THE ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION AT SENIOR HIGH SCHOOL (SMA) N 2 PADANG BOLAK

A THESIS

Submitted to the English Education Study Program of State College for Islamic Studies Padangsidimpuan, in Partial Fulfillment of the Requirement for the Degree of Islamic Educational Scholar (S.Pd.I) in English program

BY:

SITI NURHAMIDAH
Reg. No.: 07 340 0028

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTEMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)
PADANGSIDIMPUAN
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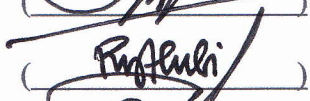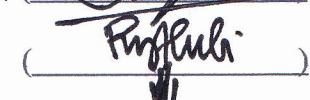THE STATE COLLEGE FOR ISLAMIC STUDIES
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PADANGSIDIMPUAN
2012

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PADANGSIDIMPUAN

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Predikat: Cukup/Baik/Amat Baik/Cumlaude

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PADANGSIDIMPUAN

PENGESAHAN

Skripsi Berjudul : **THE ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION AT SMA N 2 PADANG BOLAK**

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Telah dapat diterima sebagai salah satu syarat memperoleh
gelar Sarjana Pendidikan Islam.

Padangsidimpuan, 28 Mei 2012
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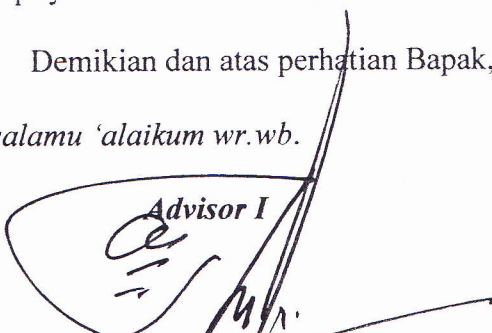
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      Padangsidimpuan

Assalamu 'alaikum wr.wb.

      Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. Siti Nurhamidah, yang berjudul **"THE ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION AT SMA N 2 PADANG BOLAK"**, maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan memenuhi syarat-syarat untuk mencapai gelar Sarjana Pendidikan Islam dalam Ilmu Tarbiyah pada Jurusan Tarbiyah STAIN Padangsidimpuan.

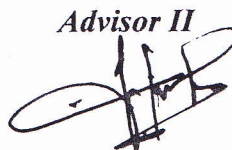   Untuk itu dalam waktu tidak beberapa lama, kami harapkan saudara tersebut dapat dipanggil untuk mempertanggung jawabkan skripsinya dalam sidang munaqasyah.

      Demikian dan atas perhatian Bapak, kami ucapkan terima kasih.

Wassalamu 'alaikum wr.wb.

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Judul Skripsi   : THE ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION AT SMA N 2 PADANG BOLAK.

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Saya yang menyatakan

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DECLARATION LETTER OF WRITING OWN THESIS

Name : SITI NURHAMIDAH

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Department / Study Program : TARBIYAH / TBI-1

The Title of a Thesis : THE ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION AT SMA N 2 PADANG BOLAK.

By here, declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students' ethic code in article 14 subsections 2.

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Padangsidimpuan, 02 April 2011

Declaration Maker

SITI NURHAMIDAH

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ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Firstly, the researcher would like to convey her grateful to Allah SWT. The Most Creator and Merciful who has given her the health, time and chance for finishing this thesis: "**The Analysis of Teachers' Strategies in Teaching Reading Comprehension at SMA N 2 Padang Bolak**". This thesis is written in order to fulfill one of the requirements for being Sarjana Pendidikan in the English Education Study Program at the Tarbiyah Faculty of State College for Islamic Studies (STAIN) Padangsidimpuan. Hence, this thesis paper has been undertaken.

In writing this thesis, the researcher is assisted by some people and institutions. Therefore, in this opportunity the researcher would like to express her gratitude to the following people:

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This thesis is still so far from being perfect based on the weakness of the researcher. Therefore, the researcher expects the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidimpuan, 21 November 2011

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JUDUL SKRIPSI   : THE ANALYSIS OF TEACHERS' STRATEGIES IN
                          TEACHING READING COMPREHENSION AT SMA N 2
                          PADANG BOLAK

ABSTRACT

This research was taken based on fact of the teachers' problems in teaching reading comprehension. The researcher identified many problems, as seen that there are many teachers who did not know how to teach English, especially in teaching reading comprehension. In this research, the researcher wanted to find out about the teachers' strategies in teaching reading comprehension and the teachers' problems in teaching reading comprehension at SMAN 2 Padang Bolak. The sources of the data for this research were English teacher, students and headmaster. As the instrument for collecting the data the researcher used interview and observation. The researcher analyzed the data: Managing, involves creating and organizing data collected during the study; Reading, involves reading the field notes, transcripts, memos, and observes comments to get a sense of the data; Classifying, is ordering field notes or transcription into categories that represent different aspect of data; Interpreting data by identifying and abstracting important understanding from the detail and complexity of the data.

