TEACHER'S STRATEGY
IN TEACHING READING COMPREHENSION
AT GRADE VIII SMP NEGERI 5 PADANGSIDIMPUAN

A THESIS

Submitted to the English Education Study Program of State Collage for Islamic Studies Padangsidimpuan in Partial Fullfilment of the Requirement for the Degree of Islamic Educational Scholar (S.Pd) in English Program

Written By:

KHOIRUNNISA
Reg. Number: 15 203 00060

ENGLISH EDUCATION PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019

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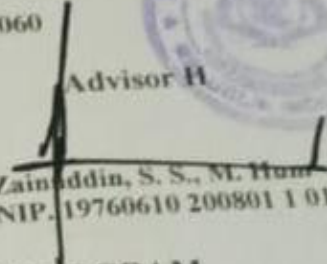
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2019

Term   : Thesis
Item   : 7 (seven) examplars

Padangsidimpuan,   Desember 2019
a.n. **Khoirunnisa**
To: **Dean**
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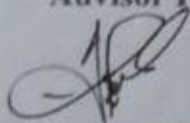In-

Padangsidimpuan

Assalamu 'alaikumwr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Khoirunnisa**, entitled **"Teacher's Strategy in Teaching Reading Comprehension at Grade VIII Students of SMP Negeri 5 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 IAIN 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 IAIN Padangsidimpuan. Thank you.
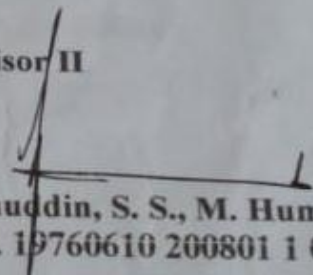
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DECLARATION LETTER OF SELF THESIS COMPLETION

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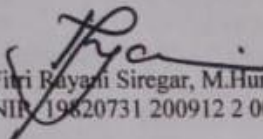
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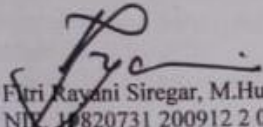   at Grade VIII SMP Negeri 5 Padangsidimpuan

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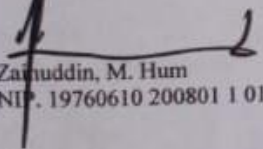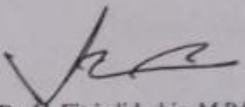
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Dengan ini menyatakan bahwa skripsi yang berjudul tersebut di atas layak untuk diujikan di depan Dewan Penguji Sidang Munaqosyah Skripsi Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan Tahun Akademik 2019/2020.

Demikian Surat Keterangan ini diperbuat agar dapat dipergunakan sebagaimana mestinya.

MENYETUJUI

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The Thesis had been accepted as a partial fulfillment of the Requirement for Graduate Degree of Education (S.Pd.)

Padangsidimpuan, January 2020

Dr. Lelya Hilda., M.Si.
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I realize this thesis can't be considered perfect without critiques and seggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidimpuan, January 2019
Researcher

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ABSTRACT

Name   : KHOIRUNNISA
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Department   : English Education
Title   : Teacher's Strategy in Teaching Reading Comprehension at Grade VIII SMP Negeri 5 Padangsidimpuan

The problem of research is not only the teaching material but also the strategy of teaching. The teaching learning process does not give a good result of the methods of teaching is not suitable to the students' condition. The purpose of the research were to identify what is teacher's strategy in teaching reading comprehension at grade VIII SMP N 5 Padangsidimpuan and to know the most dominant strategy used by teacher in teaching reading comprehension at grade VIII SMP N 5 Padangsidimpuan.

This was a phenomena qualitative research which used descriptive analysis method. The participant of the research was teacher at Grade VIII of SMP 5 Padangsidimpuan. The data were collected from observation and Interview. Analysis of the data consisted of 5 steps; they are data managing, reading/memoing, description, classifying, and interpreting. This research used member checking to check data trustworthiness.

Based on the result of the research, teacher strategy in teaching reading comprehension were pre-reading or before reading the strategy used by teacher were (vocabulary analysis, and clustering or mapping strategy) vocabulary students got new vocabulary and know the meaning/translation of word, while reading or when reading activity strategy used by teacher were (taking not/outlining strategy) students got the important thing of text, post reading or after reading the strategy used by teacher were (retelling strategy) students could memorize the material.

Key Words : Teacher, Strategy, Teaching Reading Comprehension

ABSTRAK

Nama　　　　 : **KHOIRUNNISA**
NIM　　　　　: **15 203 00060**
Program Studi : **Tadris Bahasa Inggris**
Judul　　　　 : **Teacher's Strategy in Teaching Reading Comprehension at Grade SMP N 5 Padangsidimpuan**

Permasalahan dari penelitian ini bukan hanya materi bahan pelajaran tapi juga strategi dalam mengajar. Dalam proses belajar mengajar tidaklah memberikan hasil dari metode pengajaran yang cocok berdasarkan kondisi siwa. Tujuan dari penelitian ini untuk mengidentifikasi strategi apa yang digunakan guru dalam pengajaran pemahaman membaca pada tingkat VIII SMP Negeri 5 Padangsidimpuan, dan untuk mengetahui strategi yang dominan dipakai guru dalam pengajaran pemahaman membaca pada tingkat VIII SMP Negeri 5 Padangsidimpuan.

Penelitian adalah penelitian kualitatif phenomena dengan menggunakan metode deskriptif analisis. Partisipan penelitian ini adalah guru angkatan VIII SMP Negeri 5 Padangsidimpuan. Hasil data diambil dari alat pengumpul data observasi dan interview. Analisis data terdapat 5 cara yaitu, managing, reading/memoing, description, classifying, and interpreting. Penelitian menggunakan member checking untuk mencek keabsahan penelitian.

Berdasarkan hasil peneitian, strategi guru dalam pelajaran pemahaman membaca adalah pre-reading yaitu sebelum aktivitas membaca strategi yang digunakan adalah strategi analisi kosa kata dan pengelompokan kata/pemetaan, hasil dari strategi ini adalah student dapat menmukan kosa kata baru dan mengerti maksud dan terjemahan teks. While reading atau ketika membaca/aktivitas membaca, strategi uang digunakan guru adalah strategi mencatat dan mengggaris, hasil dari strategi ini adalah siswa dapat mencatat hal-hal penting dari teks. Teakhir adalah post reading atau akhir kegiatan membaca, strategi guru yang digunakan adalah strategi menerangkan kembali. Hasil yang didapat yaitu siswa mampu mengingat kembali pelajaran yang dibahas.

Kata Kunci: Guru, Strategi,Pelajaran Memahami Membaca

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

A. Background of the Research

English is an international language. This language is used international language to correlate one country to another country, for reminding that good communication will make a good relation each other. In Indonesia, English is one of languages that support as complement subject to students of the Primary School, Junior High School, Senior High School, and then Higher Education Level.

There are four aspects skill in English. The first aspect is listening that can hear and listen everything information from ear. The second aspect is speaking, speaking is someone's response after hearing.The third aspect is writing, we can write everything like information or ideas through writing which will be known information after read it. The last aspect is reading, reading is one of receptive skill. It is transaction between reader and writer from the text. In supporting all skills, there are English components such as sounds of language, grammar, and vocabulary.

Reading, is one of receptive skill between reader and writer from the text. It is a communication between a writer and a reader. Reading is an interactive process between a reader and a writer. An interactive process happens when the reader can understand the text. While understanding the text, the reader want to communicate with ideas proposed by the writer. Reading is also the process of cognition, interpretation and preception of a written or printed material. Reading is an essential skill for learners of English as a second language. Most of these learners is it the most important skill to master in order to support not only in learning English, but also in learning in any content class where reading in English

required.Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Strategic reading is defined as the ability of the reader to use varieties of reading strategies to accomplish a purpose for reading. Good readers know what to do when they encounter difficulties. The effect reading is defined as the ability to read at an appropriate rate with reading comprehension. Meaning does not rest in the reader nor does it rest in the text. The reader's background knowledge integrates with the text to create the meaning.

In teaching learning process, the problem of teaching is not only the teaching material but also the strategy of teaching. The teaching learning process does not give a good result of the methods of teaching is not suitable to the students' condition. Therefore, teaching strategy makes the teaching learning process well. The teacher can employ certain strategies to optimize classroom activities like using appropriate strategy, concerned to the characteristic of the student learned that they easily get bored. It is important to consider what kind of strategy can be used in the other to make students become easy and interesting. To get attention from the students, it is necessary created the class situation which can motivate the students to study. One of step to explore students' ability we need reading skill. Reading is a way to get something that is written. Language has a central role in students' social and emotional development. It can support them in learning all subject matters.

Teaching strategies is generalized plan for a lesson or a lesson which includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy. Teacher strategies often expect students to develop their reading skill by *osmosis* (absorption) and without help. In the osmosis approach, it is believed that if ateacher teaching reading comprehension to the target

language all day, they will improve their reading comprehension. Teacher is confronting some problems in the process of reading comprehension. There are many teachers think about reading comprehension by explaining about the text,main idea, and purpose of the text.

Teaching strategies is derived from the word teach has meaning giving instruction to somebody, in order to know or be able to do something. The teachers has the widest use in formal and informal situation and at all level education. Teaching is the process of transferring knowledge from the teacher to the students or from someone to another in a formal or informal situation. Teaching is a complex process. Strategies are specific methods or planning design for controlling and manipulating certain information. Teaching strategy refers to a pattern of teaching acts that serves to attain certain outcomes, a teaching strategy is a purposefully conceived and determined plan of action. Teaching strategy is very important for smoothed transaction of curriculum. 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. Teaching strategies can help students take more responsibility for their own learning and enhance the process of teaching for learning. The key is to create learning environments that are more interactive, to integrate technology where applicable into the learning experience, and to use collaborative learning strategies when appropriate. Teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which has planned. In other word, teaching strategies are approaches to teaching students. The teacher have to applied the strategy to balance between the method which the teacher's used and the step of the teacher's used to applied the material.

According to Mrs. Elmi, not all strategies in teaching reading comprehension is applied and student can not received the material, strategies in teaching reading just for theory. Based on her teaching reading almost using standard strategy and never using specific strategy.[1] So, in teaching reading the teacher must dispel learning strategy in crease students' ability in reading comprehension. Teacher is very influental person in teaching learning process. Teacher is special educator with teaching duties, Kindergarten, Elementary School, Junior High School and Senor High School. Teacher has the idea to release for benefit of students, thus support the best possible relationship with students, develop and related virtues of religion, culture and science. Strategy is a planing of something of carrying out a plan in skillfull way. It is important in teaching learning process because teacher isa fist factor in the classrom. Teacher also the influental person to support teaching learning in the class. Because teacher is a motivator, manager, fasilitator, organisator, and important person in the class.

Based on the problem stated above, the researcher assumes that the teaching reading comprehension become a problem if not overcome soon. For this assumption, the researcher is interested to do descriptive qualitative research. By doing this research, the researcher expected that this research with title *''Teacher's strategy in teaching reading comprehension at grade VIII SMP N 5 Padangsidimpuan''.* The researcher wants to analysis teacher strategy what is used and how the teacher implement the strategy in teaching reading comprehension.

