary Padangsidimpuan, the name who signed here:

Name : Nurhabibah
Registration Number : 1920300083
Department : English Education
Faculty Department : Tarbiyah and Teacher Training Faculty
Kind : Thesis

For development of scinece and knowledge, I hereby declare that I present the State Islamic university of Syekh Ali Hasan Ahmad Addary Padangsidimpuan *non exclusive royalty right* on my thesis with entitled: **“Strategies used by the Lecturers in Teaching Reading at Language Development Center of UIN Syahada Padangsidimpuan.”** With all sets of equipments (if needed). Based on this *non exclusive royalty right*, the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publicate my thesis as for as I am determined as a writer and owner of its creative right. Above all, this statement is made truthheartedly to be used properly.



Padangsidimpuan, Desember 2025

The Signed,

Nurhabibah

Reg. Num. 1920300083



RELIGION MINISTRY REPUBLIC OF INDONESIA
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Jalan T. Rizal Nurdin Km 4,5 Sihitang 22733
Phone (0634) 22080 Fax (0634) 24022

LEGALIZATION

Title Thesis : **The Strategies Used By The Lecturers For Teaching
Reading At Language Development Center of UIN
Syahada Padangsidempuan**

Written By : **Nurhabibah**

Reg. Num : **1920300083**

The thesis has been accepted as a partial fulfilment for graduate the degree of education (S.Pd) in English.

Padangsidempuan, Agustus 2025
Dekan

Dr. Lelya Hilda, M.Si
NIP.19720920 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan. H.T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faxmile (0634) 24023


EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : Nurhabibah
Registration Number : 19 203 00083
Department : English Education
Faculty : Tarbiyah And Teaching Training Faculty
The Title Of Thesis : The Strategies used by The Lecturers in Teaching Reading
at Language Development Center of UIN Syahada
Padangsidimpuan

Chief,


Secretary



Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004


Sri Rahmadhani Siregar, M.Pd.
NIP. 19860506 202321 2 045

Members,


Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004


Sri Rahmadhani Siregar, M.Pd.
NIP. 19860506 202321 2 045


Ida Royani, M.Hum.
NIP. 19901112 202012 2 006


Sokhira Linda Vinde. M. Pd.
NIP. 19851010 201903 2 007

Proposed:

Place : Padangsidimpuan
Date : 10 Desember 2025
Time : 14.00 WIB s/d 16.00 WIB
Result/ Mark : 71,25/B
IPK : 3.23
Predicate : Memuaskan

ABSTRAK

Nama : Nurhabibah
NIM : 1920300083
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Strategi yang Digunakan Dosen Pusat Pengembangan Bahasa UIN Syahada Padangsidimpuan dalam Pengajaran Membaca.

Tujuan penelitian ini adalah untuk mengetahui strategi mengajar membaca yang dilakukan dosen dalam mengajar membaca kepada mahasiswa tahun pertama, serta untuk mengetahui masalah apa yang dihadapi dalam mengajar membaca kepada mahasiswa tahun pertama di UIN Syahada Padangsidimpuan. Penelitian ini menggunakan metode kualitatif. Sampel penelitian meliputi kelas-kelas mahasiswa tahun pertama di Pusat Pengembangan Bahasa UIN Syahada Padangsidimpuan dan dosen-dosen di Pusat Bahasa UIN Syahada Padangsidimpuan. Teknik pengumpulan data yang digunakan adalah observasi dan wawancara. Teknik analisis data yang digunakan meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru menggunakan beberapa strategi saat mengajar membaca di kelas, yaitu brainstorming, demonstrasi, dan permainan. Adapun masalah yang dihadapi dalam mengajar membaca kepada mahasiswa yaitu mereka kesulitan memahami teks karena kurangnya kosakata serta memahami konteks keseluruhan dan ide utama teks, siswa kurang motivasi dalam membaca teks bahasa Inggris dan kurang konsentrasi, mereka mudah merasa bosan saat membaca teks bahasa Inggris, terutama saat membaca kalimat panjang dalam teks, apalagi jika menemukan kosakata baru yang sulit, teks tersebut tidak familiar bagi siswa, tidak memiliki pengucapan yang baik. Dapat disimpulkan bahwa dengan menggunakan strategi brainstorming, demonstrasi dan permainan dapat melatih konsentrasi membaca mahasiswa dan memahami ide utama teks dalam membaca.

Kata kunci: strategi, membaca, pusat pengembangan bahasa

ABSTRACT

Name :Nurhabibah
Nim :1920300083
Faculty : Educational and Teaching Science
Jurusan :The Strategies used by the Lecturers at Language Development center of UIN Syahada Padangsidimpuan in Teaching Reading

The purposes of this study is to find out what strategies are used by teachers in teaching reading to first-year students and to find out the problems of teachers in teaching reading to first-year students at UIN Syahada Padangsidimpuan. This study used qualitative methods. The sample are first year students of Language Development Center of UIN Syahada padangsidimpuan and the lecturers at Language Center of UIN Syahada Padangsidimpuan. Data collection techniques were observation and interviews. The data analysis techniques used data reduction, data presentation and drawing conclusions. The results of the study show that teachers use several strategies when teaching reading in class, namely brainstorming, demonstrations and games. Among the problems in the field the research are students fell difficult to understand due to lack of vocabulary as well as comprehending ovarell context and main idea of the text, students lack of motivation in reading English text and have less concentration, they're easy to feel bored in reading English text expecially when reading long sentence in a text, moreover if they find new difficult vocabulary. Something the text is unfamiliar for the students, and do not have good pronunciation that way they pronoun word by word it's not good. It can be concluded that by using brainstorming, demonstration and play games, students can train their reading concentration and understand the main idea of the text when reading.

Keywords: strategy, reading, language development center

ملخص البحث

الاسم : نورهايباه

رقم التسجيل : ١٩٢٠٣٠٠٠٨٣

عنوان البحث : الاستراتيجيات التي يستخدمها المحاضرون في مركز تطوير اللغات بجامعة جامعة
الشهادات الإسلامية في بادانغ سيديمبوان في تدريس القراءة

تهدف هذه الدراسة إلى تحديد الاستراتيجيات التي يستخدمها المعلمون في تدريس القراءة لطلاب السنة الأولى، وكذلك تحديد المشكلات التي يواجهها المعلمون في تدريس القراءة لطلاب السنة الأولى في جامعة جامعة الشهادات الإسلامية في بادانغ سيديمبوان. وقد استخدمت هذه الدراسة أساليب بحث نوعية. وشملت العينة طلاب السنة الأولى في مركز تطوير اللغة بجامعة جامعة الشهادات الإسلامية في بادانغ سيديمبوان، بالإضافة إلى المحاضرين في المركز نفسه. وكانت تقنيات جمع البيانات هي الملاحظة والمقابلات. واستخدمت تقنيات تحليل البيانات تقليص البيانات وعرضها واستخلاص النتائج. وتظهر نتائج الدراسة أن المعلمين يستخدمون عدة استراتيجيات عند تدريس القراءة في الفصل، وهي العصف الذهني والعروض التوضيحية والألعاب. من بين المشكلات في مجال البحث أن الطلاب يجدون صعوبة في الفهم بسبب نقص المفردات وكذلك فهم السياق العام والفكرة الرئيسية للنص، كما يعاني الطلاب من نقص الحافز في قراءة النصوص الإنجليزية وقلة التركيز، ويسهل عليهم الشعور بالملل عند قراءة النصوص الإنجليزية خاصة عند قراءة الجمل الطويلة في النص، علاوة على ذلك إذا وجدوا مفردات جديدة صعبة. كما أن النص غير مألوف للطلاب، ولا يمتلكون نطقًا جيدًا، لذا فإن نطقهم للكلمات كلمة بكلمة ليس جيدًا. ويمكن استنتاج أنه باستخدام العصف الذهني والعروض التوضيحية والألعاب، يمكن للطلاب تدريب تركيزهم على القراءة وفهم الفكرة الرئيسية للنص عند القراءة.

الكلمات المفتاحية: الاستراتيجية، القراءة، مركز تطوير اللغة

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to say thank to Allah SWT, lord of the universe and as most Merciful who has given the researcher the health, time, knowledge and a change so the researcher can accomplish this thesis entitled **“Strategies used by the teachers for Teaching Reading at the First Year students of UIN Syahada Padangsidimpuan”**. The second Shalawat and salam to our prophet Muhammad SAW that has guided the human beings from the bad character to the good one. This has created by knowledge like this era.

I realize that this writing would not finish without helping and the guidance from the other people, so the research would like to say thanks to the following person.

1. Mrs. Dr. Eka Sustris Harida, M.Pd., as my first advisor and the second advisor is Mrs. Sokhira Linda Vinde Rambe, M.Pd. Both of them are the best advisor who were never tired to guide and give me support and brilliant ideas in finishing this thesis.
2. The Rector and the vices of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, that has accepted me as the university student in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
3. The Dean of Tarbiyah and Teacher Training Faculty and vices that have on the best improvement the faculty in creating various activities to increase student's skill.
4. Mrs. Ida Royani, M.Hum., The chief of English Education Department.
5. Mrs. Yusni Sinaga, M.Hum., as my academic advisor and also my lecture who has given the motivation and guidance.
6. The Lecturers, Mrs. Yusni Sinaga, M.Hum., Mrs. Sri Rahmadani Siregar, M.Pd., Mrs. Rayendriani Fahmei Lubis, M.Ag., Mr. Dr. Fitriadi Lubis, M.Pd., Mr. Dr. Hamka M.Hum., Mr. Zainuddin, M.Hum., Mrs. Ida Royani, M.Hum., Mrs. Sri Minda, M.Hum. and other lecturers who have given me knowledge.

7. My beloved parent Mr. Drs. Misdi and Mrs. Dra. Kholijah Dalimunthe. Thank you so much for everything, who always give me pray, motivation and moral encouragement to finish my study support in moral and material during finishing academic year in UIN Syahada Padangsidimpuan.
8. My beloved sisters, Laina Tusyarifah S.Pd. & Putri Nurhidayah S.E, and my brothers Rahman Kurniadi A.Md. Kom. and Muliadi Gusnawi, who always give support and pray to me.
9. My beloved friends Evi Purwandari, Rika Suryani, Rohani Matondang, Nova Enjelina, Sinta Irawati S.Pd., Sumar Yani S.Pd., Dea Rustani, sister Khairani Nasution S.Pd., and all friends, to finish this thesis all the people who have helped me to finish my study that the research can't mention one by one. May Allah, the Almighty bless them all, aamiin.

Finally, I realize that there must be some weakness in this thesis. Therefore, the researcher welcome to all good and value critics that can improve this thesis.