In this occasion, teachers' strategies in teaching reading comprehension at SMA N 2 Padang Bolak were: teacher activated background knowledge of students and reading aloud together. Teachers' problems in teaching reading comprehension at SMA N 2 Padang Bolak were: the low interesting of students to study English, the students made a noise in the classroom, the students lazy , there was no teaching media, the low motivation of parents to students. Teachers' strategies solved the problems were: teachers always motivated students to study hard, especially for English, gave advice to the students who made a noise or when they sleepy, moved the place of students when they made a noise and gave reward to the students who study hard and got high score in the class.

APPENDIX I

I. THE LIST OF INTERVIEW

A. Interview for Teachers

1. Do you use strategies in teaching?

2. What strategies do you use in your teaching?

3. Do you use strategies in teaching reading comprehension?

4. What strategies do you use in teaching reading comprehension?

5. Do you use active prior knowledge strategies in teaching reading comprehension?

6. Do you help student to enrich their vocabulary in reading?

7. Do you always ask student to read aloud together in teaching reading?

8. Do you ask student to read over and over the passage?

9. Do you teach reading strategies to the students in teaching reading comprehension?

10. Do you evaluate the strategies you used in teaching reading?

11. Do you help students to understand the strategies you used in teaching reading comprehension?

12. According to you what is the best strategies in teaching reading comprehension?

13. Do you have problems in teaching reading comprehension?

14. What problems you find in teaching reading comprehension?

15. According to you what is the basic problem in teaching reading comprehension?

16. What do you do to solve the problem?

B. Interview for Students

1. How do you think about your English teacher?

2. Does your teacher use strategies in teaching?

3. Does your teacher use variety strategies in teaching reading comprehension?

4. Does your teacher active your background knowledge in teaching reading comprehension?

5. Does your teacher help you to enrich vocabulary in reading comprehension?

6. Does your teacher ask you to read over and over the text?

7. Does your teacher teach you reading strategies?

8. Does your teacher always on time?

9. Does your teacher always repeat the last subject before start the new lesson?

10. In learning process, does your teacher give the time to ask about the subject?

11. Does your teacher repeat the subject whiles his/her student is not understood about it?

12. Does your teacher always sharing to you about the subject?

II.THE LIST OF OBSERVATION

1. Condition of SMA N 2 Padang Bolak

2. Learning process in the school

3. Situation in learning process

4. Teacher's strategies in learning process

5. Facilities in learning process

APPENDIX II

1. **THE FACILITIES AT SMA N 2 PADANG BOLAK**

No	Items	Amount
1	Headmaster's room	1
2	Vice headmaster's room	1
3	Teacher's room	1
4	Administration's room	1
5	Students' counseling room	1
6	Classrooms	8
7	Laboratory	1
8	Library	1
9	Bathroom	1
10	Security post	1
Total		**17**

2.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language as a means of communication is a central fact of human existence and social process. It performs two basic functions of human beings, first to enable them to think in very complex ways by providing a structure for naming and expressing the relationship between concepts, and the second to make them better to communicate with one other. These two basic functions of language obviously closely related to each other.

English is one of the foreign languages in Indonesia that is provided as compulsory subject to students of elementary school, junior high school, senior high school, and even in higher education level. In some private school it has already been given to the kindergarten/third year's pupil of primary education.

One of the objectives of teaching English to the students is to improve their ability in four language skills: listening, speaking, reading and writing. From the objective above, English teacher should develop minimal the students' reading ability. It is because reading minimum is requirement to know all of knowledge, and in studying English especially. As written in the holy Koran at Surah Al 'Alaq, verse 1-5:

إِقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلْإِنسَـٰنَ مِنْ عَلَقٍ ۝ إِقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ۝ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝ عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ۝

The meaning:

Recite in the name of your lord who created. Created man from a clot of congealed blood. Recite and your lord is most generous. Who taught by the pen. Taught man what he did not know[1].