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[1]Informant at SMP Negeri 5 Padangsidimpuan September 26, 2019 at 11 am

B.   The Focus of the Problem

Based on the background above, the researcher focuse to analyse a variety of strategy teacher use in teaching reading comprehension at grade VIII SMP N 5 Padangsidimpuan.

C.   Formulation of the Problem

The formulation of the problem of this research are :

1. What is teacher's strategy in teaching reading comprehension at grade VIII SMP N 5 Padangsidimpuan ?
2. What is the most dominant strategy used by teacher in teaching reading comprehension at grade VIII SMP N 5 Padangsidimpuan ?

D.   Purpose of the Research

Base on the formulation of the problem, the researcher determined the purpose of the research as like :

1. To identify what is teacher's strategy in teaching reading comprehension at grade VIII SMP N 5 Padangsidimpuan
2. To know the most dominant strategy used by teacher in teaching reading comprehension at grade VIII SMP N 5 Padangsidimpuan.

E.   Significances of the Research

The result of research is expected to be useful as the contributions like :

1. Head master, to encourage teachers to teach the best.
2. Teachers, to get more suitable strategy in teaching reading comprehension.
3. Students, to get more knowledge from professional person.
4. Researchers, to do further same topic of the research.

F. Definition of Terminologies

1. Teacher

Teacher as a noun, a person, and an actor. Teacher is important person and very influence in education. Teacher has motivation skill, inovation skill, and intelectual skill in teaching learning. Teacher knows the subject materials to teach students. Teacher looking for new methods and ideas to use in the class. So, teacher is called as a motavor, innovator, manager, supporter, facilitator in the class.

2. Strategy

Strategy is a planning of something of caring out a plan in a skillful way. Strategy also is a way or step that teacher use in teching learning to make students understand easily. Strategy is teacher skill to explain the subject material effectively. So, as a teacher we must have skillful or suitable strategies to teach students in the class.

3. Teaching

Teaching is an activity the teacher influences students by transferring knowledge and concepts. Teaching is defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand

4. Reading Comprehension

Reading comprehension is the ability to understand completely and be familiar with a situation, facts, etc. Reading comprehension as stated above that reading is not just saying the words, but also to understand what we read, or getting the idea, it is related to comprehension.

CHAPTER II

THEORITICAL DESCRIPTION

A. Teacher Strategy

1. Teacher

Teacher comes from word 'teach' that has meaning improve students' characters directly or indirectly. Teacher has effect in education world. Teacher give knowledge to students. Teacher must useful to improve students, so teacher must have good character in the class. Teacher can control, motivation, facilitation, manage, and evaluate students. Teacher is someone teach in primary or secondary school.

According to Lindfors in Lilis Sugiarti stated, there are two fundamental responsibilities of a teacher in teaching a language in the classroom there are to provide a language-rich learning environment and to support students in their use of language.[1] It means that an English teacher should create these two components in teaching reading especially teaching reading comprehension. Regarding the teacher's role in reading comprehension.

Nesamalar Saratha in Tutyrahiza Mahmud stated that the teacher is important agent making English Language learning successful. Teacher act as intermediator in the classroom. They select materials and activities that are relevant and interesting to the students. Teacher need to be familiar with various reading strategies and demonstrate those

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[1]Lilis Sugiarti, Teacher's Strategies in Teaching English Vocabulary at The Eleventh Grade Students of SMA NU Palangka Raya (IAIN Palangka Raya, 2016), p.25., Retrieved from *digilib.iain-palangkaraya.ac.id*. Accessed on December 26, 2018 at 6 pm

startegies to the students in order to help the students in their reading.[2] So, we need good teacher to be controler, motivator, facilitator, manager, and evaluator.

Futhermore Wallace in Nurman Antoni argues that the teachers with good strategy will observe readers in the course of reading as to assess outcomes in the form of answers to the comprehension questions which generally follow a reading task.[3] Strategies are ''The tools for active, self-direction involvement that is necessary for developing communicative ability. A good technique to sensitize students to the strategies they use is to get them to verbalize, or talk about their talk processes as they read. Readers can listen to the verbal report of another reader who has the just the same material, and it is often revealing to hear what other readers have don e to get meaning from a passage.

2. Strategy

Strategy of teacher is a way of teacher to make students understand well. There are many ways strategy of teacher in teaching reading, but not all can make students understand. As we know, understanding of students are 3 types of person learning in the class, such as visual, auditory, and kinesthetic. However, not all students understand, something students can feel bore and not all students like in teaching reading. Almost students want to study other way like study outdoor. How the teacher can handles all types students like that?

According to Brown in Muslaini stated that he has classified strategies into two kinds. The first kind is direct strategy or what are also called cognitive strategies. These include a number of different ways of remembering more effectively and of using all

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[2]Tutyrahiza Mahmud, Teaching Reading Strategies by ESL Teachers That FacilitateTeaching and Learning Reading (University Malaysia Sarawak, 2008), p.3., Retrieved from *https://ir.unimas.my*. Accessed on December 11, 2018 at 11 am.
[3]Nurman Antoni, Exploring EFL Teachers' Strategies in Teaching Reading Comprehension, no. 11 (2010): p.40., Retrieved from *jurnal.upi.edu*. Accessed on December 30, 2018 at 5 pm

possible cognitive processes and compensating knowledge. The second kind is indirect strategies which focus on some aspects, such as organizing and evaluating learning, managing the emotions and learning from others.[4] The kinds of strategies like direct or indirect strategy have usefull is to help teacher in teaching reading comprehension. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. Good strategic readers know what to do when they encounter difficulties. The next, the reader, strategies, and fluency together define the act of reading.

Base on the explanation above the researcher conlude that, a teacher may employ certain strategies to optimize classroom activities such as using appropriate strategy, concerning to the characteristic of students learned that they can get easily get bored.

B. Reading Comprehension

1. Reading

Richard in Tutyrahiza Mahmud that reading perceived a written in the text in order to understand the contents. The understanding that result is called reading comprehension.[5] Reading skill is important, especially for students who on learning to develop their skill in education and they also can apply in their daily life. By reading we can get some information to increase our knowledge because reading is important in education world.

According to Kurniawan as queted by Nutal stated:

reading means receiving the message from the text, because the writer put message into it. As a readers, we should be able to get what the main idea from the text we

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[4]Muslaini, Strategies for Teaching Reading Comprehension, no. 8 (2017): P.70., Retrieved from *www.jurnal.unsyiah.ac.id*. Accessed on December 11, 2018 at 11 am

[5]Mahmud, *Teaching Reading Strategies by ESL Teachers That Facilitate Teaching and Learning Reading,*p.12.

have read. According to Abbot, that reading as a fluent process of a reader to combine information from a text and their background knowledge. Because reading is not a simple process in which the reader just reads and accepts whatever is stated in the text, but also uses their mind to interpret the text'.[6]

Reading can be concluded that reading is an interactive process between the readers try to understand meaning from the written or printed text.

Reading comprehension skills are important for English language learners, especiallyfor students who learn English as a foreign language. According to Weaver in Nurman Antoni stated that reading comprehension is a process that involves the orchestration of the readers' prior knowledge about the world and about language. It involves such as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one's own comprehension, and reflecting.[7] The process of this srategy can use in pre-reading, while reading, and post reading.

Reading is also very important for English learners because reading can enlarge their knowledge, vocabulary, and information. From reading, English learner also can learn about foreign language people's habit and culture. Definition of reading appears in various perspective. Reading is meaningful interpretation of printed or written verbal symbols, it is result on interaction between the perception of graphic language skill and knowledge of the world. Shortly, it can be stated that reading is the process of interaction between the reader and the written in formation by understanding the written language associated by the reader's language skills and knowledge of the world.

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[6]Noor Aziz Kurniawan, Teacher's Strategies in Teaching Reading at The Tenth Grade Students of SMK ISLAM Sudirman 2 Ambarawa (IAIN Salatiga, 2017), p.14., Retrieved from*e-repository.perpus.iainsalatiga.id.,* Accessed on December 11, 2018 at 11 am

[7]Antoni, *Exploring EFL Teachers' Strategies in Teaching Reading Comprehension,* p.41.

Sandra said in Noor Aziz Kurniawan that reading is a way in which in interepreted or understood.[8] Reading is a complex information processing skill in which the reader interacts with a text in order to (re) create meaningful discourse. Futhrmore Tarigan in Lilis Sugiarti that reading is as a process that is done by readers to be used for getting the message conveyed the writer on the medium of writing text and Heilman adds that reading is an active on going process that is affected directly by an individual's interaction with his environment.[9] The message or information got directly.

Harmer said in Yanuari Apsari that reading is useful for language acquisition.[10] Reading is a process of understanding written language. Since reading is process, it start from viewing the linguistic surface representation and ends with the certain ideas or meaning about the message intended by the writer. Thus reading is combination perceptual process and cognitive process.

According to Swann in Iin Nurlaili that if we say that student is good as comprehension we means that he or she can read accurately and efficiency, so as to get maximum information from the text.[11] It means the readers try to find the message from what they have read. Moreover reading is an active process. Active means while the readers are reading, they try to actively to interact with the printed text with meaning. This message is the idea of the writer. There are three steps that are involved in reading activities; they are the writer, written text and reader. Reading involves an interaction between through and

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[8]Kurniawan, *Teacher's Strategies in Teaching Reading at The Tenth Grade Students of SMK ISLAM Sudirman 2 Ambarawa*, p.10.

[9]Lilis Sugiarti, Teacher's Strategies in Teaching English Vocabulary at The Eleventh Grade Students of SMA NU Palangka Raya (IAIN Palangkaraya, 2016), p.29., Retrieved from *digilib.iain-palangkaraya.ac.id*. Accessed on December 13, 2018 at 11 am

[10]Yanuari Apsari, Teachers' Techniques and Problems in Teaching Reading 2, no. 2 (2015): p.6., Retrieved from *e-jurnal.stkipsiliwangi.ac.id*. Accessed on December 12, 2018 at 9 am

[11]Tiin Nurlaili, A Study on Teacher's Strategies in Teaching Reading Comprehension in Second Grade of Student's MTs Tarbiyatul Ulum Panggungrejo Blitar Academic Year 2013/2014 (IAIN Tulungagung, 2014), p.8., Retrieved from *repo.iain-tulungagung.ac.id*. Accessed on December 11, 2018 at 12 pm

language. It means that the reader carries to the task a formidable amount of information and ideas attitude and beliefs. This knowledge joined with the ability to make ability predictions, determines the expectation of the readers.

Reading is one of receptive skill, the process of cognition, interpretation and perception of a written or printed material. In reading, there is a communication between reader and writer by a text. In reading, the readers can take the message that the readers want to get. It can be concluded that reading is an interactive process between the readers and the writer through their writing that happened when the readers try to understand and reconstruct meaning from the written or printed tex. Reading is process when reader make a meaning of the written text they read. In this study, reading waas refered to the second language reading. Reading lesson is the lesson which students learn to read and learn the skills and strategies neede in order to become a good reader.

Reading is the process of getting information from the written text from the writer to the reader. The goal of all reading is thecomprehension of meaning that is conveyed in the written text. According to Dean in Noor Aziz Kurniawan that reading is more than seeing words clearly, more than pronouncing printed words correctly and more thanrecognizing the meaning of isolated words.[12] Reading requires you to think and feel. Reading is not just looking and pronouncing words in the textbut comprehending all the components of a text.