Padangsidimpuan, Desember 2025

Researcher

Nurhabibah

Reg. No. 1920300083

TABLE OF CONTENTS

	Page
TITLE PAGE	
AGREEMENT OF ADVISORS	
DECLARATION OF THESIS COMPLETION	
PUBLICATION APPROVAL STATEMENT	
SCHOOLAR MUNAQOSYAH EXAMINATION	
LEGALIZATION OF DEAN TARBIYAH AND TEACHER	
TRAINING FACULTY	
ABSTRAK	i
ABSTRACK	ii
خلاصة.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS.....	vi
LIST OF TABLES	viii
LIST OF APPENDIXES	ix
CHAPTER I : INTRODUCTION	
A. The Background of the Problem	1
B. The Focus of the Research	6
C. The Formulations of Problem	6
D. The Objectives of Research	6
E. The Significances of the Research	7
F. The Definitions of the Keys Terms.....	7
G. Outline of the Thesis	8
CHAPTER II : LITERATURE RIVIEW	
A. Theoretical Description.....	9
1. The Definition of Strategies in Teaching Reading	9
2. Procedure of Teaching Reading Strategies	11
3. Reading Material at Language Development Center.....	13
4. Advantages of Teaching Reading Strategies	14
5. Challenges of Teaching Reading	15
6. Kinds of Reading Strategies.....	16
7. Problems in Teaching Reading Strategies	17
8. Teps to Teach Reading.....	19
9. Strategies used by the Lecturers in Teaching Reading	27
B. Review of Related Findings.....	30
CHAPTER III : RESEARCH METHODOLOGY	
A. The Place and Time of Research.....	34
B. Research Method.....	34

C. Sources of Data	35
D. Instrument of the Research	36
E. Techniques of Data Collection.....	38
F. Techniques of Data Analysis	39
G. Techniques of Checking Data Trustworthiness	40
CHAPTER IV : RESULT OF RESEARCH	
A. Findings.....	41
B. Discussion	51
C. Checking of Trustworthiness	54
CHAPTER V : CUNCLUSION	
A. Cunclusion	55
B. Implication	56
C. Sugestion	57
REFERENCES	
APPENDIXES	

LIST OF TABLE

	Page
Table III. 1 Table of Indicator of Strategies in Teaching reading.....	36

LIST OF APPENDIXES

Appendix 1 Script Interview

Appendix 2 Documentation of the Research

CHAPTER I

INTRODUCTION

A. The Background of the Problem

A teacher in education plays a very important role. Teachers are not only required to have abilities in theoretic experience but also must also have abilities in theory experience but must also have practical abilities. Both of these things are very important because a teacher in learning must be able to deliver material appropriately and interestingly so that learning activities become fun and easy to understand.

Among the problems in the field of education in Indonesia that are widely discussed is the low quality of education, another problem is that the approach to learning is still too dominant in the role of teachers. Many teachers define students as objects rather than as subjects. Teachers should provide opportunities for students in various subjects, to develop creative, objective and logical thinking skills. Teachers are the occupation of every idea of renewal in education and the implementation of curriculum in the field in order to achieve educational goals. The teacher is the first element responsible for achieving or not stated in the established curriculum.

The role of teachers is very important in managing and creating learning activities using the right learning techniques or strategies as well. So that students are interested in paying attention to the subjects given so as to achieve optimal learning outcomes. The application of learning strategies in schools should be carried out by a teacher who really has

skills in his field because the thoughts that have been poured into the lesson plan must be consequently practiced when the teacher teaches, not just a plan in the lesson plan.

Learning strategies are a learning activity that must be carried out by educators and students so that the objectives of learning can be achieved effectively, efficiently and educator activities to think about and strive for aspects of aspects of the learning component, for which educators use certain steps.¹ so the achievement of long objective can be gainment. The using Strategy is very needed to help the learning understanding of student. Teaching strategy is assumed as the way of achieving something in teaching process. It is appropriated with the strategy at teacher used, teacher are able achieve the objective of the teaching plans.

Teaching strategies are one component that takes part in the success of teaching and learning activities. Strategies are one of the tools to achieve the goals of learning, and further make learning more enjoyable and interactive. Teaching strategies is divided from the word teach has meaning giving instruction to somebody, in order to know or be able to something.² Teaching strategies is a learning activity that must be done by the teacher and student, so that the learning objectives can be achieved effectively and efficiently. By utilizing strategies accurately, teachers will

¹ Haudi, *Strategi Pembelajaran*, (Tangerang: Penerbit Insan Cendikia Mandiri, April), 2021, p. 1.

² Khoirunnisa, Teachers Strategies In Teaching Reading Comprehension At Grade VIII SMP NEGERI 5 PADANGSIDIMPUAN, *Thesis*, (Padangsidimpuan: IAIN Padangsidimpuan, 2019), p. 3. <https://etd.uinsyahada.ac.id>

be able to achieve learning goals. The teaching strategies that teachers use in every class meeting are not arbitrary, but after going through selection and adjusting to the formulation of specific instructional goals.

On the other hand, students as people who receive learning will feel the ease of mastering lessons. Of course, this depends on the teacher's determination in having the right strategy with the material delivered by the teacher. There are many teaching strategy have been introduced to the teacher English in Indonesia. These strategies can help the teacher in teaching and learning process. With many strategy are exist, a teacher also must learn to know that strategies. Because, strategies will be applied in the classroom. Then, before use it a teacher must to know what strategy that appropriate with the material who is a teacher will be teacher.

Learning strategies are a learning activity that must be carried out by educators and students so that the objectives of learning can be achieved effectively, efficiently and educator activities to think about and strive for aspects of aspects of the learning component, for which educators use certain steps.³ So Effective teaching strategies are essential for aiding students in mastering lessons. The teacher's commitment to selecting appropriate strategies impacts the learning experience. In Indonesia, various teaching strategies have been introduced, requiring educators to understand and apply them in the classroom effectively. The

³ Haudi, *Strategi Pembelajaran*, (Tangerang: Penerbit Insan Cendikia Mandiri, April), 2021, p. 1.

use of learning strategies by both educators and students is crucial for meeting educational objectives efficiently and effectively.

Teaching strategies is a form of teacher planning process in teaching activities the planned goals. Whereas teaching technique is method to help students in their learning. The learning process is very important, and teaching methods for understanding can have an impact in students understanding.

Among the problems in the field of education in Indonesia that are widely discussed is the low quality of education, another problem is that the approach in learning in the past was dominated by the role of teachers. Teachers set more students as objects rather than subjects. Teachers must have various strategies to make students ready to read because students have difficulty in reading, the reading text used is not related to the student's experience which makes it difficult for them to connect ideas from discourse, students lack concentration in reading.

Learning strategies or teaching and learning strategies contain conclusions of actions that will be implemented in teaching and learning activities. So the teaching strategy must be able to meet a student's learning needs. Teaching and learning is a strategy taken to achieve learning objectives. Various components of learning are carried out so that students master learning material. Teaching and learning plans in the selection of learning components consisting of stages to achieve learning objectives. The plan includes the selection of learning approaches, learning

strategies, learning models, learning methods, learning techniques, learning resources, learning media, and assessments carried out.

The relationship between teaching strategies and learning outcomes is two parts that are interrelated and cannot be separated. This is important and requires extra attention from educators to achieve quality learning. Based on interview result with the lectures at Language Development Center, there are problems happening in reading.⁴ Students have problems with the reading. Among of the problems that students face at reading are students have difficulty in reading, students are lazy to read text, it is difficult for them to connect ideas from discourse, students lack concentration in reading, and students are unmotivated for reading.

Teachers must have various strategies to make students ready to read because students have difficulty in reading. Thus teachers must have strategies to make students ready to read. The right strategies in the teaching and learning process, teachers must be able to arouse students' confidence to read correctly.

Based on the background exposure above, it shows that strategies in the teaching and learning process are very important, in addition, teacher strategies are one of the important factors that affect success in learning to read. So the research is interested in conducting research

⁴ Efy Yanti Siregar, English Teacher at Language Development Centre State Islamic University SYAHADA Padangsidempuan, Interview (Padangsidempuan, 04 July 2023. At 14.00 AM).

entitled "Strategies Used By The Teachers for Teaching Reading the First Year Students of UIN Syahada Padangsidempuan".

B. The Focus of the Research

Based on the background of the above problems, the research is focused on the strategies in teaching reading, where the researcher is more directed and centralized. The research limited to the strategies of the lecturers at language Development Center in teaching reading at first year students UIN Syahada Ali Hasan Addarry Padangsidempuan.

C. The Formulations of Problem

Based on the limitation of the problem above, the formulation of this research are:

1. What are strategies used by the lecturers at Language Development Center for teaching reading of the first years students of UIN Syahada Padangsidempuan?
2. What are the problems of the Language Development Center lecturers in teaching reading of UIN Syahada Padangsidempuan?

D. The Objectives of Research

Based on the formulation of the problems above, objectives of the study formulated as follow:

1. To find out the strategies used by the lecturers of Language Development of UIN Syahada Padangsidempuan in teaching reading.

2. To explore the lecturer's problems of the lecturers in Language Development center of UIN Syahada Padangsidempuan in teaching reading.

E. The Significances of the Research

Hopefully the research will give a good influence for:

1. For the student it is hoped that it can be guideline to find out the strategies used by teachers in teaching reading. Hopefully it can be a guide for practice in the learning process of reading.
2. For the teachers the researcher also hopes this researcher can be input and provide suggestions for teachers who teach reading. Hopefully, this research is useful for teaching strategies in transferring knowledge to student and help teachers determine the right strategies in teaching reading.

F. The Definitions of the Keys Terms

The following definition are provided to make readers have the understanding or perception for some terms used in this research. They are also aimed to avoid misunderstanding between readers and the researchers.

The terms are explain below:

1. Teaching Strategies

Teaching strategies is a set of action or plans to achieve a specific educational goals, teaching reading was a learning activity that must be done by the teachers and students, strategies can help students take

more responsibility for their own learning and enhance the process of teaching for learning.

2. Teaching Strategies in Teaching Reading

Strategies in teaching reading means the approaches, techniques and activities that is used by the teacher in teaching reading.

So the strategies used by the lecturers in teaching reading at Language Development Center of UIN Syahada mean the cover or set of action that is used by the lecturers at language development center of UIN Syahada in give intruction in teach reading.

G. Outline of the Thesis

The systematic of this discussion are:

Chapter I contains an introduction consisting of the background, of the problem, the focus of the problem, limitation of the terms, the formulation of the problem, the purpose of the research, the objective of research and systematic of thesis. Chapter II contains literature review consisting of theoretical studies, and relevant research. Chapter III contains research methods consisting of the time and location of research, types of research, data sources, data collection techniques, data validity guarantor techniques, and data processing and analysis techniques.