Next, Allah is The All Merciful explains about education as source of knowledge at Surah Al- Baqarah, verse 31:

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَـٰٓؤُلَآءِ إِن كُنتُمْ صَـٰدِقِينَ ۝

The meaning:

And He taught Adam the nature of all things; then, He placed them before the angels, and said: "tell Me the names of these if ye are right".[2]

There are many reasons why getting students to read English text is an important part of the teacher's job. In the first place, many of them want the students to be able to read texts in English, either for their careers, for studying in classroom or simply for pleasure. Anything teacher can do to make reading easier for student must be a good idea.

---

[1]Abdulah Yusuf Ali, *The Meaning Of The Holy Quran In The English Language* (Al-Alami Publications: Beurit, 2001) p. 924.
[2]*Ibid,* p. 7.

Reading also provides opportunities to study language: vocabulary, grammar, punctuation and the way to construct paragraphs and texts. Reading along with listening is sometimes viewed as a passive skill. There are of course similarities between reading and non interactive listening (that is listening to a monologue, news broadcast and lecture.). Both involve processing ideas generated by others that are transmitted through language. Both involve highly complex cognitive processing operations of course there are important differences. Listening is ephemeral: the words are gone as soon as they are uttered, whereas the written word is permanent, and can be revisited. It involves the processing of written language.

By raising students' awareness of reading as a skill that requires active engagement, and by explicitly teaching reading with strategies, teachers help their students to develop both the ability and the confidence to handle communication they may encounter beyond the classroom. In this way the teachers give their students the foundations for communicative competence in the new language.

Effective English teachers show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purpose. They help student to develop a set of reading strategies and match appropriate strategies to each reading situation.

English teachers must have knowledge to become a good teacher in relation to their job. They must know how to teach English well. For instance, when they are teaching reading comprehension they must have knowledge and strategies

how to teach them, also they have to know the principles and methodology of teaching reading, so they can send the message of the learning to the students. There are many strategies that teachers can use when they are teaching reading comprehension. Some of them are by using authentic material and approaches, reading aloud in the classroom, comprehension question, check the level of difficulty of the text, use pre reading activities to prepare students for reading. In addition, teachers also may use another strategies such as developing vocabulary of children, not to continue reading without understanding, grasping the heart of matter, using contextual clues, teach reading strategies, visualizing what is written, provide a variety of reading purpose, identify texts and tasks, and so on.

Factually, as seen that there are many teachers who did not know how to teach English, especially in teaching reading comprehension. Teachers always asked the students to read the text and then answer the question without understanding the text first. Then, if the students got low score teacher said that the students were stupid or not able in reading comprehension. If the teachers had known the ways of teaching reading, of course they could teach their students well, the process of learning can be more interested for students and the teaching can be more successful. So, the teachers of English must to know the ways of teaching reading if they want to be success in their teaching.

By looking at the reason above, the writer interested to choose the topic "The Analysis of Teachers' Strategies in Teaching Reading Comprehension at SMAN 2 Padang Bolak".

B. Focus of the Research

As has been mentioned before, this research was dealing with the strategies in teaching reading comprehension. So, the scope of the study has been limited just to the teachers' strategies in teaching reading comprehension at SMA N 2 Padang Bolak.

C. Definition of Terminologies

1. Analysis defined as the detailed study or examination of something in order to understand more about it, or a careful examination of a substance in order to find out what it consist of.[3]

2. Teacher is a person whose job is teaching, especially in a school.[4]

3. Strategy is a plan that intended to achieve a particular purpose. In other words strategy is a planning of something of carrying out a plan in a skillful way.[5]

4. Teachers' strategies are a planning of teachers that intended to achieve a particular purpose in their teaching.

5. Teaching is the work of a teacher[6]

6. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.[7] Reading is the particular way in which you understand a book, situation etc.[8]

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[3]A. S. Hornby, *Oxford Advanced learner's Dictionary* (New York: Oxford University Press, 2000) p. 41.
[4]*Ibid,* p. 1386.
[5]*Ibid,* p. 1336.
[6]*Ibid*.

7. Comprehension is the ability to understand, or an exercise that train students to understand a language.[9]

8. Reading comprehension is the ability to understand a written text or printed material.

Teaching reading comprehension meant the work of teachers that teach students to combine information based on the text with their background knowledge to build meaning. In other words, teaching reading comprehension meant the work of a teacher that trains students to understand a book or in a language.

So, teachers' strategies in teaching reading comprehension in this research meant teachers' planning in teaching reading comprehension to improve students' ability in understanding a written text or printed material at SMAN 2 Padang Bolak.

D. Formulation of the Problem

The formulations of the research were:

1. What were the teachers' strategies in teaching reading comprehension at SMA N 2 Padang Bolak?

2. What were the teachers' problems in teaching reading comprehension at SMA N 2 Padang Bolak?

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[7]David Nunan, *Practical English Language Teaching* (New York: Mc Graw-Hill, 2003) p. 68.