Namara said in Jufri that reading is an extraordinary achievement when oneconsiders the number of levels and components that must be mastered. Consider what it takes to read asimple story. The words contain graphemes, phonemes- and morphemes.[13] Sentences have

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[12]Kurniawan, *Teacher's Strategies in Teaching Reading at The Tenth Grade Students of SMK ISLAM Sudirman 2 Ambarawa,* p.17.

[13]Jufri, Reading Strategies for Comprehension Literal, Inferential, and Critical Meaning in Reading, 2002, p.13., Retrieved from *ejournal.unp.ac.id*. Accessed on December 12, 2018 at 10 pm

syntacticcomposition, propositions, and stylistic features. Deep comprehension of the sentences requires theconstruction ofreferents of nouns, a discourse focus, presuppositions, and plausible inferences.The reader needs to distinguish given versus new information in the text and implicitly acknowledge what is shared among most readers in a community (called the common ground). At more global levels, the reader needs to identify the genre. Rhetorical structure, plot, and perspective ofdifferent characters, narrator,theme. story point, and sometimes the attitude of the author..

According to Grabe in K. Seken and L. P. Artini viewed reading as a kind of dialogue between the reader and the text.[14] This interactive process of reading reflects that a reader should toil hard to draw meaning out of text employing different reading strategies such as skimming, scanning, predicting, etc. Hence, in this process of reading there is active intrepretive interaction between the reader and the text.

From experts definition above, it shows that reading is an important activity for all people, especially for students, because it would be a fundamental of education. From reading we can get information, knowledge and also as the way to understand another opinion that delivered by the writer of the text.

2. Comprehension

The second is comprehension. Comprehension is the proces of making sense of word, sentence, and connected text understanding. Danielle S. and Mc Namara said in Nurul Hidayah that comprehension as the interpretation of the information and ultimately, the

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[14]K Seken and L P Artini, A Study on Strategies for Teaching Speaking and Reading Comprehension Skill, no. 1 (2013): p.3.,Retrieeved from *oldpasca.undiksha.ac.id.* Accessed on December 12, 2018 retrieved at 9 pm

construction of a coherent representation or picture on the reader's mind of what text it about.[15] Comprehension is the understanding of text deeply.

Reading comprehension is a process to get something from the text, like newspaper, magazine, article, etc. Reading comprehension is very important tosuccessful reader, especially students in teaching reading. Reading comprehension depends on three factors, first factor is the reader has command of the linguistic structure of the text. The second factor is the reader is able to exercise metacognitive control over the content being red. This means is the reader is able to monitor and reflect on his or her own level of understanding while reading material. The third and most important criterion influencing comprehension is that the reader has background in the content and vocabulary being prensented.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Referring to the expert's ideas, it can be explained that reading comprehension is a process to get the meaning from the text, and the process will be found if the students have the information resources or background knowledge about the text that they read in order they can bring it into the text to constructing the meaning of the tex.

Reading comprehension is the ability to understand completely and be familiar with a situation, facts, etc. Reading comprehension skills are important for English Languge Learning. Reading comprehension has multiple definition and explanations. One of definition of reading comprehension is a process that involves the orchestration of the readers prior knowledge about the world and about the language. It involves such as

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[15]Nurul Hidayah, An Analysis of Teachers' Strategies in Teaching Reading Comprehension A Descriptive Qualitative Research at Dian Nusanatara Junior High School Kec. Bandung Kab. Serang Banten (IAIN Sutan Maulana Hasanuddin Banten, 2016), p.13., Retrieved from *repository.uinbanten.ac.id*.Accessed on December 11, 2018 at 2 pm.

predicting, questioning, summarizing, determining meaning of vocabulary in context. Monitoring one's own comprehension and reflecting.

Grabe and Staller said in Nurman Antoni also defined reading comprehension refers to the ability to understand information in a text and interpret it appropriately and correctly.[16] One of the purposes of teaching reading comprehension to know the ability in comprehending in the text.

Futhermore Barnet in K. Seken and L.P. Artini that level of reader comprehension is determined well from the interactions between the reader variable and the text variables.[17]Comprehension is not a single unitary process. It started from the moving of words on the page to meaning in the mind, the recognizing of individual words by using memory and knowledge of letter and sound patterns, matching the resulting pronunciations to meaning, and finally connects these words into idea units. Reading comprehension is also the ability to process text, understand its meaning, and to integrate with what the reader already know. An individual's ability to comprehend text is influenced by their skills and their ability to process information. So, to make students understand in reading we need teacher professional.

C. Teaching Reading Comprehension

Teaching reading is a complex of activities to help students learn to read a few words or sentence in order to find understanding in the text into the knowledge of the meaning of the texts. It starts from teaching student how to read and learn how to find the key ideas, the main idea, topic, as well as understanding of the meaning of the text. This is not a simple

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[16]Antoni, *Exploring EFL Teachers' Strategies in Teaching Reading Comprehension*, p.3.
[17]Seken and Artini, *A Study on Strategies for Teaching Speaking and Reading Comprehension Skill,* P.4.

thing done by teacher the teacher should have the right strategy in guiding the student to understand the text and gain knowledge from reading it.

In teaching reading teacher should understand about they own reading strategies and learn from what they read it so that they can teach to improve students' reading comprehension. Teaching reading is a process that uses the knowledge, strategies and skills to find the meanings of the text. Teaching is a complex process it does not only give the information from the teacher to the students. There are many activities that can be doing especially when the process of teaching and learning in the classroom.

According to Harmer in Lilis Sugiarti stated:

> teaching is not an easy job, but it is a necessary one, and can be very rewarding when the teacher see our students progress and know that we have helped to make it happen. It is true that some and students can be difficult and stressful as times, but it also worth remembering that it is best teaching can also be extremely enjoyable.[18]

Base on the explanations the researcher concludes that teaching is the activities and manage the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose. So as a teacher, we need to understand everything from the choice of the student book for how he understands every page. We need to know how he is, what he did so that we can help him, when they engage with the text and think with more sophisticated. We need to properly assess the teaching and make decision based on that assessment. Students will be able to get benefit from the knowledge of what they read, and in the end they can develop that knowledge.

According to Brown in Muslaini stated when teaching reading a teacher should choose a method which depends on the specific purposes of the reading. The teacher will

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[18] Sugiarti, Teacher's Strategies in Teaching English Vocabulary at The Eleventh Grade Students of SMA NU Palangka Raya, p.10.

focus on three aspects to consider how to present a text how to develop the lesson using it, and how to follow up: first, presenting a text.[19] In this part, the teacher will give a meaningful explanation related to the text. This should give the students a sense of purpose.

Based on explanation above, teaching reading is on of steps to understanding text, like genre the text, meaning of symbols, grammar, vocabulary of the text. So, as a teacher can prepares the tools, or steps to make students can understanding and not understanding.

D. **Strategies in Teaching Reading Comprehension**

Reading strategies is a variety of strategies used to teach reading. Strategies variety according to the challenges like new concept, unfamiliar vocabulary, long and complex sentences. Perhaps one aspect of teaching reading that teachers might know about, but often do not know how to do, is explisit teaching of reading strategies. Reading strategies are methods use teacher to teach the reading skill during the reading learning. For example, using word card to teach vocabulary, silent reading and group work. Strategies used by teacher can help students to have better understanding on the text that they read.

According to Leask in Tutyrahiza Mahmud defined teaching that strategies a choice and range of teaching method used for lessson with regard to this study, the methods used by the teacher in teaching reading are the strategies used by the teachers to facilitate their students in learning reading.[20] Reading strategy instruction should always integrated into the overall instruction. We cannot hope that readers will improve their use of strategies if the strategies are simply addressed sporadically. Many reading textbook, especially in english for language context, will not specifically address reading strategies..

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[19] Muslaini, "Strategies for Teaching Reading Comprehension," p.70.
[20]Mahmud, *Teaching Reading Strategies by ESL Teachers That Facilitate Teaching and Learning Reading,* P.7.

The purpose of teching reading strategies is to improve comprehension while reading skills. Strategies may be mental but observable, such as observing some one taking notes while reading to recall information better, or strategies may be unobservable, such as thinking about what one already knows on a topic before reading passage. Because strategies are conscious, there is active involvement of the reader in their selection and use.

a. Pre-Reading Stage

A reading lesson should begin with a pre-reading activity to introduce the topic and to make sure students have enough vocabulary, grammar, and background information to understand the text. This activity is regarded as the guidance before reading. Guidance before reading may involve providing a reason for reading, introduction of the text, breaking up the text, dealing with unfamiliar language, and asking leading questions.

According to Barnet in Nurman Antoni stated that one of the activities in pre-reading stage is text types discussions, and according to Anderson that pre-reading strategy is very useful for students as an aid to comprehend the text since reader understanding of how the texts are organized influences reading comprehension.[21] In this reading stage, a teacher can generate appropriate strategies to help students in comprehending the text like brainstorming.

According to Apsari as quoted by Wallace stated that pre-reading stage is:

> discussing the text type in teaching reading is intended to familiarize students with the text structure and to show how these language features can help them to work out the main function of the text. According to Gave pre-readingis very useful to help the students to memorize the words paired with a short definition or a synonym. Furthermore, Close adds that providing new vocabulary words can

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[21]Antoni, *Exploring EFL Teachers' Strategies in Teaching Reading Comprehension*, p.8.

avoid the situation in which the students will spend too much time figuring out the new words that will be unable to comprehend the entire reading text''.[22]

Based on the explanation, there are many reading proses can helps student in teaching reading comprehension. Pre-reading can show how the language of the text, genre of the text, new words.

According to Hood in Nurman Antoni stated that discussing the text type in teaching reading comprehension is aimed to familiarize students with the major contextual features of a text or text structure and to show how these features can help them to work out the main function of the text and the possible content.[23] Teacher can gives an activity to give a picture that related to the text and provide relevant background knowledge. In pre-reading stage teacher can used a media to influence the students, beause some of students' criteria is interested in visual. At this stage, the students can predict the topic based on the media, prior knowledge, and the title of the text.

1) Vocabulary Analysis Strategy

Vocabulary was part of speech in the word that has meaning. Vocabulary refer to word classes or group clases like noun, verbs, adverbs, adjective, etc.. vocabulary was all about the words, the words in language or special set of we are trying to learn. Vocabulary was so important, we created a word to make sentences, pragraphs, and text. A vocabulary was set of familiar word with'in a person's language. Without vocabulary, someone could not creat words.

Analysis refered to the ways or techniques to make understanding somethngby lookin at in different ways studying it was different parts.

[22]Apsari, *Teachers' Techniques and Problems in Teaching Reading,* p.222.
[23]Antoni*, Exploring EFL Teachers' Strategies in Teaching Reading Comprehension,* p.76.

Analysis wa activity that consist of series of activities such as parsing, differentiating, sorting things to be regrouped and according to certain criteria and then looking for their links and interpreting their meanings. Analysis could also be interpreted as an effort to observ somethiing in detail outlining it was constituent components or compiling these components for further study. When we possess a large vocabulary you can express and think about fine shades of meaning we could think with precision.

Anderson in Tutyrahiza Mahmud stated that vocabulary has an important role in the development of reading skill and academic achievement.[24] Vocabulary development could facilitate students in their reading because when they understand of the word meaning and word in context, it would help them in comprehending the text because they have some basics knowledge of the text.