Chapter IV contains research result and discussion consisting of general findings, specific findings, analysis of research results and research limitations. Chapter V contains a conclusion consisting of conclusions and suggestions, implication.

CHAPTER II

LITERATURE OF REVIEW

A. Theoretical Description

1. The Definition of Strategies in Teaching Reading

The teacher should provide various strategies for making the learning process more enjoyed by taking into various aspect of teaching during learning. Background of students, learning objectives, scheduling and learning issue are all aspects of educational. Brown defines strategy as a specific approach to solving a problem a task, a way to achieves a particular goal or a planned design for analyzing certain information.¹ So strategy is a plan or way to achieve a specific goal to solve a problem, strategy is like a roadmap that helps a person achieve their goals in a planned and effective way.

Teaching was giving helping process to students in leraning process. Inteaching process, there were some aspects that must beconsidered by a teacher². A teaching strategy is a set action or plans so achieve a specific educational goal. Harmes stated teaching strategy refers to the techniques, structures, method, approaches, prosuderes used by the teacher in teaching and learning activities.³ A teaching strategy can also be referred to as educating students. The teacher needs

¹ D A N Douglas and Stefan Frazier, "Teaching by Principle: An Interactive Approach to Language Padagogy", H Dougles Brown, Wiley Online Library, 2001, p. 210.

² Eka Sutri Harida, Siti Nurhamidah & Syahid Muammar Pulungan, The Analysis of Teachers Stategies in Teaching Reading Comprehension at SMAN 2 Padang Bolak. TAZKIR: Jurnal Penelitian Ilmu-ilmu Sosial dan keislaman Vol.04 No.2 Desember 2018.
<http://jurnal.uinsyahada.ac.id/index.php/TZ/article/view/1149/952>

³ Harmer , *How to Teach English (6th Edition)*. Harlow: Person Education Limited . 2007

to balance the method and how the content is applied effectively implement the strategy.

Nunan says that teaching strategies is a plan, method or series of activities designed to achieved a particular educational goals.⁴ Teaching strategy is a teachers plan in teaching and learning process to achieve which have planned. In order word, teaching strategies are approaches to teaching student. It can be concluded that teaching strategy is a plan that is designed for achieving certain education goals. Teaching Reading for teaching students, the teacher needs strategies to facilitate teaching so that students understand the text.\

The real of teaching strategy is important if teachers teach students who are different in term of abilities, achievement, tendencies and interest. This is because teachers mush think of teaching strategies that are able to meet the needs of all students. Teachers must not only master various teaching rules, but more importantly integrate and compile these rules to form teaching strategies that are important to be effective in teaching, educational plans or methods used by teachers in teaching and learning process to achieve certain goals.

Reading is a receptive skill in which the redears try to understand the written text⁵. In understand the text the redears try to take the information from the text. Education need reading skill in the learning

⁴ David Nunan, *Language Teaching Methodology: A Book for Teacher* (Hall: Cambridge University Press, 1971), p.80.

⁵ Eka Sustri Harida, *Using Critical Reading Startegies, One way for assesing students Reading Comprhension. ISELT-4 2016, P.199.*

<https://repo.uinsyahada.ac.id/331/1/Eka%20Sustri%20Harida%2C%20M.Pd.pdf>

and teaching process. Teaching is a way of giving knowledge which engages with among people such as teacher and students. The teaching is the process to transfer information and knowledge from teacher to students by applying a certain strategy to technique and some materials in order to master any skill.⁶ Reading strategies are important to do by readers in reading process. Reading strategies help the readers to comprehend the text. Reading strategies are the plans for solving problem encountered in construction meaning⁷.

So reading strategies is planned action to comprehend text better. So teaching reading strategies teachers planned action and techniques to help students develop skill and comprehension by actively engaging with text. Aim at improving a student's ability to obtain, storing and retrieving information from written material.

2. Procedure of teaching reading strategies

Teaching reading does not just make students to read and it stops there. In teaching reading, teacher plays an important role in encouraging students to involve in more reading activities. Brown said that several steps to complete reading activities⁸ they are:

⁶ M. Sodoski, *Conceptual Foundations of Teaching Reading*. In *Canadian Journal of Education*, Vol. 28, Issue 4).

⁷ Richard Jack C, AND Willy A. Renandy, *Methodology in Language Teaching*, (Cambridge: Cambridge University Press, 2002), p.287.

⁸ Brown, H. D & Abeywickrama, p, *Language assessment: Principles and Classroom Practices*. Pearson Education ESL,.

a. Pre reading Activities

The first step of reading activity needs the teacher to start the class efficiently and eagerly. When begin teach reading, the teacher must to introduce a topic properly, encouraging scanning, skimming, predicting and activating. In the beginning step, teacher also can activate students knowledge so they can relate their knowledge to a text. At last, this step gives the teachers chance to brainstorm and motivate their students.

b. While reading activity

The second step in the main activity of reading. The teacher is expected to be able to provide clear directions on this main activity. One of the directions is to provide clear purposes when reading a text rather than students just ordering, and making good practice in reading activities.

c. Post reading activity

The last activities is no less important than the two previous activities. The teacher cannot just skip step. Then they can do the closing activity by giving a five minutes exercise on students reading such as question. Any other activities are the teacher can recap main point, vocabulary study, identify the writers purpose, discuss the writers line of reasoning, check grammatical structures, or lead students to several exercise. This

step also allows the teacher to give feedback and do the review of any errors.

So, reading activities divided into three stages, such as pre-reading, while reading and post reading. Every stage has its own specific aims and procedure. Those parts also can implement in the class by teachers.

3. Reading Material at Language Development Center

At the first grade, there are so many material that lecturers taught after the research see and read the text book sentence structure are some text that lecturers used in teaching reading.

- a. Subject
- b. Subject, possessive adjective
- c. Question word
- d. Object
- e. Possessive pronoun
- f. Some, any
- g. There is, are
- h. Simple present tense.

Based on the explain above, this research use text book. Because the steps more clearly, it also more appropriate and easier for the teacher to apply in the classroom.

4. Advantages and disadvantages of teaching reading strategies

This strategies has benefit to increase students in reading, these are several advatages of reading:⁹

- a. Increase knowledge: Reading a variety of books, articles, and publications helps expand knowledge in various fields.
- b. Develop critical thinking skills: active reading involves analyzing and evaluating the information presented.
- c. Enrich vocabulary: Reading opens up new words that can expand your vocabulary.
- d. Improve concentration and focus: Reading requires high levels of concentration and the ability to focus on the text.

Teaching several reading strategies has several benefit,including increasing knowladge, developing critical thinking skill, encriching vocabulary, and impruving concentration and focus. These advantages can enhance studentsreading abilities and overall.

Beside the advantages, teaching reading strategies also has some disadvantages as the following:

- a. It will be difficult task for students who do not know the meaning of the text.
- b. Students will find difficuly in answering the comprehension question when theyhave to relate it with their beckground.

⁹ Ratna Sari Dewi, Fahrurrozi & Uswatun Hasanah, reading interest and reading Comprehension A correlation Study in Syarif Hidayatullah State Islamic University Jakarta, *Telent Development & Excellence*, Vol. 12, No. 1, 2020, 241-250.

- c. When students have to work in a group, not all students participate in doing the comprehension task and answering the question¹⁰
- d. Based on above, it can be concluded the disadvantages of teaching reading strategies are difficulty task for students who don't know the meaning of the text. Difficulties in answering the comprehension question and not all students participate in a group to answering the question.

Teaching reading strategies has some disadvantages, including difficulties for students who don't understand the text, challenges in answering comprehension questions and uneven participation in group work.

5. Kinds of Reading Strategies

There are many kind of teaching strategies that can be applied in the language teaching process, explained the teaching strategies as follow¹¹

a. Intensive reading

Reading intensive is reading for enjoyment or pleasure. In this type of reading, the readers will read to know about something to the specific information. Helping students in development active vocabulary, teacher play main role in this reading.

¹⁰ Kevin J Conner, Instructional Reading Strategy

¹¹ M.F. Patel & Preveen M. Jain, *English Language Teaching*: Jaipur: Sunrise Publisher and Distributors, p.20

b. Extensive reading

The reader will read the text knowledge, find out the specific information and analyze it. Intensive reading is an activity where students are focused on understanding the short text. Extensive reading helps students to develop an active vocabulary, the students play a main role because students have to ask for measures.

c. Reading aloud

Reading aloud is the foundation or proper word pronunciation, so reading aloud should begin at the elementary level, reading aloud can help students develop a speaking habit.

d. Silent reading

Silent reading is the most effective and advantageous method of reading. This reading should be employed to increase reading ability among learners.

This type of reading is usually used in teaching and learning activities, an activity that focuses on finding specific and detailed information from the short text they read.

6. Problems in Teaching Reading Strategies

The problems in teaching reading deal with the teaching techniques and selection of teaching materials. Some problems even appeared from the teaching practice. Sugiono says that, problems are the deviation between that should be and what actually happened, between

the rules and implementation, the plan and implementation.¹² Baradja in Budiharso that are two facts that exist as issue in teaching reading.

The problems in teaching reading are as follows:

- 1) text selection. In the text selection, teachers are not confident to choose the reading materials. Teachers mostly really upon English textbook available by which modification neither are not required to use the textbook the teachers follow the contents and exercises on the book.
- 2) exercise to include. Exercise following the reading passage has been questioned as they impose the teachers to implement teaching. Strategies at the artificial some ways the format of exercises in the traditional comprehension question text.¹³

From the explanation above, the researcher concluded that teaching reading was not easy for the teacher, because there were some problems faced in teaching reading, teaching reading deals with the teaching techniques and the selection of the teaching materials. Some problems evidently appear from teachers themselves and the teaching practices.

7. Steps to Teach Reading

They are many steps that can be useby the lecturers to help learner develop their knowladge of reading. Fitriadi says that it can be

¹² Sugiono, Metode Penelitian Pendidikan. Pendekatan Kuantitaif, Kualitatif dan R&D, (Bandung: Alfabeta, 2011), p.32.

¹³ Teguh Budiharso, Prinsip dan Startegi Pembelajaran Bahasa, (Surabaya: Lufansyah Mediataram, 2004), p.54.

concluded that there are many steps that can be used in reading comprehension presentation, namely

- a. Introduction or explain of text.
- b. Word study.
- c. Asking the students to number the paragraphs of the passage.
- d. Read the passage fairly quickly to get the general idea.
- e. Read a gain a little slowly so as to know the details.
- f. Underlining the topic sentence.
- g. Oral comprehension.
- h. Reading aloud.
- i. Study questions thoroughly.
- j. Written work.¹⁴

So in the first step, the teacher introduces the text to the class to get the students interested before reading. Then, the students are asked to listen as the teacher reads the text. The next step is vocabulary study, where the teacher explains the meaning of words, phrases, and idioms in the text. Students are then asked to read the text again more slowly to understand the details and be able to grasp the information from each paragraph.