[8]A. S. Hornby, *Op. Cit*. p. 1097.

[9]*Ibid*, p. 263.

3. What were the teachers' strategies to solve the problems in teaching reading comprehension?

E. The Aims of the Research

The aims of the research were:

1. To know the teachers' strategies in teaching reading comprehension at SMA N 2 Padang Bolak.

2. To know the teachers' problems in teaching reading comprehension at SMA N 2 Padang Bolak.

3. To know the teachers' strategies to solve the problems in teaching reading comprehension at SMA N 2 Padang Bolak.

F. The Significance of the Research

The writer hopes this research can be useful for:

1. Headmaster of SMA N 2 Padang Bolak to make a better concept with giving facilities in teaching English in the school.

2. The teachers of English at SMA N 2 Padang Bolak as a reference in teaching reading comprehension to the students in the future.

3. Next researchers who like to develop the research related to this topic.

4. The writer who will become a teacher of English in the future.

5. Public society, this study will enrich their reading materials in education field.

G. Out Line of the Thesis

To facilitate of discussion in this research, the writer made a systematic discussion as the following:

The first chapter was an introduction that consists of the background of the problem, focus of the research, definition of terminologies, formulation of the problem, the aims of the research and the significances of the research.

The background of the problem talked about the reason of the researcher to choose the title of the research. Focus of the research was made to specific discussion of the research. Definition of terminologies was used to clarify the terminologies in the title of this research. The researcher stated the formulation of the problem used to give a general problem of the research. The aims of the research were made to clarify the purpose of this research. The significances of the research was made to state that the research was useful for researcher and others.

The second chapter was theoretical descriptions that consist of definition of teacher, role of teacher, characteristic of the teacher, teaching strategies, kinds of teaching strategies, reading comprehension, strategies in teaching reading comprehension and review of related findings.

The third chapter was the research methodology that consists of the setting of the research, research design, the sources of the research, the technique for collecting the data and instrumentation, techniques of checking trustworthiness, the techniques of data analysis and the out line of the script.

Setting of the research was the time and place of the research. The sources of the research were the participant of the data. The technique for collecting the data and instrumentation was the way and instrument to get the data.

Techniques of checking trustworthiness were used to reduce the bias of the data and to improve the validity of the data collected. The techniques of data analysis were the way to analyze the data collected. The out line of the script was the content of the thesis generally.

The fourth chapter was the result of the research that consist of teachers' strategies in teaching reading comprehension, the teacher's problems in teaching reading comprehension, and the teachers' strategies to solve the problems at SMAN 2 Padang Bolak.

The fifth chapter was a closing that consists of conclusions and suggestions from the writer.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Teacher

a. Definition of Teacher

There are some definitions of teacher. According to Hornby in *Oxford* dictionary, teacher is derived from the verb teach that means to give lesson to students in a school, college, university, etc. Teacher is a person whose job is teaching, especially in a school.[1] Cooper in Sanjaya[2] states that a teacher is a person charged with the responsibility of helping others to learn and to behave in new different ways. Djamarah[3] said that teacher is architecture who forms the soul and character of the students.

So, teacher was person whose job was teaching and has responsibility to form the character of students to behave in new different ways.

b. Role of Teacher

There are some roles of a teacher especially as a language teacher. Some of them are:

---

[1]A. S. Hornby, Oxford *Advanced Learner's Dictionary* (New York: Oxford University Press, 2000) p. 1386.

[2]Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Prenada Media Group, 2010) p.15.

[3]Syaiful Bahri Djamarah, *Guru dan Anak Didik Dalam Interaksi Edukatif*: Sebuah Pendekatan Teoritis Psikologis (Jakarta: PT Rineka Cipta, 2005) p. 36.

1) Language teachers as an organizer in the classroom. The teacher maintains discipline to the extent that an effective learning atmosphere is established. It can be done by involving the learners more effectively in the classroom activities that demand inter-student communication and co-operative efforts.

2) Language teacher as a motivator; the language teacher gives praise and encouragement for positive efforts by the learners. It can be done giving positive feedback on returned assignments.

3) Language teacher as a counselor. The teacher role is to respond the learner's Problems none judgmentally and help the learner to reach what they want to learn.

4) Language teacher as an observer. The teacher shows the errors that the learner have produced and let the learners work on the correction.

5) Language teacher as a model for producing correct expressions and judges whether the learner's contribution to the learning process and their efforts are relevant and correct.