2) Scanning Strategy

When a student needed to locate specific information, they might not read carefully or even skim. Instead, they might be able to scan to find the information he needs. Ophelia H. Hancock stated in Lilis Sugiarti statement that scanning was not a reading process in the true sense of the word. It was a searching that requires a reader to float over the material until he finds what needs. They stop and read as much as necessary in order to answer their question.[25] To scan information, we normally look

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[24]Mahmud, *Teaching Reading Strategies by ESL Teachers That Facilitate Teaching and Learning Reading,* P.15

[25] Sugiarti, *Teacher's Strategies in Teaching English Vocabulary at The Eleventh Grade Students of SMA NU Palangka Raya,* p.16.

for text features that jump out from the page without reading everything that's written. In order to scan efficiently, they   have a clear idea of what is looking for, where he is likely to find it, and how they can recognize the information when see it. The purpose of scanning is to just simply know what the passage is talking about, who is the characters, and some other information that is more of general.

3) Reading Aloud Strategy

Although term of read aloud was the classic strategy in teaching reading, many teachers tend to use this strategy in various levels of students. This strategy was also noted from the observations in this present study. All teachers had used this strategy, whether reading aloud to students or reading aloud by students in teaching reading comprehension. According to Gibbon in stated Nurman Antoni that ideas that reading aloud plays an important role in the development of reading competence and helps students in making meaning. The purpose of the reading aloud strategy was making understanding by meaning.

4) Mapping/clustering Strategy

Mapping or clustering strategy organizers illustrate concepts and relationships between concepts in a text or using diagrams. Mapping organizers were known by different names, such as maps, webs, graphs, charts, frames, or clusters.[26] Mapping or clustering used to making group classes

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[26] Sarjan , *An Analysis on The English Teachers Strategies in Teaching Reading Comprehension at The Second Grade Students of Junior High School 1 of Wonomulyo,* p.18

5) Guessing Strategy

Guessing strategy was activity students to guess what they think the reading may be about. It was to make them to think about what is going to happen by asking questions like a detective might do. To involve the students' prior knowledge with the text, the teachers used guessing strategy. This fact was supported by Gibbons, said that writing the title was one way of to ask students to guess the kind of text and what the text was about.[27] From the discussion above, it could be assumed that the teacher had done guessing from titles as one of the strategies to predict the content of the text that they would learn.

Based on the explanation above, it can be concluded that pre-reading stage has the purpose which refers to put students to activate their prior and background knowledge to focus their attention on what they are going to learn.

b. While Reading Stage

According to Wallace in Yanuari Apsari stated, the aim of while reading stage to help students understand writer's purpose and text structure to clarify the content of the text.[28] This stage focuses on the developments of the students' reading skills, train students in applying reading strategies and improves their control of English.

While reading activities are the activities that reader does during reading take place.While reading activities are instructional activities that are goingon while reading activities are happening.

According to Nurmaida Sarjan as quoted by Mukhoji stated that:

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[27] Antoni, *Exploring EFL Teachers' Strategies in Teaching Reading Comprehension,* p.46.

[28] Apsari, *Teachers' Techniques and Problems in Teaching Reading*, p.6.

while reading includes, identify the main idea, finding detail the text, following sequence, inferring from the text, and recognizing the discourse patterns. There are five activities to do while reading. The first, readers identify main idea of the text andidentifying topic sentence through skimming. Second, readers find the details in the text and finding specific information. Third, readers follow a sequence by relating items in particular order or proses. Fourth, readers infer from the text by trying to understand the text using their schemata and experience. Fifth, readers recognize the discourse patterns to understand the text holistically.[29]

There are many strategies that can support in reading comprehension. While reading can make student to learn when reading a text.

Teacher can gives some questions to students about the text, like asked about the symbol, names in reading, grammar, vocabulary, meaning/ purpose of the text. Teacher can guided students more focus on the text and understand content of the text.

1). Summarizing Strategy

Summarizing was how we take larger selections of text and reduce them to their bare essentials the gist, the key ideas, the main points that are worth noting and remembering. Webster said a summary the general idea in brief form, it was the distillation, condensation, or reduction of a larger work into its primary notions.[30] We strip away the extra verbiage and extraneous examples. We focus on the heart of the matter. We try to find the key words and phrases that, when uttered later, still manage to capture the gist of what we've read. We are trying to capture the main ideas and the crucial details necessary for supporting them.

2). Taking note Strategy

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[30]Sugiarti, *Teacher's Strategies in Teaching English Vocabulary at The Eleventh Grade Students of SMA NU Palangka Raya,* p.17

Taking note strategy was activity in while reading to take the important thing in the text. It was to make understand easier because we can find the important thing quickly. The taking note was created at Cornell University in the 1995s in making has been useful for many students in making note more organized.

3). Outlining Strategy

Outline strategy used numbers, letters, or even Roman numeral to identify and classify information based on levels of importance. The most important pieces of information are categories as headings, and then supporting or less significant information is listed beneath that particular heading in order of importance or relationship.

Based on explainations, teacher and students can do a disscussion. Discussion between teacher and students, discussion in pair, discussion in peers or discussion in group.

c. Post Reading Stage

In this stage the students reflect what have been learned and the teacher asks questions to check the students' comprehension in reading. According to Wallace the types of the questions as proposed are recalling, analyzing, comparing, inferencing and evaluating.

In addition, Edmundson said in Yanuari Apsari stated the teacher needs to ask the students to do the summarizing activity.[31] At this stage, the students should be able to assess their own comprehension of the text and extend and elaborate on ideas from the text.

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[31]Apsari, *Teachers' Techniques and Problems in Teaching Reading*, p.223.

After reading the text, the students are expected to have obtained new information from the text. They may be asked to agree or disagree with the authors or the characters in the text, relate the content to their own experience, connect the content with other works in the same field, discuss characters, incidents, ideas, feelings, and predict what can happen afterwards. In short, post reading stage is aimed at reinforcing students' awareness of other ways in which the topic could have been written. Another activity in this stage is follow- upactivity.It is the effective strategy to transferreading skill to the texts and to integrate reading skill to other language skill.

The importance of post reading activities cannot be denied, for at least three reading principles mentioned which can be found in post-reading activities, namely: students need to be engaged with what they are reading, students should be encouraged to respond to the content of the text, and student should be exploited to the reading texts to the full. Common post reading activities are identifying the author's purpose, creating stories or end of stories, reconstructing texts, and questioning texts. Post reading activities are expected to encourage students to reflect upon what they have read. Therefore, it can be implied that the main goal of the post-reading stage is to further develop and clarify interpretations of the text, and to help students remember what they have individually created in their minds from the text. There are many steps in post-reading stage to make students more understand is summarizing, take a note, underline and re-ask students about the text.

1) Summarizing Strategies

Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate

the central ideas in a meaningful way. Teaching students to summarize improves their memory for what was read. Summarization strategies can be used in almost every content area.

Advantages of summarizing strategies:

- ✓ Ability to invest in assets otherwise unavailable.

- ✓ Provision of information and education.

- ✓ No benefit to companies.

- ✓ Scope still limited.

Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students:

- ✓ Identify or generate main ideas.

- ✓ Connect the main or central ideas.

- ✓ Eliminate unnecessary information.

- ✓ Remember what they read.

2) Re-telling Strategy

Re-telling was the last step in teaching reading, it was in last stage. It was done by the students be reading the important part of the text. Soedarso said re-telling strategy could be done by scanning the main points of the text trough the title, subtitles and other important parts.[32] Retelling could make the students understand about the reading because they could speak up based on own word. The students try to reflect what

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[32]Sarjan , *An Analysis on The English Teachers Strategies in Teaching Reading Comprehension at The Second Grade Students of Junior High School 1 of Wonomulyo,* p.30

they have read. They need to re-read several times to check their comprehension on particular information from the text.

Based on data, a teacher tried to create the interactions between students' background knowledge and the text by retelling the text. Teacher asked students to write and read their retell. Teacher asked them to retell the text by using their own words in their first language (L1). After students write the retelling, teacher asked some students to read and discuss it. It was in line with Hood ideas that in doing retelling, each student listens to others retelling, and then the class discussed the similarities and differences with the different versions.

Based on explanation, the post reading activity purposed to get detail information such as moral value, main idea, and the students can understand the content of the text. It means that through the process of before, during and after reading activity, it can help the students in understanding the text and the student are expected to be more active involved in the reading process.

H. Related Finding

Nurmaida Sarjan, she concluded that the teachers applied two strategies that the teacher used, Scaffolding and QARs (Question, Answer, Relationship) strategies. Scaffolding strategy students can develop about idea with readable by the students. QARs, the teacher able to know how far their students understand what the teacher has given to them. The teacher able to know how far understanding of the students doing the task after

read the text that has been given and the students guided to more focus on the text and understand what the content of the text.[33]

Noor Aziz Kurniawan, the application of the strategies to improve students' reading skill were keep applying the principle of teaching reading as Jereny Harmer stated reading is not passive skill, students needs to be engaged with what they are reading. Then, students response are good, most of them feel enjoy and interest with the teaching reading strategies. The strategies divide into, memorizing, answer relationship, the use of game, and disscussion.[34]

Muslaini, base on the observation, the methods and stratregies generally used by English teacher in the school included individual learning, cooperative learning, using media, (games, pictures and picture series), and grammar translation method. The modified the stategies used in teaching dependingon the materials or the genre of the text. The choise of strategy was adapted by the teachers with the material, the indicators and the purpose of learning based on the syllabus and curriculm. The aspects of reading uch as the main idea, making inferences, noting detailed information and references.[35]

Ahmad, K. Seken, L.P. Artini, the result of this study revealed that the three teachers applied teaching speaking and reading comprehension skills strategies in three stages; Pre-stages, Whilst-stages and Post-Stages. From the three teachers observed, they employed various stategies in each stage with different reasons. In general the students' responses

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[33]Nurmaida Sarjan, An Analysis of The English Teacher Strategy in Teaching Reading Comprehension SMP 1 of Wonomulyo 3, no. 2 (2017): 160, Retrieved from *repositori.uin-alauddin.ac.id.* Accessed on November 27, 2018 at 1 pm

[34]Kurniawan, *Teacher's Strategies in Teaching Reading at The Tenth Grade Students of SMK Islam Sudirman 2 Ambarawa*.

[35]Muslaini, *Strategies for Teaching Reading Comprehension*.

toward their teachers' strategies in teaching speaking and reading comprehensions skills were good enough as their instructions were clear and understandable. Based on those finding, it can be concluded that the English teachers need to increase their knowledge and experience in order to understand the concept and reasons in using the strategies for teaching speaking and reading comprehension.This study recommended that English teachers should have awareness to the significance in choosing the appropriate strategies for teaching speaking and reading comprehension skills. So that the learning process can run effectively.[36]

Tiin Nurlaili, there are many strategies used in teaching reading comprehension. The first strategy is *memorizing.* Teacher utilizes memorizing strategy on student for reading comprehension's learning. Every final Learns the teacher asks to student to memorize minimum 5 vocabularies from text readings that was taught, student was given a few minutes to memorize vocabulary. The second strategy is *question answer relationship.* Teacher utilizes question answer relationship's strategy on student for reading comprehension's learning at the class. The third strategy is *game*. The teacher uses this strategy in reading comprehension class. The teacher use Picture Dictionaries game. In this game the teacher divide the students into some group. The fourth strategy is *discussion.* Teacher utilizes discussion's strategy on reading comprehension's learning in the class. Teacher will divide student in little group, and teacher gives the passage to each group with different title.[37]

Based on the research above, researcher wants to research about the teacher's strategy in teaching reading comprehension used in SMP N 5 Padangsidimpuan especially at grade

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[36]Seken and Artini, *A Study on Strategies for Teaching Speaking and Reading Comprehension Skill* p. .