They are also asked to underline the topic sentence in each paragraph, as this sentence states the main idea. The teacher tests the students' comprehension with oral questions, and reading aloud is

¹⁴ Fitriadi Lubis, Teaching Technique For Developing Reading Comprehension, *Jurnal LPPM UGN* Vol. 9 No. 4 Juni.

important so that students can pronounce words correctly. After that, students learn to answer questions at the end of the text and, as written work, they are asked to answer comprehension questions, propose ideas from the text, translate the text, and summarize the content of the text in their notebooks.

8. Strategies used by the Lecturers in Teaching Reading

Strategies in teaching are the processes used for transferring knowledge in order good reading and understanding of a text to achieve the goals of the learning process. Teachers need to use appropriate strategies based on the materials and the purpose.

Vacca et.al said that there are some strategies in teaching reading. They are scaffolding, think aloud, reciprocal teaching, SQRW, QAR, SQ3R, reading aloud, skimming, scanning and role play, usually predicting, play game, brainstorming, visualizing, demonstration, discussion group, cooperative learning, and practice and exercise (drilling).¹⁵ The exploration will be given below:

a. Scaffolding

A key change in the delivery of instruction that would make a difference in the content literacy of all learners, especially students from diverse backgrounds is to scaffold the strategies for text. Scaffolding is a support to students of teachers that enable the development of learning ability so that there is a higher level of

¹⁵ Richard Vacca, Jo Anne Vacca & Maryam Mraz, *Content Area Reading (Literacy and Learning Across the Curriculum)*, 13th Edition, p. 176-182.

mastery of material shown by the completion of more complicated problem.

So Scaffolding encourages students to become more independent in managing themselves, and their knowledge and learning competencies improve. Teachers gradually reduce their support if students are unable to achieve independence, but return to the support system to help them progress until they are able to achieve independence. So think aloud that help students on learning activities aims to recall more significant information from the text give by the lecturers. So about reciprocal teaching improve students reading skill by encouraging them to actively engage in discussion.

b. Think Aloud

Think aloud is a strategies that help students on learning activities, aims to recall more significant information from the texts give by the teacher. The ability of teachers to transfer creativity them and control the students in completing each step of the way think aloud strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thoughts while reading orally.

c. Reciprocal Teaching

Reciprocal teaching is a method that asks both teacher and students to make turns acting as the teacher during a discussing on

a particular reading. Four guiding tactics are used in reciprocal teaching: anticipating, posing quotations, summarizing, and clarifying. Reciprocal teaching is an excellent techniques to teach students how to extract key concepts from a text while chatting about language, formulating thoughts and inquiries and summarizing data. It may be applied to many different subject areas and It works especially well with nonfiction and textbooks.

d. SQRW

SQRW is a methodical reading technique that might assist you in segmenting the reading process into digestible chunks. It is only one of 25 different approaches you can use to increase comprehension.¹⁶ It is composed of five step: surveying, asking, asking question, reading, reciting and reviewing. The SQRW strategy entails four steps: reading the chapter heading quickly to grasp their key point: turning the heading into a question; reading to discover the answer to the question and reading to recall the key points the answer to the question by retelling them or nothing them down in one's memory at the key points.

Based on the details readers require to respond to the question, the sort of comprehension question to respond to the posed should be used. Teachers should therefore assist students in being aware of potential sources of knowledge as they respond to inquiries.

¹⁶ Richard Vacca, Jo Anne Vacca & Maryam Mraz, *Content Area Reading*, p.183.

e. Question Answer Relationship (QAR)

QAR is a reading strategy through understanding and analysis of quotation. In other words this strategy guides students to understand the quotation in order to get information in reading itself. So that in practice in the classroom students only glance read the reading and understanding further the focus of students is the questions given by the teachers about the text reading. The information in the text and the readers own knowledge serve as the readers two main sources of information.

The process teachers of reading can directly teach QAR to children and subject matter. Keep in mind, however that students may enter your class completely oblivious to information sources available for obtaining an answer or they may not be aware of aware of the appropriate times to use various sources.

f. Survey, Question, Read, Recite, Review (SQ3R)

The strategy is developed to provide students with a systematic approach for studying a textbook assignment that required direct, intensive and repeated instruction from the teacher.¹⁷ It means that strategy is a strategy that could help the students to think creatively about the text that they read.

¹⁷ Luh Widiani, "SQ3R Strategy in Teaching Reading, Journal OF Responsible Tourism. Vol.1, No.2, November 2021.

g. Reading Aloud

Reading aloud is a strategy used to help students understanding the texts by mastering pronunciation, grammar and intonation.¹⁸ This strategy develops students' interest in reading. Encouraging students to read aloud and discuss the books contents is essential since it affects their skill and critical thinking.

h. Skimming

Skimming is reading at the fastest speed a person can accomplish. It is used when a reader wishes to cover material in a hurry. Skimming is an activity to take the point of something that we read it tries to find out the important things from the text.¹⁹ Skimming focuses on how a readers finds out the main point of a text. By applying this strategy, students are expected to be able to predict the topic of the text they have read skimming is usually done at a speed of three to four time faster than normal reading. This strategy aim to get specific information and ideas of the text quickly and figuring out its main ideas.

i. Scanning

Scanning is reading strategies to read the detail information faster.²⁰ This strategy helping students become more focused and

¹⁸Al-Qahtani, " investigating Metacognitive Think-Aloud Strategy in Improving Saudi EFL Learners' Reading Comprehension and Attitudes, p. 53.

¹⁹ Eka Sustri Harida, Basic Reading For EFL University Students...77-79

efficient while reading, tat scanning as means of obtaining detailed information quickly.

j. Role play

Role play could help students develop critical thinking by exposing them to various real life scenarios.²¹ An activity that prepares students to apply their knowledge in real life situation, that role play involves working with others and playing different roles. This strategy impacts students behavior and emphasizes skills improvement through dialogue exchange.

k. Visualizing

Visualizing strategies have been proven to enhance reading comprehension by enabling students to engage with the text ectively²². Students can better understand and interpret the material by creating mental pictures,making reading a more enjoyable and meaningful experience.

l. Predicting

Predicting is a strategy that allowed students to use information from the teacher's suggestion through reading text, such a titles, headings, pictures and diagrams to give opinion about

²¹ Sumaira Rashid and Shahzada Qaisar, "Role Play: A Productive Teaching Strategy to Promote Critical Thinking," *Bulletion of Education and Reasearh*. Vol.39, No. 2, 2017, p.198.

²² Nani Ronsani Thamrin, Erlan Darmawan, Dede Irawan, "Enhancing Reading Skill Through Visualizing Strategies: A Fresh Approach For English Education Students at Kuningan University, *Jurnal Pendidikan Bahasa Inggris Undiksha*". Volume 13, Number 1, 2025 pp, 95-103.

the mind topic that can be appearin reading text before reading²³.

Used to recall students prior knowledge and set a purpose for reading

m. Play game

In the last decade, many teachers use learning games as a medium to teach a lesson to learners. Through the use of games in learning, both teachers and learners can create learning games "aim to get learners talking as quickly and fluently" they can also create fun learning. With a good awareness on the language items though games and the appropriate selection on the kinds of games, teachers can promote learning in a nonthreatening way. That games for teaching encourage learners to participate and motivate shy ones to speak.

n. Brainstorming

Brainstorming is a strategy in which learners think of ideas or solutions towards a problem. It is usually done to learners to the materials what will be taught, so the learners get initial knowledge on what they are going to learn. Pointed out that brainstorming enhances learners' teamwork and productivity. It also allows learners to generate as many ideas as possible in a short period of

²³ Winda Putri Anggraini, Sriati Usman & Muhammad Arid, "A study of Previewing and Predicting Strategy in teaching Reading Comprehension at SMP Negeri 14 SIGI," *e-Journal of ELTS (English Language Teaching Socierty)*. Vol. 10 No. 1, January-April 2022, pp. 66-75.

time²⁴. Brainstorming can be done in small groups and let learners share their ideas either in a written form or in oral one.

o. Demonstration

Stated that demonstration can be in a form of performing an activity so that learners can observe how it is done in order to help learners prepare transferring theory to practical application. This particular teaching strategy enables learners to visualize what they are going to learn. For example, learners can experiment on making something and explain it to their classmates and teachers. With the use and exposure of English, it will likely enhance their speaking skill.

p. Discussion Group

Discussion group is an activity where students have to discuss with their group and they work together to achieve a common set of goals. Students frequently interact and have regular contact, it is one of the activities in reading class with a simple form such as a discussion to coach the students to speak English.

q. Cooperative Learning

Cooperative learning is one of the teaching strategies used by teacher. It aims to arrange classroom activities into academic and social learning experiences that are called educational approaches as structuring positive reciprocity. This learning can even produce

²⁴ Ika Wahyuni Lestari, What Teaching Strategies Motivation Learners to Speak? Journal of Foreign Language, Teaching & Learning,, Vol. No.1. January 2016.

reciprocity between students, therefore learning resources for college student don't seem to be simply lecturers and textbooks however additionally fellow students.

r. Practice and exercise (drilling)

Practice and exercise is a practice that includes examining materials that have been learned. Drilling is a repetition of information on a specific topic until it is completely immersed in the learners mind expected to help learners understand the information better.

So strategy in reading is the reader's effort or way to get information, it can help students read and understand the text effectively. So that strategies can be effective in improving students' reading, critical and communication skills, and it can involve learners generation ideas or solution for a problem to gain initial knowledge on the topic, it enhances teamwork and productivity by allowing for the generation of multiple ideas quickly.