6) Language teacher as a resource of knowledge and direction. The teacher establishes a position of dominance over the learners in selecting the materials to learn and also how to acquire them.[4]

The role of the teacher will determine the role of the learners automatically. When a language teacher is very dominant, language learners will less dominant in learning teaching interaction. Language learners will be more active in learning when a language teacher can be less silent in the classroom.

c. Character of Teacher

There are some of the characteristic expected from language teacher. According to Dorothy in Bambang[5], the personality of the teacher should have characteristic as the following;

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[4] Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006) p.18-19.
[5]*Ibid, p.* 115.

1) The teacher should love and master the subject
2) The teacher should have energetic, joyful, playful spirit
3) The teacher should have a well- integrated personality
4) The teacher should have a well- developed sense of authority
5) The teacher should have balance self-esteem and esteem for others
6) The teacher should have well- developed feeling for music, especially classical
7) The teacher should have flexible communication: ability to respond and incorporate.

So, a good teacher was a teacher who love and master the subject, energetic, playful spirit, have a well integrated personality, have a well developed sense of authority, have balance self esteem and esteem for others, and have flexible communication.

2. Teaching Strategies

a. Teaching

Teaching is a process to give lesson to students. According to Nana Sudjana in Djamarah[6], as well as learning, teaching is a process that is a process to arrange, organize the milieu of the students so that it can to motivate students to learn. In other words, teaching is giving helping process to students in learning process.

Then, Harmer[7] stated that in teaching process there are a number of question that must be considered by teacher before start the lesson. They are:

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[6]Syaiful Bahri Djamarah & Aswan Zain, *Strategi Belajar Mengajar* (Bandung: PT Rineka Cipta, 2006) p. 39.
[7]Jeremy Harmer, *How to Teach English* (Malaisya: Longman, 200) p. 123-124.

1) Who exactly are the students for this activity?

Their age, levels, cultural background and individual characteristic have to be taken into account when deciding to use an activity. Teachers often have a section called description of the class in their plans to remind themselves and or an observer what they know about their students.

2) Why do you want to do it?

There has to be a good reason for taking an activity into a classroom apart from the fact that the teacher happens to like it or because it looks interesting.

3) What will it achieve?

It is vitally important to have thought about what an activity will achieve. It might give students a greater understanding of an area of vocabulary. It might give them fluency in one particular topic area or it might have the effect of providing students with better strategies for coping with long and difficult stories told orally, for example.

4) How long will it take?

Others demand setting up time, discussion time, students planning time, etc. One of the things that undermine the student's confidence in the teacher is if they never finish what they set out to do. One of the things that irritate those most is when teacher is run after the bell has gone because they have to finish an activity. Thinking about how long an activity will take is a vital part of planning.

5) What might go wrong?

If teacher try and identify problems that might arise in the lesson, they are in much better position to deal with them if when they occur. The attempt to identify the problems will also give the teacher insight into the language and / or the activity which is to be used. Teachers often call this anticipated problem in their plan.

6) What will be needed?

Teachers have to decide whether they are going to use the board or the tape recorder, an overhead projector or some role cards. It is also important to consider the limitations of the classroom and the experiment. In their plans, teachers usually indicate the teaching aids they are going to attach copies of print material the student are going to work with.

7) How does it work?

Experienced teachers may have procedures firmly fixed in their minds but even they, when they try something new, need to think carefully about the mechanics of the activity. Teachers often call this procedure in their plans and indicate what kind of activity it is, sometimes in note form.

8) How will it fit in with what comes before and after it?

An activity on its own may be useful, engaging and full of good language. But what connection if any does it have to the activities which come before and after it? Perhaps two or three activities are linked by topic, one leading into the other. Perhaps an activity has no connection with the one

before it; it is there to break up monotony in a lesson or to act as a 'gear change'. The point of answering this question for ourselves is to ensure that we have some reasonable vision of the overall shape for our lesson and that it is not composed unrelated scraps.