[37]Nurlaili, A Study on Teacher's Strategies in Teaching Reading Comprehension in Second Grade of Student's MTs Tarbiyatul Ulum Panggungrejo Blitar Academic Year 2013/2014.

VIII, from the pre-reading, while reading, until post reading, and what is the most dominant strategy used by teacher in teaching reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of Research

The researcher took the place of reseach was in SMP N 5 Padangsidimpuan at Jln. Perintis Kemerdekaan No. 61, Padang Matinggi, Kec, Padangsidimpuan Selatan, Kota Padangsidimpuan Prov. Sumatera Utara. The research began in April 2019 until on Decemeber 05th 2019

1. Design of Research

Design of research include of descriptive qualitative because the data gathered from the understanding and meaning trough verbal narrative and observation rather than through numbers. This study used descriptive qualitative research design. Descriptive qualitatif was to gain an understanding of some groups or some phenomena in it was natural setting. The purpose of this research was to investigate a varitaty of educational promlems and it used to determines and descriptive the way things.

The researcher used descriptive design in this research because this research was focused on a certain phenomenon in the school environment. In this case the phenomenon was the activities of teaching reading by english teacher. This research also does not need to give the treatment to the object of the research. Then, the researcher observes and describes the phenomena as in the fact as clear as possible without manipulation. Therefore, the appropriate design can be used in conducting this research was descriptive research.

2. The Participant of the Research

The source of data this research was collected from Teacher at grade viii SMP N 5 Padangsidimpuan.

3. The Instrument of Data

The researcher had been taken the data by the teacher to collect the valid data. To get the data in this research, the researcher used instrumentation such as :

a. Observation

Observation was used to get information about the phenomenom that occur, by doing observation and recording toward visible phenomenom systematically. Observation needs long time because to analyze about process or changing. Engineering requires observations from researchers both directly and directly and directly to the object of research. Instruments that can be used are observation sheets or observation guides. Some information that could be obtained from observations are place, informan, activities, objects, and events.

Observation that could be used in qualitative reaerch, namely participatory observation, unstructured, and unstructured groups. Generally, observastion was used to analyze about phenomenom events in the class. The observation used to know the teacher strategt in English learning process happed in the school, behavior students in English learning process, using medias and facilitate in English learning and teacher strategy in teaching reading comprehension in SMP N 5 Padangsisimpuan.

b. Interview

Interview instrument got information or collecting data from informan of research directly. Interview was used between researcher and informan face to face. Interview conducted on one person, the informant got relatively more objective informasion

compared to more than 2 informants or groups. Because informants in the form of groups allow for mutual influence with each other.

In this case, as a researcher can use media to support interview like using cell phone, taking note, tape recorder, etc. Before did interview, better a researcher made a list of question to informan to make easier. As researcher might began easy question, like from low until high or ddin't give difficult question to informan. Interview was one of the techniques of data collection that was done directly by dealing with a list of question. Interview techniques carried out in qualitative research were in-depth interviews. The purpose of interview was to obtain research objectives and interview while face to face between researcher and informan are very effective.[1] Interview was a purposeful interaction usually between some people focused on one person who was trying got information from other person. So this research, the researcher interviewed to english teacher about strategies reading, what kind strategies that used and the most dominant strategies used by english teacher in teaching reading.

4. The Technique of Analysis Data

The researcher analyze the data through some steps. According to L R Gay there were steps in analyzing qualitatif data. There were data managing, reading/memoing, description, classifying, interpreting and representing the finding in a report.[2] As the researcher begins to internalize and reflect on the data, the initial ordered sequence loses it was structure and becomes less predictable.

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[1]Noor, *Metodologi Penelitian*, p.140.
[2]L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Appication*, ed. Kevin M. Davis (United Stated of America: Prentice Hall, 2000), p.239.

a. Data managing was used to create and organize the data collected during the study. Tried to envision what the data from an observation or interview study looked like. Transcript of files await order and organizer. But, before begin the process of the interpreting the data, we put the data in a form that will facilitate analysis.

b. Reading/memoing was used to analisis and read the field notes, the transcrift, memos and observer comment to get a sense of data. Found a quiet place and plan on reading at the time during the initial reading of the data. Next, read the data, it was important to write notes in the margin or underline sections or issues that seem we record. In addition to record initial impressions from the data, we also begin the research for themes or common note.

c. Description data was used to provide to prode a true picture of the setting and the event took place in it so the writer have an understanding of the context in which the study took place. Description was often held in less esteem than analytical or theoritical aspect of reserch. Such description was called thick description, to contast it to thin description that only contains fact. Description focuses on painting a verbal picture of he context, processes, and the viewed from the participants' perspective.

d. Classifying got organize similar consept into separate group. Note, also that lower-level categories could themselves be organized into even higher, more abstract conceptual categories. Got a feel for the nature of the classification, it was like organizing the book into categories that diffrented among the many characteristics or consepts of the books.

Based on the step above, the researcher analysis and processing under consideration this research is descriptive data analysis and processing qualitative with two framework think that is deductive and inductive.

5. **Technique of Checking Trustworthness**

Trustworthness in qualitatif research is very important because checking to the trustworthness of the data. There are nine techniques to determine the data trustworthness stated by Lexy J. Moleong, there are :

a. The extension of participation was the extension not only done at the short time, but need the long time.

b. The applicaton of research is the researcher must do the research with careful, detail, and continuous to the object of the research.

c. Triangulation is the technique of the checking data trustworthness that using something beside the data no verification or as comparison of the data.

d. Checking with friendly through discussion is done with expos the interview result of the final result that gotten in discussion with friends.

e. Analysis the negative case is the research collect the example an inappropriate case with the models and the inclination of information that have collected the use as subtance comparison.

f. The adequate and referential are the tools of them, which using the free time to compare the result of research with the critics are collected.

g. Checking the member was the most important in checking the cribility.

h. The detail description is technique to demand the researcher to result his/her research. So, description is done carefully and accurately to draw the context of the research.[3]

From the explanation above, the researcher used the checking member technique to check accuracy and the credibility of the data. Checking member technique was from to seek for the truth and ensured that the data obtained in the research was convinient what was researcher intended.

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[3]Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, ed. Tjun Surjaman (Bandung: PT. Remaja Rosdakarya, n.d.), p.175.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

This chapter presents findings and discussion of research. The findings of the research covers teacher strategies in teaching reading comprehension and the result of interview about the strategy in teaching reading comprehension process. The interviews with one key informant were conducted in SMP Negeri 5 Padangsidimpuan. The researcher interviewed the teacher form at grade VIII of SMP Negeri 5 Padangsidimpuan. The interviews the teacher was held on Thursday, October 31 2019.

Data that was not revealed through interview, completed with the datafrom the direct observation which was conducted from October in a participatorymanner.Researcher conducted the interviews techniques, documentation andobservation to acquire data on the implementation of the English teacher strategiesin teaching reading comprehension.

1. Teacher Strategies in Teaching Reading Comprehension

Actually, teacher almost used all strategies in teaching reading comprehension, but teacher just focused to use two, three, and four strategies. Teacher said all strategies was effective and has portioning it. Teacher used standard strategies made the students understanding. Even though the students taught by the teacher were junior high school students, it did not mean the teacher only focused on teaching reading. The teacher also initiates how to make the students understand what they were reading. Even though theteacher did not used best standard strategies in teaching reading, teacher tried to used general standard, that was based on teacher's style. Teacher also used strategies in teaching reading comprehension because for them who after graduation would not surprise when

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students met new English teacher the students immediately understand and felt students had been treat before with their junior high school teacher.

Based on result of interview and observation the researcher found that there were 3 phase techniques that the teacher used in ''Pre-reading (vocabulary analysis, clustering or mapping strategies), While reading (taking not or outlining strategy), and the last post-reading (re-telling strategy). The teacherused the strategies above because the student could receive the meaning of the text andcould understand of the text easily.

a. Pre-reading (vocabulary analysis, clustering/mapping strategy)

In pre-reading, teachers had challenge because teacher had to make students interest in to the material. Teacher knew almost students didn't like study English. So teacher felt exited to teach students. Teacher used the vocabulary analysis because vocabulary analysis it was made the teacher know what are the difficulties words, because not all students understand the meaning, the pronouncing, the writing of the word.

Before do the while reading, teacher would ask the students to analyze the text. Students will find the words of difficult or unfamiliar words, the students can outlining the word without command from teacher. When students found the word they could read the text, they could know the genre of the text indirectly. Students could connect the word by word, sentence by sentence, and paragraph to paragraph. From connection between word and word, sentence and sentence, and paragraph and paragraph students could know the genre of the text and know the purpose of the text. Teachers said it was the general strategy made students active in reading, because teacher knew interesting the students to read was low. In vocabulary analysis strategy could make their

vocabulary was more even though just one, two, or three words. In vocabulary analysis students also could find new vocabulary and know the meaning or translation of the text.

Another strategy in pre-reading that teacher used was clustering or mapping strategy. After the student analysis the vocabulary, teacher would ask the students to write down the word what they have in blackboard. Students could write down the unfamiliar word, the difficulties word. Teacher could give the clue like make group of word base on word class. Example:

Noun	Time	Place
Princess	A long time ago	Shack
Servant	One day	Hut
Bridegroom	Mid night	Castle

When the teacher used the clustering strategy or mapping strategy students can imagine what the means of the text. Teacher said students can brainstorm with their self. It was one of effective strategies to make students speak up and one way made students can know word class in vocabulary.

Teacher used vocabulary analysis and clustering/mapping strategies was to both of students at grade VIII SMP Negeri 5 Padangsidimpuan.

b. While reading (taking note/outlining)

While reading or when reading condition, first teacher almost read aloud the text by self, and teacher asked to students to follow after teacher. Teacher said it made students to speak up, and could pronounce words by word, sentence by sentence.

After finish read aloud, teacher asked the students do taking note or outlining text. In this case teacher could give clue. Teacher asked students do taking note to make students focused to text. So that's why teacher used taking note or outlining strategy. Students can write down on the book the important things like the meaning or the translating of words or sentence.

When activity reading, students could know the others important things, like know the structure and grammar, word class indirectly. While reading students do taking note, and students could looking for what grammar of the words, and grammar of the sentences.

Teacher used taking note/outlining strategies was to both of at grade VIII SMP Negeri 5 Padangsidimpuan.

c. Post reading (re-telling strategy)

Post reading or after did activity reading, it was the last meeting. Teacher did not close the meeting directly. Teacher asked the students about the lesson before, sometime teacher asked students one by one, or teacher asked students who wanted to be a volunteer.

After students could explain the material, teacher explained again what the material today. Teacher said, if teacher explain it make the students can receive the material more. Teacher just explained the important thing of the material not all. So, that is why teacher used re-telling strategy in post reading.