9. The Problems in Teaching Reading

Problems in teaching reading in university, not all students master reading skills. There are some students who have difficulty reading. Westwood said that there are eight problems in reading which is required as follows,

a. Limited Vocabulary Knowledge

If students has difficulty understanding what he or she is reading, it is worth considering whether there is a serious mismatch between the student's own knowledge of word meaning and the words used in the text. The students may be able to read a word correctly on the page but not know its meaning.

b. Lack of fluency

There appear to be an optimum rate of fluency in reading that allows for accurate processing of information. Automatically in reading, based mainly on smooth and effortless word identification and contextual cueing, allows the readers to use all available cognitive capacity to focus on meaning.

c. Lack of familiarity with the subject matter

Using the school textbook as the medium for first introducing new information to students is not usually the most effective method of delivery. It is better to provide information first by other means.

d. Difficulty level of the text (readability)

Conventional wisdom suggests that one way to assist suggests that one way to assist struggling readers is to ensure that the difficulty level of the texts they are required to read is compatible with their current reading ability. In other words, it has always been accepted reading ability. In other words, it has easier the book needs to be on ensure success.

e. Inadequate use of affective reading strategies

Unlike skilled readers, weaker readers do not approach the interpretation of text strategically. They tend not to know of, or use, strategies that would help them visualize, make connections, reflect, infer predict, question and summarize.

f. Weak verbal reasoning

To some extent, the ability to reason is determined by individual's level of intelligence but guided reading activities in which a teacher uses effective questioning to challenge students to think more deeply about the text they are reading are helpful in developing their ability to reason from the information given.

g. Problems with processing information

Limited working memory is sometimes suggested as a causal factor in poor comprehension. It is known that individuals differ in their working memory capacity, with some able to process and accommodate more information than others.

h. Problem in recalling information after reading

Recall is dependent partly upon factors such as vividness and relevance upon a student's giving adequate attention to the reading task and knowing that it is important to remember details.²⁵

²⁵ Peter Westwood, *What Teachers Need to Know about Reading and Writing* (Australia: ACER PRESS, 2008), p. 33-37.

Based on explanation above it can be concluded there are some problems in reading such as the students do not have sufficient background knowledge to understand the text, the lessons have not been learnt properly and or they never read similar text before. As a result of having poor vocabulary and the student's difficulties in understand text.

B. Review of Related Findings

To confirm the research become the relevance about the title that will be researched. The researcher collect some titles that or related to this research, those are:

The first study was conducted by Ines, this research uses qualitative techniques.²⁶ Based on this study, the study used data collection techniques in the form of interviews conducted by the study by interviewing the English teacher. The similarity of this study with my research is that both want to know the strategies used by teachers in learning English to improve student learning outcomes. The difference between this research and my research is the status of the school, the research conducted.

²⁶ Anjelita Ines 2022. Teaching Strategies In Teaching Reading Compehension at The second grade of SMPN 5 Kota Bengkulu, *Thesis* (Bengkulu:University of Islamic State Fatmawati Sukarno Bengkulu,2022).
<http://repository.iainbengkulu.ac.id/10080/1/SKRIPSI%20INES%20ANJELITA.pdf>

The second study was conducted by Lestari, their research used quantitative research.²⁷ In this study, there is a similarity, which is both discussing teaching strategies motivate learners to speak, it's just that the difference between my research and this research is that this research is about what efforts teachers use for text reading comprehension.

The third study was concluded by Wibowo, et.al with a mixed method research design. The subjects in this research are two English teachers who teach English at class X, XI, and XII. The data were collected some strategies in teaching reading with the highest percentage was Question Generating (27%), Encouraging the Use of Dictionaries (23%). This indicated that the teachers only used a few strategies teaching reading comprehension. For the next researchers, they could conduct research about the teachers' strategies used by English teachers in a wider area.²⁸ So, the result will be more advantageous and be applied in a larger area.

The fourth study was conducted by Dwiningtiya et.al, this research aimed to figure out the strategies used by English teacher in teaching reading and how they applied the strategies. Their researchers used descriptive qualitative. The instrument of the research were strategies checklist and interview. The result showed that the teacher one used

²⁷ Ika Wahyuni Lestari, what Teaching Strategies Motivate Learners To Speak?, *Journal of Foreign Language, Teaching & Learning* Vol.1 No.1 January 2016. https://journal.umy.ac.id/index.php/FTL/article/view/2028/pdf_6

²⁸ Yulia Enggar Wigati Wibowo, Syafrizal & Syafryadin, An Analysis of English Teachers' strategies Teaching Reading Comprehension, *JALL (Journal of Applied Linguistics and Literacy)*, ISSN 259-8530, February, Vol. 4 No. 1, 2020. <https://jurnal.unigal.ac.id/index.php/jall/article/view/3153>

several strategies in teaching reading comprehension. The strategies were brainstorming, reading aloud and asking for specific information. The strategies applied were very effective in teaching reading comprehension in that school.²⁹ It was proven by the students motivation and teachers' ease in teaching and learning process.

The last study was concluded by Arindika & Kartika,³⁰ Researcher found that the English teachers used interesting method that students can learn about reading text in a good condition. This study is descriptive qualitative which observe tenth grade students of SMAN 1 Tulungagung. The data collected through three methods, they were observation, interview and the researcher himself. The result of this research is the English teachers used guided reading method to deliver the materials in teaching reading. In teaching and learning process, the English teachers gave guidance, direction and information continuously from the English teachers to the students.

So based on five related finding above the research tries to find the strategies used by the teachers in teaching reading. In other hand, four of this research his similar research, but the result and objects are different. Meanwhile, the research will investigate in strategies used by the teachers

²⁹ Gandis NadiraDwiningtiyas, Dedi Sofyan & Hilda Puspita, Teachers' Strategies Teaching Reading Comprehension, *JALL (Journal of Applied Linguistics and Literacy)*, ISSN 2598-8530, September, Vol. 4 No.2,2020. <http://jurnal.unigal.ac.id/index.php/jall/article/view/368>

³⁰ Ahmad Girsu Ariandika & Dina Kartika, Efective Mehod of Teaching Reading (A case Study), *Jurnal Bahasa Lingua Scientia*, Vol. 10, No 2, November 2018. <https://doi.org/10.21274/LS.2018.10.2.275-286>

in teaching reading at the first semester at language development center of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of Research

The research location was in Language Center of UIN SYAHADA Jl.T. Rizal Nurdn km 4.5 Sihitang, Padangsidimpuan. This University is location inSihitang, Padangsidmpuan, Province of South Sumatra, Indonesia. This research was started May 2024 up to finesh.

B. Research Design

In the research, the present research proposes the qualitative method. Qualitative research is a positioned movement the find the spectator in the world. Sugioino said that a research method based on post positivism philosophy to research the natural condition of objects with the esearch as the key instrument¹. It includes of a quality of explanatory material is applying that makes the creation evident. The researcher used descriptive method to analyze the strategies used by the lecturers at language development center in teaching reading and to find out the problems faced by the teachers in applying strategies to teach reading at Language Development Center of UIN Syahada Ali Hasan Ahmad Addary Padangsidimpuan.

The main data of the research is the strategies used by teachers in teaching reading at language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan..

¹ Sugiono, Metode Penelitian Kuantitatif, Kualitatif,dan R&D, (Bandung: Alfabeta, 2011), p.19.

C. The Sources of Data

The source of the data is a significant part of a research. The researcher requires the data source for getting the information. The data of this research are the information of English lecturers about their technique used in teaching reading at the first grade students at Language Centre UIN SYAHADA Padangsidempuan teach English subject and focus strategies lecturers in teaching reading. The respondent in this research are several English Lecturers. In this research the required data is obtained from two sources, they are:

1. Primary data

The primary data source in this research is information from the research object obtained directly through document analysis with research subjects in the field. The primary data source in this research is English textbook Straight Forward for the first grade student at language centre UIN SYAHADA Padangsidempuan.

2. Secondary data

Apart of using primary data sources, this research also using secondary data obtained indirectly for complement and support primary data sources. Secondary data from this research is sourced related to implementation of teacher techniques in assessing reading comprehension of the first grade students at language centre UIN SYAHADA Padangsidempuan. The data would be found from interview with the teacher at language development center.

D. Instrument of the Research

Instrument of data collection are the way taken by research in collecting research data. In accordance with the form of qualitative research approach and the data sources used, the data collection techniques to be used are:

1. Observation

Observation, which is a data collection technique that requires research to go to the field to observe things related to space, place, behavior, activities, time of events, goals and feelings. The observation used in this study is to observe the ways of the teachers in implementing the strategies teachers in teaching reading in the classroom. The researcher observed the process in teaching reading at Language Development Center of UIN Syekh Ali Hasan Addry Padangsidimpuan. This observation to know how the teachers strategies in teaching reading, using medias and facilities learning process at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

2. Interview

Interview is one of the techniques in data collection whose purpose is it know what we want to know or what problem we are looking for. In interview, researchers conducted face to face person interview with participants, researcher interview by whatSapp. The research by using interview guidelines or instrument that have been

prepared by the researcher to know the initial condition before the study is carried out to see how the benefit or this study are.

This research, the researcher did interview the teaching about strategies in teaching reading, what strategies and teachers problem in teaching reading at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The research can use some supporting aids such as taking note and phone. Collecting data might involve visiting a research site and observing the behavior of individuals predetermine question or conducting and interview in which the individual is allowed to talk openly about a topic.

Table III.1
Indicator of Strategies in Teaching Reading

No.	Indicator of Strategies in Teaching Reading
1.	Scaffolding
2.	Think Aloud
3.	Reciprocal Teaching
4.	Survey Question Read Write
5.	Question Answer Relationship

Scaffolding is a support to students of teachers that enable the development of learning ability so a teaching that involves providing support to help students understand complex text. Think Aloud is a strategies that help students on learning activities to recall more significant information from the text give by the teacher, so that help students on learning activities aims to recall more significant information. Reciprocal Teaching improve students reading skill by encouraging them to activity engage in discussion. Survey, question read and write deep understanding of the text. to improve long-term

memory. Makes readers more focused and actively involved in the learning process. This method is very useful for independent study, education, or work that requires a good understanding of the text. Question answer relationship guides students to understand the question in order to get information in reading self.

E. Techniques of Data Collection

The collecting data using observation guidelines which was contained several question related to the objective of the study.

1. Observation
 - a. Prepare the subject matter that becomes the subject of the interview
 - b. Start or open an interview
 - c. Determining the observation location
 - d. Confirm the summary or digest of the interview result
 - e. Write down the result of the interview
 - f. Report interview result.
2. Interview
 - a. Preparing a question design according to the research title
 - b. Studying problems related to the interview topic
 - c. Compiling a list or outline of question to be asked to the resource person (5H+1H).

F. Techniques of Data Analysis

Data analysis is the process of reducing, transcribing and grouping data. Data will collect through interview, interview analysis employs three models or three steps in data analysis process: data reduction, data presentation and drawing conclusions.

The analysis is divided into three simultaneous trams of activity. The three data reduction, data display and drawing conclusions.

1. Data reduction

From the title of this study arises the question of how teachers teach reading in the classroom. With these various question, followed by research and tacking, the data obtained using the instrument based on various categories obtained and related to various question about how the strategies that teachers do to teach reading. The reduction steps that have been used by researchers are observation and interviews. Then researchers reduce the data needed and the data is not needed.

2. Data display

After data is reduced, the next step is to display the data through the presentation of data. The data in this study the data has been displayed using narrative text or using field notes and also by using tables. And the data is arranged systematically and easily understood, thus providing the possibility of generating conclusion.