Then, in learning process there are five phases that must be done by the teacher, so their teaching become more effective. As quoted by Richards from Hunter & Russel model's they are:

1. Perspective or opening. The teacher asks the students (for himself or herself) the following question: what was the previous activity (what was previously learned)? What concepts they have learned? The teacher then gives the preview of new lesson.
2. Stimulation. The teacher (a) poses the question to get the students thinking about the coming activity; (b) helps the students to relate the activity to their lives; (c) begins with an attention grabber: an anecdote, a little scene acted out by peer teachers or lay assistant, a picture or a song; and (d) use it (the response to the attention grabber) as a lead into the activity.
3. Instruction/participation. The teacher presents the activity, checks for student understanding and encourages the active students' involvement. Teacher can get students to interest by the use of pair work and / or group work.
4. Closure. For this phase the teacher checks what the students have learned by asking question such as "what did you learned? How did you feel about these activities?" The teacher then gives a preview about the possibilities for future lessons.
5. Follow-Up. The last phase of the lesson has the teacher using other activities to reinforce some new ones. The teacher gives students opportunities to do independent work and can set certain activities or tasks taken from the lesson as homework.[8]

Based on the statement above, the writer concluded that teaching was giving helping process to students in learning process. In teaching process,

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[8]Jack C. Richards & Willy A. Renandya, Methodology *in Language Teaching* (USA: Cambridge University Press, 2004) p. 32-33.

there were some aspects that must be considered by a teacher. They were the background of the students, the reason of the learning, the purpose of the learning, the timing, the problems in learning process, the aids of the teaching, and the link of the before activity and after it. Then, there were five phases that must be done by a teacher in teaching process so that, the teaching can be success; they were opening of the learning, stimulation, instruction, closure and follow-up of the learning.

b. Strategies

There are some definitions of strategies according to experts. Strategies derived from the word "strategy" that means a plan that is intended to achieve a particular purpose or the process of planning something or carrying out a plan in a skillful way.[9] J.R. David in Sanjaya defines strategy as a plan, method, or series of activities design to achieve a particular educational goal.[10]

Then, Ahmadi and Prasetya[11] said that generally, strategy defined as an outline to achieve a specific purpose. In learning, strategy defined as the efforts of the teachers in learning process so that the purposes of the learning can be achieved.

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[9]A. S. Hornby, *Op.Cit*, p.1338.
[10] Wina Sanjaya, *Op.Cit,* p.126.
[11]Abu Ahmadi & Joko Tri Prasetya, *Strategi Belajar Mengajar* (Bandung: Pustaka Setia, 2005) p. 11.

Next, according to Sanjaya[12]   Strategy is different with method, approach and technique. "Istilah pendekatan merujuk kepada pandangan tentang terjadinya suatu proses yang sifatnya masih umum. Oleh karenanya strategi dan metode pembelajaran yang digunakan dapat bersumber atau tergantung dari pendekatan tertentu". It meant that approach refers to assumption about the process of something generally. Therefore, strategy and learning method may comes from or depend on particular approach. For example there are two approaches in learning, they are teacher-centered approach and students- centered approach.

Strategy is a plan, and method is a way to do something. "Strategi menunjuk pada sebuah perencanaan untuk mencapai sesuatu, sedangkan metode adalah cara yang dapat digunakan untuk melaksanakan strategi".[13] (Strategy refers to a plan of operation achieving something; while method is a way in achieving something). For example in expository strategy teacher use lecture or discussion method by using sources of learning include of using teaching media.

Then, technique is a way of implementation a method it self. Bambang[14] said that technique is implementational, meaning that technique is something that actually takes place in language teaching or learning in the classroom. For example the teacher often praise when a student has made a

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[12]Wina Sanjaya, *Op.Cit*, p. 127.
[13]*Ibid.*
[14]A.g. Bambang, *Op. Cit*, p.14.

good thing in learning. Techniques are not exclusive to certain methods. To some extent, different method may have some similar technique event though they must have other different techniques. Language teachers may develop their own techniques as long as the techniques are still consistent with assumptions or theories of the method from which the technique derive. Therefore, the position of the technique is at the implementation phase and it is often called procedure while approach, strategy and method are at the level of design.

From the assumption above, the writer concluded that teaching strategies was a plan of the teacher designed learning process in achieving learning purposes. The strategy must be done depends on approach that used, and how to operate the strategy teachers might used some methods of learning. In using method of learning teacher might use some technique that relevant to the method, and in using the technique might be different from a teacher with another.

c. Kinds of Teaching Strategies

There are many kinds of teacher strategies in their teaching, depending on what information or skill the teacher is trying to convey. Chammot[15] gives four teaching strategies as follows:

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[15]Anna Uhl Chammot, et. al. *The Learning Strategies Handbook* (USA: Addison Wesley Longman, 1991) p. 106-110.

1) Cooperative Learning and Group or Pair Work

Cooperation should be identified as a strategy, and students can be asked to explain the various benefits that this strategy provides. Assigning roles to different members of cooperative groups helps ensure that all members participate and make contributions to the group assignment. As part of the cooperative learning task, teacher to practice, they also should provide a way for students to record the strategies they used during the cooperative learning or group activity. For example students can be provided with a sample worksheet to complete as they work on a jigsaw cooperative learning activity.