In post reading, almost last meeting teacher gave the students task. Teacher said the task has relation between materials. Teacher gave the task to make students can be

active person without helping from teacher, and teacher said teacher can know how ability of students if study alone.

Teacher used the re-telling strategy to both of class at grade VIII SMP Negeri 5 Padangsidimpuan.

2. The Most Dominant Strategy Used by Teacher

My first observation on October 31[th]2019 at grade VIII-1, I found teacher used almost strategies in reading, but teacher just focus two until three strategies. Teacher said it made students could understand well about reading comprehension, and they do not just focus one thing, for example teacher asked students to find who the writer of text, place of book, so teacher used scanning strategy in teaching reading comprehension but used just once.

a. The most dominant strategy used by teacher in pre-reading stage.

The most dominant strategy used by teacher were vocabulary analysis and clustering/mapping. It was the dominant strategy used by teacher because of easier. Teacher used vocabulary analysis made the students active looked for the word. First step, Teacher asked the students to find the unfamiliar words, found the dominant words in the text. After sudents found the unfamiliar words, teacher did clustering/mapping statrtegy. In this strategy teacher asked the students spoke up. It made students more active in the class and active in speaking. Before did clustering/mapping activity, teacher would stand in front of the black board and wrote down the students' answer. After teacher feld students had understand about the text, teacher asked students continue the answer. Teacher asked students wrote down on black board, it made

students active in writing. After finish all activities, teacher corrected the students answer.

Vocabulary analysis and clustering/mapping strategy were strategy almost used by teacher all classes, not class VIII, but VII and IX also. Teacher used vocabulary analysis to introduce new words, unfamiliar words to students. Even though just simple strategy but teacher feld it had advadtages to students. Teacher used clustering/mapping strategy to make students more understand about the text, the advantages of strategy made students clustered the word base on the words class. Both of strategy was used by teacher in teaching reading. Every meeting, teacher explained about the text first, if teacher feld students a little bit confussed teacher did vocabulary analysis and clusstering/mapping activity in the class.

Based on the strategy, students could learn 3 skills, such as reading, speaking, writing. The vocabulary analysis made teacher could teach students get the new vocabularies, the clustering/mapping, teacher could teach students to make based on the class of words. It made sudents know cluster words, such as noun, adjective, verb, adverb, article, etc.

b. The most dominant strategy used by teacher in while reading stage

The most dominant strategy used by teacher was taking note/outlining. Teacher used taking note/outlining strategy because of simple. Teacher used the strategy because the strategy was connected with the vocabulary analysis and clustering/mapping.

First step,teacher explained the text, when activity explain all about text, teacher asked the students what text about, after finish answer the questions of teacher, teacher asked students taked note the important points from black board. Students could write

down on their note book. After that, teacher asked students outline the answer on ther text book.

Taking note/outlining strategy were strategy almost used by teacher all classes, not class VIII, but VII and IX also. Teacher used taking note made the student take the important things from the text suc as new words, unfamiliar words in text. Even though just simple strategy but teacher feld it had advadtages to students. Teacher used taking note made students more understand about the text, the advantages of strategy made students could find answer of text. Outlining strategy was as same as like with the taking note strategy, if taking strategy teacher asked taked note in the students' note book, but outlining strategy teacher asked students outline in text book. The advadtage of outlining was students could find the point in the text easier. Taking note/outlining strategy was used by teacher in teaching reading. Every meeting, teacher explained about the text first, if teacher feld students had understand teacher asked students to taked note/outlined activity in the class.

Based on this activity, teacher could teach the students how to write down well based on structure and grammar. Teacher could make the students practice to memorize. Teacher know the strategy was general strategy used by all teachers, but some of teachers did not know what are advantages of taking note/outlining strategy.

c. Thedominant strategy used by techer in post-reading

The most dominant strategy used by teacher was retelling strategy. Teacher used retelling strategy because of usefull. Teacher used the retelling strategy because the strategy was connected with the vocabulary analysis and clustering/mapping strategy,

taking note/oulining strategy and retelling strategy some of good strategy used in post reading stage.

Afterteacher explained the text, beganactivity explain all about text until while activity, from teacher asked the students what text about, finish answer the questions of teacher, students taked note the important points from black board. Students write down on their note book, teacher asked students outline the answer on ther text book. Retelling stategy was last step made students understand about what was text about, purpose the text, understand about meaning of symbols in the text, etc.

Retelling strategy were strategy almost used by teacher all classes, not class VIII, but VII and IX also. Teacher explained more about the text , made students memorize the important things from the text suc as new words, unfamiliar words in text and more understands what was taked note/outlined about. Even though just simple strategy but teacher feld it had advadtages to students.

Based on this activity, students could speak up such as the students practicing to memorize. Teacher know the strategy was general strategy used by all teachers, but some of teachers did not know what are advantages of retelling strategy used in post reading stage.

Next observation at class VIII-1on November 7th 2019. Researcher came in in the same class but different time and day. Researcher did observation from began teaching learning process until close the teaching learning process.

a. The dominant strategy used by teacher in pre-reading

Mysecond observation on November 7th 2019 at the same class, I found the teacher used strategy same with meeting before, it was vocabulary analysis and

clustering/mapping. Teacher used vocabulary analysis and clustering/mapping because teacher continued the lesson on October 31th 2019, the strategy made students more understand. Teacher not used strategy deeper than before, because students had understand event though not well, but teacher still did all strategies as same as before. The strategy far from my expected because I though teacher would make new strategy in pre-reading but no. Vocabulary analysis and clustering/mapping strategy still used by teacher, teacher still prioritized vocabulary analysis and clustering/mapping in the pre-reading. Actually teacher also used another strategy but teacher just focus used vocabulary analysis and clustering/mapping strategy.

Based on the explained, teacher still used vocabulary analysis and clustering/mapping strategy made students understand although there were many strategies suitable used in teaching reading comprehension.

b. The dominant strategy used by teacher in while-reading

Teacher used strategy same with meeting before, it was taking note/outlining strategy. Teacher used taking note/outlining strategy because teacher continued the lesson on October 31th 2019, the strategy made students more understand. Teacher not used strategy deeper than before also, because students had understand event though not well, but teacher still did all strategies as same as before. Teacher not used new strategy in while-reading. Taking note/outlining strategy still used by teacher, teacher still prioritized taking note/outlining in the while-reading, but teacher still gave the some note/explained about the text more detail. Actually teacher also used another strategy but teacher just focus used vocabulary analysis and clustering/mapping strategy.

Based on the explained, teacher still used taking note/outlining strategy made students understand although there were many strategies suitable used in teaching reading comprehension.

c. The dominant strategy used by teacher in post-reading

Teacherused strategy almost same with meeting before, it was retelling strategy. Teacher used retelling strategy teacher continued the lesson on October 31th 2019, the strategy made students more understand. Teacher not used strategy deeper than before also, because students had understand event though not well, but teacher still did all strategies as same as before. Teacher not used new strategy in post-reading. Retelling strategy still used by teacher, teacher still prioritized retelling strategy in the post-reading, but teacher still gave the some note/explained about the text more detail. Actually teacher also used another strategy but teacher just focus used vocabulary analysis and clustering/mapping strategy.

Based on the explained, teacher still used taking note/outlining strategy made students understand although there were many strategies suitable used in teaching reading comprehension.

First observation at class VIII-2on November 5th 2019. Researcher came in in the different class and different time and day. Researcher also did observation from began teaching learning process until close the teaching learning process

a. The dominant strategy used by teacher in pre-reading

My first observation on November 5th 2019 at class VIII-2, I found the teacher used strategy by teacher. Pre-reading the most dominan strategy used by teacher was vocabulary analysis and clustering/mapping. The strategy was same strategy used by

teacher at class VIII-1, teacher used same strategy because teacher did not want teach students different way.

The most dominant strategy used by teacher were vocabulary analysis and clustering/mapping. It was the dominant strategy used by teacher because of easier. Teacher used vocabulary analysis made the students active looked for the word. First step, Teacher asked the students to find the unfamiliar words, found the dominant words in the text. After sudents found the unfamiliar words, teacher did clustering/mapping statrtegy. In this strategy teacher asked the students spoke up. It made students more active in the class and active in speaking. Before did clustering/mapping activity, teacher would stand in front of the black board and wrote down the students' answer. After teacher feld students had understand about the text, teacher asked students continue the answer. Teacher asked students wrote down on black board, it made students active in writing. After finish all activities, teacher corrected the students answer.

Vocabulary analysis and clustering/mapping strategy were strategy almost used by teacher all classes, not class VIII, but VII and IX also. Teacher used vocabulary analysis to introduce new words, unfamiliar words to students. Even though just simple strategy but teacher feld it had advadtages to students. Teacher used clustering/mapping strategy to make students more understand about the text, the advantages of strategy made students clustered the word base on the words class. Both of strategy was used by teacher in teaching reading. Every meeting, teacher explained about the text first, if teacher feld students a little bit confussed teacher did vocabulary analysis and clusstering/mapping activity in the class.

Based on the strategy, students could learn 3 skills, such as reading, speaking, writing. The vocabulary analysis made teacher could teach students get the new vocabularies, the clustering/mapping, teacher could teach students to make based on the class of words. It made sudents know cluster words, such as noun, adjective, verb, adverb, article, etc.

b. The most dominant strategy used by teacher in while reading stage.

The most dominant strategy used by teacher was taking note/outlining. Teacher used taking note/outlining strategy because of simple. Teacher used the strategy because the strategy was connected with the vocabulary analysis and clustering/mapping.

As same as at class VIII-1, teacher did same strategy and step. First step, teacher explained the text, when activity explain all about text, teacher asked the students what text about, after finish answer the questions of teacher, teacher asked students taked note the important points from black board. Students could write down on their note book. After that, teacher asked students outline the answer on ther text book.

Taking note/outlining strategy were strategy almost used by teacher all classes, not class VIII, but VII and IX also. Teacher used taking note made the student take the important things from the text suc as new words, unfamiliar words in text. Even though just simple strategy but teacher feld it had advadtages to students. Teacher used taking note made students more understand about the text, the advantages of strategy made students could find answer of text. Outlining strategy was as same as like with the taking note strategy, if taking strategy teacher asked taked note in the students' note book, but outlining strategy teacher asked students outline in text book. The advadtage of outlining was students could find the point in the text easier. Taking note/outlining

strategy was used by teacher in teaching reading. Every meeting, teacher explained about the text first, if teacher feld students had understand teacher asked students to taked note/outlined activity in the class.

Based on this activity, teacher could teach the students how to write down well based on structure and grammar. Teacher could make the students practice to memorize. Teacher know the strategy was general strategy used by all teachers, but some of teachers did not know what are advantages of taking note/outlining strategy.

c. Thedominant strategy used by techer in post-reading

The most dominant strategy used by teacher was retelling strategy. Teacher used retelling strategy because of usefull. Teacher used the retelling strategy because the strategy was connected with the vocabulary analysis and clustering/mapping strategy, taking note/oulining strategy and retelling strategy some of good strategy used in post reading stage.

Same with class VIII-1, afterteacher explained the text, beganactivity explain all about text until while activity, from teacher asked the students what text about, finish answer the questions of teacher, students taked note the important points from black board. Students write down on their note book, teacher asked students outline the answer on ther text book. Retelling stategy was last step made students understand about what was text about, purpose the text, understand about meaning of symbols in the text, etc.