3. Drawing conclusion

After the data is collected clearly through data reduction and display and accordance with the data needed and the purpose of this study. Researchers have drawn conclusion. These conclusions have answered the research question, according to the data has been collected and analyzed.

G. Techniques of Checking Data Trustworthiness

In this research, the data was obtained by conducting observation, interview and documentation. Thus, triangulation was used as a tool to check the validity of the data. Creswell “stated that triangulation is a way of data verification by using two or more methods of data collection in the research of human behavior.”² Based on the explanation, research by using methodological triangulation through observation and documentation.

² Jhon, W. Creswell, *Qualitative inquiry and Research Design Choosing Among Five Approaches* United State of America (America: Sage Publication, Ltd., 2013), 232.

CHAPTER IV

FINDINGS AND DISCUSSING

This chapter present the result of the research entitled strategies lectures in teaching reading at the Language Development center of UIN Syahada. The data were collected through observation and interview. The research held the observation three times for three informants. After that the researcher interviewed the English teachers to clarify the data gotten from the observation. The researcher did the interview by using English. The English teacher who became an informant in this research was as English teacher who tough English lesson at the Language Development Center State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

A. Findings

1. Strategies Used by the Lecturers in Teaching Reading

The reseacher did the observation on 22st of July 2024 for the first and second English lecturers (IN), (MK), (AK), (AHD), EFH), (LS), (MS), (NJ), (RA), (S), (MK), (NS), (NH), (R) for the last (SH) Based on observation in learning and teaching activities in class, lecturers used several strategies used in class when teaching reading. Which the first teacher used brainstorming, the second teacher used play game and the third teacher used group discussion.¹ The following is an explanation of the strategies:

¹ Lecture Language Development Center at State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, result of observation, on July 2023, at 14.00 p.m

a. Brainstorming

Based on the results of observations it is showed that some lecturers used method in teaching reading in class.² It is known eight that lecturers uses brainstorming in teaching reading in a structured way. Here's an explanation of how teachers use this strategy. Brainstorming are a learning activity in class using groups of students divided at that time an shared opinion with other groups. Students cooperte with each other and are positively interdependent and responsible. In this activity. Students are presented to be able to provide many opinions and can improve communication. All group mampers are responsible for the success of their group the completenses of the part of the material learned can convey it to other groups.

The purpose of this activity is to have encourage students to think creatively and find new ideas. Academic faktual knowladge and a social purpose i.e cooperative in group. Train students to be trained to discuss and be responsible and be able to work together in a team, the other goal is to understand about a material to his classmate.

The lecturers applied the strategies Pre teaching, the first thing done by the lecturers are to greet and the students in class with good afternoon expression. The lecturers checeks the absence of the students, who is present in class and who is absent. After that, the

² Efrida Yanti Siregar, lecture in language development center at State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, result of observation, on july 22th 2024, at 16:00 p.m.

teacher start learning with ice breaking to make students more spirited and not bored. And then the teacher asked about the previous lesson that had been learning and all students were enthusiastic to answer in repeating the lesson. The teacher asks the students of the past lesson in turn and points and asks the students wants to answer the question. All activities that take place in class, the teacher always tries and invites students to find ideas.

While teaching, the lecturers introduce the new material that to be continue in the class before starting teaching by giving questions to students and answering. The teacher gives examples of the material taught by writing it on the whiteboard, after all students understand the examples given, then the teacher tells students to make their own example and then the students stand up in front of the chair, then the teacher listens checks whether the students say is correct.

The lecturers always use English to explain the material and every activity in the class will use English language from class start to the end. Answer, discussion, answer, quizzes and other. The teacher supports students to dare to answer every question given about the material taught.

Post teaching, the lecturers distribute some paper from material and students are told to compose words using present tense and future tense then the teacher corrects the tense used by the students whether it is true or not and the teacher assesses understanding of the read that has

been learned. The teacher provides explanations and provides conclusions about the material studied. The teacher gives an assessment to the groups that can answer and the group that is active and the most active and the most likely to answer correctly will be the winner in that segment.

b. Play Game

Observations made by researchers and it is found that almost all lecturers used that play game method in teaching reading in class³. It is known that lecturers play games to attract students' interest in learning, develop the ability of left brain function, hone early childhood reading skills, train children to love reading. Increasing students' understanding and involvement in the learning process playing games to arouse players' curiosity, both sensory and cognitive, incorporating learning materials into the game. Playing games can make reading a game by using dialogue, experimenting with different voices that the characters have. Usually the game used are like running text, shouting game, sticky question game, using card, using online game application, students talking time, snowball throwing and make and answer question.

The lecturers applied the strategies when pre-teaching the second starts the class by starting with a greeting the students with good afternoon and all students answer good afternoon then the

³ Lecture in Language Development Center at State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, result of observation, on July 23rd 2024, at 16:00 p.m.

lecturers checks the absences of all students then strats the lesson by reading player. Then the teacher told the studentst to stand up to repeat yesterday's lesson than the teacher speak about indonesian verb the students speak English verb 1, 2, 3. Next the teacher give for complate the sentence the students who know reise their hands if it is correct allowed to sitiki. The teacher speak indonesian sentencess the students speak english correct sentencess. Then the teacher told the students to open the book page 61.

The lecturers introduces the topic before strats to teaching, the teacher introduces the matrial will be delivered to students by following the teacher as their repeats what the teacher says. The topic they studied wa about job after that the students were given 3 minutes to prepare their self to tell about name, job, age, status, nationality, education,etc. Then the teacher pointhing at his students one by one stand to tell about their self. After that answer together questions in the book and the teacher explains the material in the book, after explain, the teacher asked about the explanation that had been given and students responded to the questions that were asked.

c. Group Discussion

Based on the result of observation made by researcher it was found that lecturers used the group discussion method in teaching

reading in class.⁴ It is known that teacher 3 uses discussion groups in teaching reading. The following is an explanation of how to use this strategy. A discussion group of students can be divided into 4 to 6 groups where each group has at least 4 to 5 members. In one group, discussion groups are carried out to discuss a material and each student sits together with the group or team to answer questions or do assignments given by the teacher and all activities are carried out in one team. This method can also increase the responsibility and social spirit of students because students can share knowledge and share knowledge in the group.

Among the three teachers that the researcher studied, there were three teachers who used this method because with discussion all students can think independently, can discuss, all students can think independently with one student to another. The discussion groups also aim to equalize all perceptions or ideas that eventually give birth to an agreement and also a new understanding related to the issue or material.

When pre-teaching starts the class by starting with a greeting to the students with good afternoon and all students answer good afternoon then the teacher checks the absences of all students then starts the lesson by reading a play. Then the teacher told the students to stand up to repeat yesterday's lesson then the teacher speaks about Indonesian

⁴ Lecture in language development center at State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, result of observation on July 24th 2024, at 16:40.

verb the students speak English verb 1, 2, 3. Next the teacher give for complete the sentence the students who know raise their hands if it is correct diperbolehkan duduk. The teacher speak indonesian sentences the students speak english correct sentences. Then the teacher told the students to open the book page 61.

The teacher introduces the topic before starts to teaching, the teacher introduces the material will be delivered to students by following the teacher as they repeats what the teacher says. The topic they studied was about job after that the students were given 3 minutes to prepare their self to tell about name, job, age, status, nationality, education, etc. Then the teacher pointing at his students one by one stand to tell about their self. After that answer together questions in the book and the teacher explains the material in the book, after explain, the teacher asked about the explanation that had been given and students responded to the questions that were asked.

The Ways of the Teachers Applied the Strategies pre teaching in prison, using this method, the classroom by greeting and greeting the students, such as greeting the students well in the afternoon and greeting the students. Then the teacher checks the roll and calls one by one the students in the class. After that, the teacher asks or reports the lessons that have been learned before. The teachers introduces the material or topic to be studied before teaching begins.

Divided students into 5-6 groups, then students are given instructions to be carried out. Students who are formed into the previous groups are make circle and the teacher give some questions the students discussion for the answer and then the answer given to the teacher to give it scor along with the other groups and then continue with the second question and continue until the question is finished. at the end of the activity, students and teacher check again whether the answer that have been written are correct. And then students repeat what the teacher said, the teacher gave grades to the fastest group and a lot of right. The groups will be fastest will be fastest and correct will get points and will be the winner.

The teacher introduces the material that will be presented in class before learning begins by providing several clues to build students creativity in thinking and help students to be able to convey ideas or ideas that are in their mind, the teacher allows students to exchange ideas and discuss with each other about the material to be learned. After the teacher presents the material to be learned, the teacher explains the material briefly and clearly and then tells students to ask questions about the teacher gives an example related to the material to help increase students understanding of the material is.

The teacher invites students to always ask questions and the teacher always tells students to release their ideas when learning in class, after the teacher delivers the material the teacher gives questions

to challenge the material so that students better understand and then students are given tasks for practice.

That is a discussion group where students are formed into several groups. Then she said that afterwards she gave some instructions such as thinking about simple past. Students are invited to think before the teacher gives the material in class. Strategies the teacher applies in the class. She also said that she uses a different strategy every day so that students don't get bored and the class more active while studying. She said that there are also different subjects when learning, so different strategies are used. If the material is reading she usually activates, predicting, visualizing and QAR strategy.

Firstly, made students into several groups 4-5 people in one group. Then each person is numbered. Next, teacher counted numbers 1 until 5, next the teacher distributed a marker to one of the students from each group. Then students are told to look at the sentence posted on the wall that is ready to be pasted before by the teacher and remember the sentence after that the students are told to write the sentence on the paper.

Post reading, the fastest and correct in delivering the highest points. And at the end of the activity the teacher will calculate the most scores from all groups. And the groups that get the high score will be the winner and get the reward, and the lost groups will get punishment. The end of activity the teacher concludes or summarizes and repeats

about material learned by asking students about what students have understood about past tense and simple perfect tense then the teacher gives the task be royal at home.

2. Problems of Lecturers in Teaching Reading

Dealing with teaching reading problems from the result of observation revealed that the lecturers' problems in teaching reading are mostly similar. From the findings of classroom observation conduction, it was revealed that the problems encountered by the respondents are generally similar. The problems in teaching reading such as Students lack of motivation in reading English text and have less concentration it was revealed from observation that some students reluctant to engage in reading activities with any enthusiasm. This unwillingness may derive from lack of motivation⁵. Pointed that lack of students motivation as the problems in teaching reading. Therefore, lecturers need to provide the text that cover a range of genre and topics in order to increase students motivation for reading.