2) Role Playing Activities

A number of learning strategies can helps students engage successfully in role playing activities such as dialogue, improvisations and skits. Dialogue practice may require memorizing or paraphrasing a role in a prepared conversational exchange, which might be provided by the teacher or the text book or created by students. Learning strategic that the students have reported helpful in memorizing dialogues of this short include visualization/ imagery and contextualization.

Students can use visualization to create powerful mental images of them selves on their roles, the personalities of the characters played by other participants in the dialogue, and the physical setting in which it is taking place. By using contextualization, students can use physical action,

props, facial expression and even a particular tone of voice to trigger the next part of the dialogue being memorized. These two strategies are also helpful in unrehearsed improvisation and in longer skits or plays that require memorization and rehearsal.

3) Problem Solving Activities

Problem solving activities can also be combined with learning strategies practice. Examples are jigsaw and information gap activities, in which individual students have different pieces of information that they need to share to complete a task. These types of activities require students to use language to acquire and communicate new information in order to sole a problem or engage a simulation.

4) Using Technology to Practice Learning Strategies

Language activities involving word processing, computer games and exercises, video, CD-ROM, email and the internet can provide opportunities for practicing learning strategies. Writing strategies such as using prior knowledge, organizational planning, note taking, outlining, and questioning for clarification are helpful for students who compose at the computer keyboard. Language games and exercises on the computer are motivating and can provide additional practice and feedback.

According to Syafaruddin & Irwan Nasution,[16] the classification of teaching strategies must be oriented to teaching program and activity in preparation of lesson. Classifications of teaching strategies based on teaching program are:

1) Learning strategies centered to the teacher

2) Learning strategies centered to the students

3) Learning strategies centered to the material of lesson

Then, classification teaching strategies based on the activity in preparation of lesson divided into two kinds:

1) Deductive strategy; leaning from the general thing to the specific one or from abstract thing to the concrete pattern. In other words, it is a top-down process.

2) Inductive strategy; learning from the specific pattern to the general things. It is a bottom-up process.[17]

Next, Yatim Rianto[18] stated that classifications of teaching strategies are divided into four kinds generally. They are:

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[16]Syafaruddin & Irwan Nasution, *Manajemen Pembelajaran* (Ciputat: Quantum Teaching, 2005) p. 165-166.

[17]*Ibid.*

[18]Yatim Rianto, *Paradigma Baru Pembelajaran* (Jakarta: Kencana, 2009) p. 138-140.

1) Enquiry discovery learning

In the strategy, students is looking for and finding the lesson material through some activities. The strategy is students centered approach. The procedure as follows:

a) Simulation; teacher gives some problems

b) Problems statement; students identify the problems and choose the most interested. Then the problems formulated to hypothesis

c) Data collection; students collect the relevant information to the problem, read the literature, observes the object, interview, etc

d) Data processing; all of the data have been collected are processed, classified, and calculated by certain method

e) Verification; students check the hypothesis based on the processing interpreting data

f) Generalization; students conclude the data.

2) Expository learning

It is a teacher centered approach. In the strategy the lesson is given directly to the students, and they have to master the lesson. The procedure as follows:

a) Preparation; teacher prepare the lesson completely and systematically

b) Apperception; teacher give question or short explanation to motivate students in learning

c) Presentation; teacher lecture or ask students to write down the lesson

d) Recitation; teacher gives some question to answered by their own words.

3) Mastery learning

In mastery learning, teacher makes serious efforts in order that students more understand the lesson. Mastery learning can be done by giving remedial to students.

4) Humanistic learning

Humanistic learning is an effort of the teacher to helps students to realize their ideals. The teacher is a consultant or a friend for students here.

d. Problems in teaching process

There are some problems in teaching process. Hasibuan[19] et. al. classified the problem of teaching into two kinds. They were problems in teaching and problems in management class.

1) Problems in teaching

Some problems in teaching were:

a) The objective of learning is not clear

b) The material of lesson is very easy or difficult for students

c) The material of lesson is not systematically

d) There are no teaching media

2) Problems in management class

Then, some problems in management class were:

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[19]J.J Hasibuan et. al. *Process Belajar Mengajar: Keterampilan Dasar Mengajar Mikro* (Bandung: PT Remaja Rosdakarya, 1994) p. 164.

a) Students are sleepy

b) Students are lazy to do activity

c) Students are always late

d) Students disturb another student

e) Students ask strange question

f) The classroom is dirty

Problems in teaching can be coped by effective and efficient procedure and technique, also problems in management class. Therefore, a professional teacher is a teacher who is not only master in the procedure and technique in teaching, but also master in the procedure and technique management class. Some technique to cope problems in teaching are: formulate clearly the objective of the lesson, choose appropriate material to students, master the material, and choose an appropriate method. Then, problems in management class can be coped by giving advices, punishment, prohibition, threatening, model, comment & reward, etc.[20]

Thus, there were two problems in teaching process. The problems come from the material of the lesson and students. To solve these problems the teacher has to master the procedure and technique in teaching and management class.