Retelling strategy were strategy almost used by teacher all classes, not class VIII, but VII and IX also. Teacher explained more about the text , made students memorize the important things from the text suc as new words, unfamiliar words in text and more

understands what was taked note/outlined about. Even though just simple strategy but teacher feld it had advadtages to students.

Based on this activity, students could speak up such as the students practicing to memorize. Teacher know the strategy was general strategy used by all teachers, but some of teachers did not know what are advantages of retelling strategy used in post reading stage.

Next observation at class VIII-2 on November 7th 2019. Researcher came in in the same class but different time and day. Researcher did observation from began teaching learning process until close the teaching learning process

a. The dominant strategy used by teacher in pre-reading

Next my second observation on November 7th 2019 at the same class, I found the teacher used strategy same with meeting before, it was vocabulary analysis and clustering/mapping. Teacher used vocabulary analysis and clustering/mapping because teacher continued the lesson on October 31th 2019, the strategy made students more understand. Teacher not used strategy deeper than before, because students had understand event though not well, but teacher still did all strategies as same as before. The strategy far from my expected because I though teacher would make new strategy in pre-reading but no. Vocabulary analysis and clustering/mapping strategy still used by teacher, teacher still prioritized vocabulary analysis and clustering/mapping in the pre-reading. Actually teacher also used another strategy but teacher just focus used vocabulary analysis and clustering/mapping strategy.

Based on the explained, teacher still used vocabulary analysis and clustering/mapping strategy made students understand although there were many strategies suitable used in teaching reading comprehension.

b. The dominant strategy used by teacher in while-reading

Teacher used strategy same with meeting before, it was taking note/outlining strategy. Teacher used taking note/outlining strategy because teacher continued the lesson on October 31th 2019, the strategy made students more understand. Teacher not used strategy deeper than before also, because students had understand event though not well, but teacher still did all strategies as same as before. Teacher not used new strategy in while-reading. Taking note/outlining strategy still used by teacher, teacher still prioritized taking note/outlining in the while-reading, but teacher still gave the some note/explained about the text more detail. Actually teacher also used another strategy but teacher just focus used vocabulary analysis and clustering/mapping strategy.

Based on the explained, teacher still used taking note/outlining strategy made students understand although there were many strategies suitable used in teaching reading comprehension.

c. The dominant strategy used by teacher in post-reading

Teacherused strategy almost same with meeting before, it was retelling strategy. Teacher used retelling strategy teacher continued the lesson on October 31th 2019, the strategy made students more understand. Teacher not used strategy deeper than before also, because students had understand event though not well, but teacher still did all strategies as same as before. Teacher not used new strategy in post-reading. Retelling strategy still used by teacher, teacher still prioritized retelling strategy in the post-reading,

but teacher still gave the some note/explained about the text more detail. Actually teacher also used another strategy but teacher just focus used vocabulary analysis and clustering/mapping strategy.

Based on the explained, teacher still used taking note/outlining strategy made students understand although there were many strategies suitable used in teaching reading comprehension. Teacher used all strategies made students more understand. The dominant strategy used by teacher was same both of class at grade VIII SMP Negeri 5 padangsidimpuan.

B. Checking Data Trustworthiness

Researchermentioned that this research used member checking technique to check data trustworthiness. This technique allowed the researcher to seek for the truth and to ensure that the data obtained in the research was convenient to what the researcher intended.

Researchertook the data from the research back to the participants and showed them the result in order to verify the data. The researcher explained the findings and asked all participants that the data were convenient to what came from participants. It made the data could be valid and be away from wrong interpretation.

Researcher collect the data from participant like observations sheets and interview sheets, then researcher would comparare the data based on condition in tha class. After the Researcher compare , researcher would analyze the data interview sheets and observation sheets. Researcher could find the data what researcher wanted. After data description was done carefully and accurately to draw the context of the research.

From the explanation above, the researcher used the detail description technique to check accuracy and the credibility of the data. Detail description was from saw context situation, event in identify recurring result.

C. Discussions

The researcher discussed the result of research and compared with the related findings. The first is Nurmaida Sarjan[1] concluded that the teachers applied two strategies that the teacher used, Scaffolding and QARs (Question, Answer, Relationship) strategies. Then, Noor Aziz Kurniawan[2] the strategies divide into, memorizing, answer relationship, the use of game, and disscussion. Last, Tiin Nurlaili[3] concluded that there are many strategies used in teaching reading comprehension. The first strategy is *memorizing*. The second strategy is *question answer relationship*. Teacher utilizes question answer relationship's strategy on student for reading comprehension's learning at the class. The third strategy is *game*.

Based on the result of the observation and interview was conducted in SMP Negeri 5 Padangsidimpuan especially at grade VIII with teacher about Teacher strategy in teaching reading comprehension. It could be known that several strategy. Below are the discussions:

1. Vocabulary Analysis strategy

   Vocabulary analysis strategy was one of easy strategies in reading. Vocabulary analysis was strategy of teacher to make students could understand about the material or lesson from teacher. Vocabulary analysis was general strategy used by teacher and one

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[1] Nurmaida Sarjan, An Analysis of The English Teacher Strategy in Teaching Reading Comprehension SMP 1 of Wonomulyo 3, no. 2 (2017): 160, Retrieved from *repositori.uin-alauddin.ac.id.* Accessed on November 27, 2018 at 1 pm

[2] Noor Aziz Kurniawan, Teacher's Strategies in Teaching Reading at The Tenth Grade Students of SMK ISLAM Sudirman 2 Ambarawa (IAIN Salatiga, 2017), p.14., Retrieved from *e-repository.perpus.iainsalatiga.id.,* Accessed on December 11, 2018 at 11 am

[3] Tiin Nurlaili, A Study on Teacher's Strategies in Teaching Reading Comprehension in Second Grade of Student's MTs Tarbiyatul Ulum Panggungrejo Blitar Academic Year 2013/2014 (IAIN Tulungagung, 2014), p.8., Retrieved from *repo.iain-tulungagung.ac.id.* Accessed on December 11, 2018 at 12 pm

of strategy used in all Grade school. Vocabulary analysis strategy did not many steps, materials to make understand well. The advantages of vocabulary analysis were students can find and got new vocabulary and unfamiliar word.

2. Clustering/mapping

Clustering/mapping strategy was easy strategies, clustering/mapping strategy was strategy of teacher. Teacher could ask the students to classifying the word base on the word classes. The advantages strategies was students can classified the word class like noun, place, time, etc.

3. Taking note/outlining strategy

Taking note/mapping strategy was easy strategy to make students understand about the lesson. Students only take not or outline the important thing in the text. The advantage taking note/outlining was students can answer the question because they have knew and find the important thing from the text quickly.

4. Re-telling strategy

Re-telling strategy was strategy used teacher in teaching reading comprehension. Re-telling means to re-tell again. Re-telling activity after we receive information, data, lesson etc. So, in Re-telling strategy teacher can asked the students to do this activity. The advantage of re-telling strategy was students could understand more about the lesson because re-telling like practice the own word students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the research and discussion in chapter IV, will proposed the following conclusion:

1. The strategy that the teacher used in teaching reading comprehension in SMP Negeri 5 Padangsidimpuan were 3 phase technique:

   a) Pre-reading (vocabulary analysis and clustering/mapping strategies). Based on the strategies, the strategy of teacher could help students gotnew vocabulary and know the meaning/translation of word. The way teacher used the strategy did not make the students confused because the strategy was standard strategy.

   b) Whilereading (taking note/outlining) base in the strategy students got the important thing of text. The strategy was strategy almost every teachers used in every grades, like elementary school, junior high school, and senior high school.

   c) Postreading or after reading the strategy used by teacher were (retelling strategy) students could memorize the material. The strategy was the old strategy of teacher made the students got the point in the last meeting. The last meeting teacher could ask the students to speak up or teacher self speak up about the materials.

2. The dominant strategies used by teacher at grade VIII SMP Negeri 5 Padangsidimpuan:

a. Pre-reading or before do activity reading, the dominant strategies used by teacher were vocabulary analysis and clustering/mapping strategies.

b. Whilereading or when do activity reading, the dominant straegies used by teacher was taking note/outlining strategy.

c. Postreading or after reading, the dominant strategy used by teacher was retelling strategy.

Based on the chapter IV, the dominant strategy used by teacher was same both of class at grade VIII SMP Negeri 5 padangsidimpuan. The dominant strategy used by the teacher was standard strategy and the strategy was strategy was a strategy that has been done for a long time. The strategy was not differentiated by each class but the same. Teacher knew the abilities of junior high school students still need to be guided even though most junior high school students are rather difficult and are not interested in learning English.

Teacher strategy in teaching reading comprehension and the dominant teacher strategy in teaching reading comprehension seems like a challenge to teacher, because teacher knew in the duties and obligations of the teacher for the junior high school mostly only teaching reading, not teaching reading comprehension. Even so, the teacher still taught the students even if only used standard strategies or old strategy.

B. Suggestion

Based on the conclusion above, the researcher would offer some suggestions it was hopefully can be useful for:

1. Teacher

This research could improve the quality of the teacher in teaching English not only English teacher but all teachers. Teacher's strategies must be applied because this is the teacher's way to determine learning goals during teaching learning process. The research was hope could encourage them to consider a better way in teaching reading comprehension to improve student abilities in reading. The teacher could apply other interesting strategies to students, so it was make the students more understand in reading comprehension.

2. Students

The result of the research that ability of at grade VIII SMP Negeri 5 in teaching reading comprehension was poor category with the strategy's that used by the teacher, the researcher hope the students more understand about reading comprehension and interested in to the lesson reading well, the students could practices about learning English, students increase their abilities. In so doing, the students will catch the point, and understand the purpose of text meaning moreover they already have expert and experienced teacher in English lessons.

3. The Next Researcher

The researcher wishes that other researcher could conduct this research in wider area. The next researcher could conduct the research about the teacher strategies that used by a teacher which important in teaching and learning process. Therefore, that result will be more advantageous and be applied in a larger area.