They are easy to feel bored in reading English text especially when reading long sentence in the text, moreover if they find new difficult vocabulary. Something the text is unfamiliar for the students, of the students go their text books from their brother their sisters so they have had the answer for all the reading activities. Do not have good pronunciation that they pronounce word by word it's not good and some

⁵ Lecture in language development center at State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan, result of observation on July 24th 2024, at 16:40.

students lazy to read. Dealt with lack of students vocabulary mastery that makes students spend too much time figuring out the new words that will be unable to comprehend the entire reading. This statement shows that vocabularies are used as a vehicle of the language to communicate. Consequently, by having many stocks of words, the learners can comprehend the passage easily.

B. Discussion

Based on the result of research, about teaching reading at Padangsidempuan State Islamic University in the process of teaching English shows that activities or programs implemented by the language development center can make students comfortable when learning reading, use interesting methods. Based on the results shown from respondents used discussion group when teaching reading, the interview result showed that respondents used discussion group when teaching reading.

The interview results also showed that respondents tried to make interesting methods every meeting and tried to replace them with varied methods. Needs to be developed and also needs to be improved in order to get maximum results when teaching. Such brainstorming, playing game, groups discussion.

The three strategies above can provide more effective learning in class because with these strategies students can understand the material happily and more enthusiastically, in addition, teachers also use various methods so that the teaching process is not monotonous.

Furthemore, based on the results of interview, respondents said with this method students can work together between weak students and smarter students so that all students become active while learning.

In this study there are also research that same metod it is qualitative method but has different result, with rosdiana.⁶ Which has research that aims to explain the techniques used in teaching reading from UIN Alaudin Makassar. She said that the result of his findings in his thesis is that tutors or teachers are not tutors only use on technique in meetings but also combine them. She claimed always creathing strong interpersonal, empathy, respect and sincerity the teacher creathing good realations with students, sincerity the teacher in excepting and caring for students, expressions of interest and craating an atmospehere of togetherness.

The next research to this study is Rambe.⁷ Besed on the result of the analysis and description of the research, it can be cucluded that lucturers' creativity can be fostured throught the use of games in teaching. They implement sharing games which means the lecturers are grouped into several groups and each group mambers. Then, they shere the games by publishing them on the announcement wall. It is also concluded that games contributes a lot to the success of lecturers' teaching in which the games build their confidence, create interesting and fun learning, also add the functions of media.

⁶ Rosdiana, "The Analysis of Brainstorming learning Method Implimentation in the Teacher Profession Ethich Subject."

⁷ Sokhira Linda Vinde Rambe, "Fortering Lecturers' Teaching Creativity through Games."

The next research similar to this study is from Sonita.⁸ Teaching and learning activities there are many research from the internet that can be used as learning tools outside the classroom. One of the activities is playing games. Even though it sounds like something usual, games can help students to improve their English Skills especially their vocabulary.

The last research to this study is from Rizwan and Rachmijati.⁹ English as the first foreign language in Indonesia has important learn. The research is established by quantitative method quasi experimental design with pre test and post test as the instrument of the research. The population is seventh grade students of SMP Negeri 4 Cikalong Waten and the sample is 30 students of 7 A as experiment class and 30 students of 7 B significance. The result shows value of significance is 0.010 which is less than 0.05 coefficient level ($0.010 < 0.05$) which shows that null hypothesis is rejected. In conclusion, there is significant difference between students reading in both class.

The teachers who provided information from observation showed that they improve their strategies in teaching reading. By using interesting strategies in class teaching reading, students are more comfortable and eager to learn. Furthermore, researches conducted interviews with teachers to get information about teaching reading in class. The result of the interview showed that using an interesting way of teaching reading in class is very important to make students excited about the teaching and learning process. Using

⁸ Tiara Sonita, Nurlayli, Hilarius Raditya Priambada, "Students Perceptions on the use of Online Role Playing Games to Enhance Their Vocabulary Knowledge."

⁹ Muhammad Rizwan, Cynantia Rachmijati, "Teaching Reading Comprehension using Group Discussion."

interesting and fun ways makes students feel that learning grammar is not difficult.

C. Checking of Trustworthiness

Research took the data from 3 teachers and showed the result. In the process researchers show observation sheets by matching what has been observed in the field, and explain about their learning activities in class. after doing so, the researchers asked teachers whether all respondents answers really matched the actual situation at the language development center to clarify the findings. Finally, the researcher concluded that all answers and observations were really appropriate and relevant to the reality in the field.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION.

A. Conclusion

Besed on the result in the previous chapter, ths chapter discussed the conclusion that the researcher got after conducting research and analysing data. Moreover, the researcher also gives some recommendations related to the results that already obtained how does strategies that lecturers use in the classroom.

1. Strategies used in Teaching reading

By analyzing the strategies used by teachers for reading at the Language Development Center at UIN Syahada Padangsidempuan, the researcher concluded that several strategies, such as brainstorming, playing games, and group discussions, are applied. These methods energize students, motivate learning, and create a positive classroom atmosphere, enabling better interactions and encouraging students to express their ideas confidently.

2. Problem of the Lecturers in Teaching Reading

The problem of lecturers in teaching reading are students fell difficult to understand due to lack of vocabulary as well as comprehending ovarell context and main idea of the text, students lack of motivation in reading English text and have less concentration, they're easy to feel bored in reading English text expecially when reading long sentence in a text, moreover if they find new difficult vocabulary. Something the text is

unfamiliar for the students, and do not have good pronunciation that way they pronoun word by word it's not good.

B. Implication

Implication is a consequence or direct result of the findings of a scientific study. The results of this study are about the strategies used by teachers in teaching reading at the language development center State Islamic University of syekh Ali Hasan Ahmad Addary Padangsidempuan.

Based on the results use several techniques in strategies the teachers for reading such as playing game to energize students and motivation in learning also to hav a good atmosphere in theclassroom. In connection with this, the implications are as follows:

1. Based on the result of research that the strategy used by teachers can increase the responsibility and social spirit of students because students can share knowladge and share knowladge in the group. The strategies applied in learning are one way to facilitate students in improving their reading skills.
2. Based on the analysis of data, it can be seen that if the students reading mastery increased by some stategies that teachers used.
3. Based on the theory that has been formulated by reseachers, it can be seen that the selection of reading strategies using play game has a significant influence on the enthusiasm of students when learning reading.

C. Sugestion

Besed on the result, the reseacher would like to give some sugession as following

1. For reader, reseachers suggest proving more interesting reading strategies method and providing new insights that can be reused in the future. So that students do not find it difficult to learn reading. The reason, sometimes many students do not understand reading because the learning method is not appropriate and not interesting.
2. For students, interest in learning English mush be furthe improved, especilly learning reading beacuse reading is very importand to learn and master.
3. To furure reseachers hop that this research can be a reference for future researchs who whan to reseach the same case.

REFERENCES

- Alfian,(2018), An Analysis of English Teacher's Strategies in Teaching Reading Comprehension at SMA Negeri 5 Bone, *thesis*, Makassar: University Of Muhammadiyah Makassar <https://digilibadmin.unismuh.ac.id>
- Amelisa D, Harida E, S, & Rayani, F., (2018) The correlation Between Reading
- Anjalita, I, (2022)?, Teaching Strategies in Teaching Reading Comprehension at The Second Grade of SMPN 5 Kota Bengkulu, *Thesis*, Bengkulu: UINFAS Bengkulu <https://repository.iainbengkulu.ac.id>
- Aswan H, (2016), *Strategtegi Pembelajaran Berbasis PAIKEM* Yogyakarta: Aswaji Pressindo.
- Bakhrudin, M. Soffa, S. Holisin, I. Ginting, S. Fitri, A. Lestari, I, W. Pudyastuti, Z, E. Zainudin, M. Alam, H, V. Kurniawati, N, (2021), Strategi Belajar Mengajar, Bojonegoro: Penerbit cv Agrapana Media, 10 Maret
- Brown, H. d. (2000), Teaching by Principles: An Interactive Approach to Languange Pedagogy (4th). New York.
- Carnine, D, Silbert, J & Kameenui, E., (2015), Academic Reading Strategies used by Leeds Metropolitan University Graduates: A Case Study, *Journal of Educational Development*, Vol. 2 No. 2, (retrieved from) <http://doi.10.22555/joed.v2i2.442>
- Dwiningtiyas, G. N, Sofyan, D, & Puspita, H., (2020), Teachers' strategies in Teaching Reading Comprehension, JALL (Journal Journal OF Applied Linguistics and Literacy, ISSN 259-8530, Vol. 4 No. 2, (retrieved from) <http://jurnal.unigal.ac.id/index.php/jall/article/view/368>
- Lubis Fitriadi, Teaching Technique For Developing Reading Comprehension, *Jurnal LPPM UGN* Vol. 9 No. 4 Juni.
- Harida Eka Sustri, Siti Nurhamidah & Syahid Muammar Pulungan, The Analysis Of Teachers Stategies in Teaching Reading Comprehension at SMAN 2 Padang Bolak. TAZKIR: Jurnal Penelitian Ilmu-ilmu Sosial dan keislaman Vol.04 No.2 Desember 2018. <http://jurnal.iainpadangsidimpuan.ac.id//index.php/TZ/>
- Goltom D, A, & Harida E, S., (2018) The Correlation Between Reading Motivation and Reading Comprehension of The Grade X Students SMA S Nurul' Ilmi Padangsidimpuan, Vol.06 No. 1, (retrieved from) <https://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ/article/view/12551/0>
- Grabe, W & Stoller, F, L., (2001) Reading for Academic Purpose: Guidelines for the ESL/EFL Teacher, Boston:Heunle Cengage.