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CURRICULM VITAE (CV)

PERSONAL DATA

Name	: KHOIRUNNISA
Place & Date of Birth	: Panyabungan, 1ˢᵗ October 1997
Gender	: Female
Religion	: ISLAM
Height	: 155 cm
Weight	: 65 kg
Address	: JL. Kol. H. MHD. Nurdin Panyabungan Tonga Kel. Panyabungan Tonga, Kecamatan Panyabungan Kab. Mandailing Natal.
Phone Number	: 0822-7534-0209
Marital Status	: Not Married
Nationality	: Indonesia
Email	: knasution50@gmail.com

PARENTS

Father's Name	: Alm. Ridwan
Mother's Name	: Fatimah

EDUCATIONAL BACKGROUND

1. Elementary School : SDN 10 PANYABUNGAN (2009)
2. Junior High School : SMP Negeri 5 PANYABUNGAN (2012)
3. Vocational High School : SMK Negeri 1 PANYABUNGAN (2015)
4. Institute : IAIN PADANGSIDIMPUAN (2019)

List of Observation

Give the check list(√) on the column that you think suitable on the observation :

Class   : VIII-1

Day/date   : Thursday, on October 31th 2019

Place   : SMP Negeri 5 Padangsidimpuan

Teacher Strategy in Teaching Reading Comprehension at Grade viii SMP Negeri 5 Padangsidimpuan				
No.	Teacher's strategy used in teaching reading comprehension	Strategy	Grade	
			Viii 1	Viii 2
1.	Pre- reading	Motivation	✓	
		Vocabulary Analysis	✓	
		Mapping/Clustering	✓	
		Scanning	✓	
		Reading aloud	✓	
		Guessing	✓	
2.	While-reading	Take note	✓	
		Summarizing	✓	
		Outlining	✓	
		Practice	✓	
3.	Post-reading	Retelling	✓	
		Presentation	✓	
		Summarizing	✓	
		Evaluation	✓	

Padangsidimpuan, October 2019

Researcher   **Validator**

Khoirunnisa   **Elmi Sartika Dewi, S.Pd**

NIM. 15 203 00060   **NIP. 19790813 2006 04 2 01**

List of Observation

Give the check list(√) on the column that you think suitable on the observation :

Class   : VIII-1

Day/date   : Thursday, on October 7th 2019

Place   : SMP Negeri 5 Padangsidimpuan

Teacher Strategy in Teaching Reading Comprehension at Grade viii SMP Negeri 5 Padangsidimpuan				
No.	Teacher's strategy used in teaching reading comprehension	Strategy	Grade	
			Viii 1	Viii 2
1.	Pre- reading	Motivation	✓	
		Vocabulary Analysis		
		Mapping/Clustering	✓	
		Scanning	✓	
		Reading aloud		
		Guessing	✓	
2.	While-reading	Take note	✓	
		Summarizing	✓	
		Outlining	✓	
		Practice		
3.	Post-reading	Retelling	✓	
		Presentation	✓	
		Summarizing	✓	
		Evaluation	✓	

Padangsidimpuan, October 2019

Researcher   **Validator**

Khoirunnisa   **Elmi Sartika Dewi, S.Pd**
NIM. 15 203 00060   **NIP. 19790813 2006 04 2 011**

List of Observation

Give the check list(√) on the column that you think suitable on the observation :

Class   : VIII-2

Day/date   : Thursday, on October 5th 2019

Place   : SMP Negeri 5 Padangsidimpuan

Teacher Strategy in Teaching Reading Comprehension at Grade viii SMP Negeri 5 Padangsidimpuan				
No.	Teacher's strategy used in teaching reading comprehension	Strategy	Grade	
			Viii 1	Viii 2
1.	Pre- reading	Motivation		✓
		Vocabulary Analysis		✓
		Mapping/Clustering		✓
		Scanning		✓
		Reading aloud		✓
		Guessing		✓
2.	While-reading	Take note		✓
		Summarizing		✓
		Outlining		✓
		Practice		✓
3.	Post-reading	Retelling		✓
		Presentation		✓
		Summarizing		✓
		Evaluation		✓

Padangsidimpuan, October 2019

Researcher   **Validator**

Khoirunnisa   **Elmi Sartika Dewi, S.Pd**

NIM. 15 203 00060   **NIP. 19790813 2006 04 2 011**

List of Observation

Give the check list(√) on the column that you think suitable on the observation :

Class   : VIII-2

Day/date   : Thursday, on October 6th 2019

Place   : SMP Negeri 5 Padangsidimpuan

Teacher Strategy in Teaching Reading Comprehension at Grade viii SMP Negeri 5 Padangsidimpuan				
No.	Teacher's strategy used in teaching reading comprehension	Strategy	Grade	
			Viii 1	Viii 2
1.	Pre- reading	Motivation		✓
		Vocabulary Analysis		✓
		Mapping/Clustering		✓
		Scanning		✓
		Reading aloud		
		Guessing		✓
2.	While-reading	Take note		✓
		Summarizing		✓
		Outlining		
		Practice		✓
3.	Post-reading	Retelling		
		Presentation		✓
		Summarizing		✓
		Evaluation		✓

Padangsidimpuan, October 2019

Researcher   **Validator**

Khoirunnisa   **Elmi Sartika Dewi, S.Pd**
NIM. 15 203 00060   **NIP. 19790813 2006 04 2 011**

Interview Transcription

Informant   : ELMI SARTIKA DEWI LBS, S.Pd

Day/Date   : Thursday, on October 31th 2019

Place   : SMP Negeri 5 Padangsidimpuan

1. Do you teach Reading Comprehension?
   Answer: ''Yes, I do''

   Jawaban :

   > Peneliti: ''apakah Mrs mengajar Reading Comprehension?''.
   > Guru: 'iya, saya mengajar Reading Comprehension''.

2. Do you use strategy in teaching reading comprehension?
   Answer: ''..Yes, but sometimes if it was needed''.

   > Peneliti: ''apakah Mrs. menggunakan strategi dalam pelajaran memahami membaca?''.
   > Guru: ''…ya, saya memakai strategi dalam membaca, tapi kadang-kadang jika itu diperlukan

3. What is your strategy in teaching reading comprehension?
   Answer: ''..In reading comprehension I asked my students re-read after me (teacher), and I asked them follow what I read, sometimes also I asked them guess the genre text first, and I asked them find the unfamiliar words''.

<table>
<tr><td>Peneliti:</td><td>''…apakah strategi yang Mrs. pakai dalam pelajaran memahami membaca?</td></tr>
<tr><td>Guru:</td><td>''…. Dalam pelajaran memahami membaca, kadang setiap kali saya mengajar saya meminta murid-murid saya mengulangi apa-apa saja yang saya ucapkan, sesekali saya juga menanyakan kepada mereka untuk menebak jenis teks yang mereka baca dan saya juga menanyai mereka untuk menemukan kosa kata asing''.</td></tr>
</table>

4. What is the most dominant strategy used in teaching reading comprehension?

Answer: ''…I use the general technique or strategy, and I use to both of classes VIII grade, they are 3 phase technique in reading. Phase or stage, first phase is before reading. Before reading sometime I use the vocabulary analysis, clustering or mapping strategy. Second is while reading, sometime I use take note/outlining strategies and almost ask my student do practice or presentation. The last is post reading. In the post phase I use retelling strategy and almost the last section I ask them to do evaluation''.

<table>
<tr><td>Peneliti:</td><td>''apakah strategi yang dominan Mrs. pakai dalam pelajaran memahami membaca?</td></tr>
<tr><td>Guru:</td><td>''… saya menggunakan strategi yang umum-umum saja, atau yang standar saja. Saya juga menggunakan strategi tersebut untuk semua kelas VIII tanpa terkecuali. Sebelum melakukan aktivitas membaca, saya biasa menggunakan *vocabulary analysis, clustering/mapping strategy.* Ketika aktivitas membaca saya biasa</td></tr>
</table>

menggunakan *taking note/outlining strategy.* Terakhir adalah setelah membaca saya biasa *menggunakan re-telling strategy* dan hamper setiap di sesi akhir saya juga menyuruh mereka mengerjakan tugas.

5. Why do you use strategy above?

   Answer: ''..Because first I was not typical difficult woman so I think is easy strategy, when I was teaching them I used my own words, I could explain with my technique without focus on text book. Sometimes I brought the pictures as media. I think it was easy and fun''.

   Peneliti: "…kenapa Mrs. menggunakan strategi tersebut?.

   Guru: ''…karena petama saya bukan orang yang suka ribet, jadi menurut saya itu salah satu strategi yang mudah digunakan, dan ketika saya mengajari mereka saya menggunakan bahasa saya sendiri dengan cara saya sendiri. Saya bias mengajari mereka tanpa focus terhadap buku pelajaran. Kadang saya juga menyempatkan untuk membawa gambar-gambar sebagai media, dan itu sangatlah mudah dan menyenangkan''.

6. What is your problem when you teach reading comprehension?

   Answer: ''…First, we knew some of students like math and not all students like study English. I thought it was like my challenge to teach English. I could find my students weakness in reading, but it was not

my worry. If we as a teacher we almost found the students could not speak English well, they were difficult to speak up, and minimum vocabulary. I always found it''.

Peneliti:	''…apakah masala yang Mrs. dapatkan ketika sedang mengajari mereka tentang memahami membaca?''.
Guru:	''…pertama kita mengetahui beberapa murid jago dan menyukai pelajaran matematika, dan tidak semua juga murid tertarik belajar bahasa inggris. Dalam hal ini saya juga banyak menemukan kelemahan mereka dalam membaca, tapi itu bukan suatu masalah. Jika kita sebagai guru, kita akan hamper menemukan murid yang tidak bisa berbicara bahasa inggris atau susah untuk berbicara dalam bahasa inggris bahkan minimnya kosa kata. Itu semua sudah saya jumpai''.

7. How is the problem solving use in teaching reading?
   Answer: ''….Me myself, as a controller, facilitator, manager, leader in the class I would invite my students do practices, said to them not only focus on text book, brought media as a teaching media. I would ask the students create the text''.

Peneliti:	''…bagaimana cara Mrs. dalam memecahkan masalah dalam pelajaran memahami membaca?''
Guru:	''..menurut saya, sebagai orang yang mengontrol, memfasilitasikan, mengatur, bahkan orang yang memimpin jalannya

kelas saya akan mengajak mereka selalu untuk latihan, menyarankan mereka jangan terlalu focus dalam 1 buku pelajaran, membawa media sebagai media pembelajaran, bahkan saya juga meminta membuat kalimat mereka sendiri''.

8. What is the average student's ability to receive lessons use your strategy in teaching reading?

Answer: ''…I think they are passive students, but I always make them to interest in to my lessons. As I know my students difficult to speak up but so far I use strategy in reading I think there is a result''.

Peneliti: ..''Bagaimana kemampuan rata-rata siswa dalam menerima pelajaran dengan menggunakan strategi yang Mrs. pakai?''.

Guru: ''.. seperti yang saya ketahui dari mereka termasuk kategori murid yang sedikit pasif, tapi walaupun begitu saya mencoba membuat mereka tertarik dalam pelajaran saya. Karena saya tahu murid saya sedikit lemah untuk berbicara bahasa inggris, jadi sejauh ini saya menggunakan strategi membaca dan saya piker aka nada hasilnya''.

9. How are the students' achievements after the implementation of your strategy in teaching reading?

Answer: ''..There was achieve, sometimes the students knew differences one text to other text. They could do brainstorm when I asked them''.

Peneliti:	''..Bagaimana perestasi siswa setelah pelakasanaan strategi yang Mrs. pakai dalam pelajaran membaca?''
Guru:	''… tentu saja ada hasil, bahkan kadang-kadang mereka mengetahui perbedaan teks satu dengan teks lain. Mereka juga bisa melakukan tukar pikiran ketika saya Tanya mereka''.

10. What is your next plan to further motivate students to learn English specifically in the field of reading?

Answer: ''…I always emphasize my students like suggest their mind set that Don't afraid to practice, always study, study and practice''.

Peniliti:	''.. Apa rencana Mrs. memotivasi para murid untuk belajar Bahasa inggris khususnya dalam bidang membaca?''
Guru:	''.. saya selalu menekankan kepada murid saya seperti mengubah pola piker mereka bahwa jangan takut untuk selalu latihan, selalu belajar, belajar dan latihan''.

DOCUMENTATION

Teacher's strategy in Teaching Reading Comprehension at Grade VIII SMP Negeri 5 PADANGSIDIMPUAN

a. **Interview**

b. Observation