- Hamdani, (2011), *Strategi Belajar Mengajar* Bandung : cv Pustaka Setia..
- Harmer, J., (2007), *How to Teach English*. Harlow: Person Education Limited.
- Hidayat, R, & Abdillah, (2019), *Ilmu Pendidikan Konsep, Teori dan Aplikasinya*.
- Horizon, Reading Strategies Effective Reading Instruction Include Research based Reading Strategies, accessed from, <http://www.readinghorizons.com/reading-strategies/>, retrieved on November 11th, 2017 at 10.15 pm.
- Jurnawita, Sustiawati, R,I,(2018),” *Strategi Belajar Mengajar*”:Makassar, Penerbit Rizky Artha Mulia
- Khoirunnisa, Teachers Strategies in Teaching Reading Comprehension At Grade VIII SMP Negeri 5 Padangsidempuan, *thesis*, padangsidempuan: IAIN Padangsidempuan <https://etd.uinsyahada.ac.id>
- Mentra, N, B, I., Widiastuti, S, M, A, I., Suparsa, N, I & Handayani D, N.,(2020), *Teaching and Learning Strategies Practiced by Lnguange Teachers to Actively Their Students in Learning*, Internasional Journal of Applied Science and Sustaineble Development, Vol. 2 No. 2. (retrieved from) <https://e-journal.unmas.ac.id/index.php/IJASSD/article/view/1199/1024>
- Mikulecky, S, B. & Jeffries L, (1996) *More Reading Power* (USA: Addison Wesley Publishing Compeany)
- Motivation and Reading Comprehension of The Grade X Students SMA S Nurul ‘Ilmi Padangsidempuan, *English Education* Vol. 06 No. 1, (retrieved from) <http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ/article/view/12551/0>
- Nasution, R. F, Harida, E. S & Rambe, S., (2018), Reading Strategies used by Successful Reader of English Department Students of State Institute for Islamic Studies Padang Sidempuan, *Jurnal Penelitian Ilmu-ilmu Sosial dan Keislaman*, Vol. 04 No. 2, (retrieved from) <http://jurnal.iain-padangsidempuan.ac.id/index.php/TZ/>
- Nunan D, (2013), *Practical English Language Teaching* (New York: McGraw-Hill, 2013).
- Nurdianingsih, F, (2021), *Teachers Strategies In Teaching Reading Comprehension*, PROJECT (Professional Journal of English Education), Volume 4. No. 2, March, (retrieved from) <http://jurnal.IKIPPGRIBojonegoro>
- Peter Westwood, *What Teachers Need to Know about Reading and Written* (Australia: ACER PRESS, 2008), p. 33-37, <http://b-ok.asia/book/>.

- Phippot, R, & Graves, M, F., (2009), *Fostering Comprehension in English Classes*, New York. The Guilford.
- Puteri Akira, *Improving Student Reading Comprehension of Refort Text Through SQ3R Technique*, *thesis*, Jakarta: UIN Syarif Hidayatullah Jakarta <https://repository.uinjkt.ac.id>
- Rashid, S. & Qaisar, S, (2017), *Role Play: A Productive Teaching Strategy to Promote Critical Thinking*, *Bulletin of Education and Research* Agust, Vol. 39, No. 2, (retrieved from) <https://files.eric.ed.gov>
- Setiyadi, B, (2006), *Teaching English As A Foreign Language* Yogyakarta: Penerbit Graha Ilmu.
- Sugiyono., (2009), *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kualitatif, Research And Development*, Bandung: Alfabet,
- Supinigsih, (2017), *Upaya Meningkatkan Kemampuan Membaca Dalam Pembelajaran Bahasa Inggris Dengan Strategi Choral Reading Melalui Power Point*, (*Jurnal Wacana Akademika*) Volume 1 No. 2, (retrieved from) <https://ejurnal.pps.ung.ac.id/index.php/JN/article/view/621>
- Vacca, Richard T & Vacca, Jo Anne L, (1999), *Content Area Reading*. Longman.
- Wehrli, G & Nyquist, J.G, (2003), *Creating an Educational Curriculum for Learners at Any Level*. AABB Conference.
- Wibowo, Y. E. W, Syafrizal & Syafryadin., (2020), *An Analysis of English Teachers' Strategies Teaching Reading Comprehension*, JALL, *Journal OF Applied Linguistics and Literacy*, ISSN 259-8530, Vol. 4 No. 1, (retrieved from) <https://jurnal.unigal.ac.id/index.php/jail/index>

APPENDIX I**Observation sheet**

No.	Strategis used by the Lecturers in Teaching Reading	Always	Never	Often	Seldom	Relaly
1.	Scaffolding	–	1 lecturers	11 lecturers	2 lecturers	2 lecturer s
2.	Think Aloud	1 lecturers	1 lecturer	7 lecturers	6 lecturers	1 lecturer
4.	Survey, Question, Read, Write.	–	–	9 lecturers	7 lecturers	–
5.	Question, Answer, Relationship	2 lecturers	–	8 lecturers	6 lecturers	–
6	Skimming	3 lecturers	–	10 lecturers	3 lecturers	–
7.	Scanning	2 lecturers	11 lecturers	–	3 lecturers	–
8	visualizing	3 lecturers	–	6 lecturers	6 lecturers	1 lecturer
9.	Predicting	1 lecturers	–	8 lecturers	7 lecturers	–
10.	Playing Game	11 lecturers	–	5 lecturers	–	–
11	Brainstorming	5 lecturers	–	8 lecturers	2 lecturers	1 lecturer s

APPENDIX II

Interview for Strategies Teaching Reading

1. What are the students' problems in reading English text at the first years students?

The first teacher answer

The students problems in reading English text at the first yaer students
“students feel diffucult to understand reading English text due to lack of vocabularyas well as comprehending overall content and main idea of the text. Sometimes, the text is not related to students experience which make them difficult which make them difficult to connect the idea in passage.”

The second teachers answer

“ At the first year semester is lack of vocabulary.”

The third teachers answer

The students problems in teaching English text at the first years students
“some of students have lack vocabulary that way they are difficult to translate the text way thay do not understand word that the meaning of the text.”

2. What are the problems in teaching reading at the first year?

The first teacher answer

“The problems in teaching reading at the first year students lack of motivation in reading English text and have less concentration. They're easy to fell bored in reading English text especially when reading long sentence in a text, moreover if they find new difficult vocabulary.”

The second teachers answer

“The problems in teaching reading at the first years students are the first something the text is unfamiliar for the students. The second of the students go their text books from their brother or their sisters so they have had the answer for all the reading activities.”

The third teachers answer

“The problems in teaching reading at the first years students do not have good pronounciation that way they pronoun word by word its not good and some students lazy to read”

3. What are strategies that the teachers used in language center usually most in teaching reading?

The first teachers answer

“strategies that the teachers used in language center usually most in teaching reading some strategies which usually used in teaching reading include activating students knowladge brainstorming, predicting, visualizing and qar startegy.”

The second teachers answer

“strategies that the teachers used in language center usually most in teaching reading its playing simple games. It aims to make the students are not bored in reading activities.”

The third teachers answer

strategies that the teachers used in language center usually most in teaching reading two or four strategies we prepare of question and the

students find the answer the text synonym or antonym we ask the students find the synonym or antonym for example we say the word and the students find synonym or antonym.

4. What are your strategies in teaching reading?

The first teacher's answer

"strategies in teaching reading the teacher apply three strategies of teaching reading. They're pre-reading, while reading and post-reading strategy. Each is varied with some interesting activity. Furthermore students are supposed to use "skimming, scanning and in-depth reading."

The second teacher's answer

"My strategies in teaching reading are the first I give them some vocabulary to be memorized and then give them a test. Then the next day I will give them some simple games to practice their vocabulary that I have given them before."

The third teacher's answer

"The other strategies in teaching reading are for example after we discuss about a topic for example simple present maybe simple past, imperative maybe another topic and I ask students to find the verb of simple present the text may be verb 2 on the text or maybe imperative on the text. Second maybe in three seconds and so we will make the students focus to find the verb."

5. What are the reasons strategies mostly in teaching reading?

The first teacher's answer

“ the strategies are mostly used in teaching reading because they are easy to apply and engaged as well, the strategy can help stuent to improve their comprehension in reading an English text.”

The second teacher's answer

“ Best on students problem in reading in reading activities, best on the problem in teaching reading so i belive that the best strategy mosly use in teaching reading.”

The third teacher's answer

“make the students focus for example to practis their pronountation they focus the understanding about the topic that just discuss so they focus how to read the text word by word good pronountation and the students well moew focus to find and read the text.”

6. How is yours students respect fullness when you use the strategies?

The first teacher's answer

“students give positive respect in implementing reading strategies, students are engaged and motivated in reading English text.”

The second teacher's answer

“ When i use the strategies the students can enjoy their activities because they have had stok before so there is no reson for them to have problem in reading activities.”

The third teacher's answer

“ The students feel happy, fun, to when they try to find for example the verb word by word how to read word the enjoy to do the activities and make the students have good pronunciation some strategies.”

7. Do you think that the strategies you use in teaching reading affect you the students at language center? reason?

The first teacher's answer

“ yes, they do. The strategies are effective in teaching reading because they can help and encourage students in understanding the text. Students who have difficulty in reading will be easier in comprehension the text.”

The first teacher's answer

“yes, of course. After i give them vocabulary the students will not have problem again in vocabulary so the students can do reading activities well, about the answer the brother and sisters i can ask the students to clean the answer in british day for the no this students so i need to take them one by one in the class so it makes abit time lost.”

The third teacher's answer

“ Yes of course. The strategies can improve the students ability in pronunciation, understanding the text and improve your vocabulary is how to read word by word how to take a coin maybe the main idea from the paragraph.”

APPENDIX III

DOCUMENTATIONS



Picture I: Interview with the lecturer



Picture II: Observation with the lecturer



Picture III : Observation in the class



Picture V: Interview with the lecturer



Picturer IV : Observation in the class



Picturer VI: Interview with the lecturer



Picturer VI: Observation with the lecturer



Picturer VII: Observation with the lecturer

CURRICULUM VITAE



A. Identify

Name : Nurhabibah
Reg. Number : 1920300083
Place /Birthday : Aek Pining, 02 July 2001
Sex : Female
Religion : Islam
Address : Aek Pining, Kec Batangtoru, Kab TapSel
Phone Number : 085279200454
Email : bibah493@gmail.com

B. Parents

Father's Name : Misdi
Job : Farmer
Mother's Name : Kholijah Dalimunthe
Job : Housewife

C. Educational Background

Elementary School : SD N Aek Pining No 100709 (2013)
Junior High School : MTSN 3 Tapanuli Selatan (2016)
Senior High School : SMK N 2 Batangtoru (2019)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
UPT. BAHASA

Jalan T. Rizal Nurdin Km.4.5 Sihitang Kode Pos 22733
Telepon. 0634.22080 Faximile 0634 24022
Website : <https://www.uinsyahada.ac.id>

Nomor : B-It/Un.28/J.2/PP.00.9/06/2024 12 Juni 2024
Sifat : Penting
Lampiran : -
Hal : Pemberian Izin Penelitian Penyelesaian Skripsi

Sesuai dengan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Nomor : B. 2190/Un.28/E.4a/TL.00.9/06/2024 Tanggal 07 Juni 2024 tentang
Izin Penelitian Penyelesaian Skripsi maka bersama ini kami memberikan izin
melakukan penelitian kepada:

Nama : Nurhabibah
NIM : 1920300083
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul : **"Strategies Used By the Lecturers at Language
Development Centre of UIN Syekh Ali Hasan Ahmad Addary
Padangsidempuan"**.

Demikian surat izin ini diberikan supaya dipergunakan sebagaimana
mestinya

UPT. Bahasa,
Kepala

Dr. Eka Sustris Harida, M.Pd
NIP : 19750917 200312 2 002