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[20]*Ibid*, p. 165-166.

3. Reading Comprehension

Reading is interactive process between of reader and the text to getting meaning. Widdowson stated in Hedge[21], reading can be seen as a kind of a dialogue between the reader and the text, or even between the reader and the author. According to Nunan[22], reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. Then, Finochiaro and Bonomo said in Tarigan[23] reading is bringing meaning to and getting meaning from printed or written material. So, reading is a process to understand a text.

The goal of reading is comprehension. Comprehension is the ability to understand about something, for example a language or text. Goodman in Otto[24] defined reading comprehension as interaction between thought and language and bases evaluation of success in comprehension on the extent to which the readers reconstructed messages agrees with the writer's intended message. To comprehend the written material readers must use variety of skills, such as readers must be able to draw conclusions, identify main ideas, and

[21]Tricia Hedge, *Teaching and Learning in the Language Classroom* (Hongkong: Oxford University Press, 2000) p.188.

[22]David Nunan, *Op. Cit*, p. 68.

[23]Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Bahasa* (Bandung: Angkasa, 2005) p. 8.

[24]Wayne Otto, et. al. *How to Teach Reading* (New York: Addison-Wesley Publishing Company, 1979) p. 151-153.

recognize details from the selection. Smith in Otto[25] suggested that reading

comprehension may be divided into four categories; they are

a) Literal comprehension: getting the direct meaning that has been explicitly

stated

b) Interpretation: identifying ideas not explicitly stated

c) Critical reading: evaluating what is read

d) Creative reading: applying ideas read to new situation**.**

So, reading comprehension is the ability of readers to understand a

printed material or written text to getting meaning from the writer.

4. Strategies in Teaching Reading Comprehension

There are many strategies that teacher can used in their teaching programs.

Nunan[26] organized a teaching system for reading around the word ACTIVE:

a. Active prior knowledge

Prior to teach reading passage, it is beneficial to engage the readers in

an activity that gets them thinking about what they already know about the

topic of the reading. One activity that you could use is called anticipation

guide . The purpose of anticipation guide is to learn what is the readers

already know about the topic of the reading. Teacher can asks five key

questions about the content of reading skills teacher are trying to develop.

For example, if the teacher is trying to develop the readers' ability to make

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[25]*Ibid.*
[26]David nunan*, Op. Cit*, p. 79-81.

inferences, teacher must five inference questions. Before the students read the passage, they read the inference statements and determine whether they agree or disagree with statement. The students then read the passage and respond a second time to the same inference statements.

b. Cultivate vocabulary

A major strategy in helping students to build vocabulary for reading is to encourage them to develop strategies for guessing word meanings from contextual clues and background knowledge. Nation & Coady[27] in hedge suggest a five step sequence to help learners when they are dealing with a text which they can follow with reasonable comprehension and to which they bring some background knowledge.

- Finding the part of speech of the unknown word

- Looking at the immediate context of the unknown word simplifying this context if necessary

- Looking at the wider context of the unknown word

- Guessing the meaning of the unknown word

- Checking that the guess is correct

c. Teach for comprehension

Instead of asking the students comprehension questions after reading a passage, a teacher can model with the class how comprehension is reached. The class read together and discusses how they understand what is written.

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[27]Tricia Hedge, *Op. Cit*, p. 193-194.

For example making inferences that can be made awhile reading. As the class continuous reading together, teacher ask the students to verbalize the inferences that they are making.

d. Increase reading rate

One successful activity is called repeated reading. Students read a short passage over and over again until they achieve criterion levels of reading rate and comprehension. They understand more when reading something twice at a faster reading rate than reading it slowly only one time.

e. Verify reading strategies

The teacher does not have to generate the list of all appropriate reading strategies. Students can work together under direction of the teacher in sharing and evaluating strategy use.

f. Evaluate strategies

Reading journals are an effective way to evaluate reading progress. Students make a journal entry each day. They respond to different question based on different areas of focus they are working on in class.

Fielding and Pearson in O'malley[28] said that to improve reading comprehension, teachers must provide a choice of reading selections, ensure that the students are reading text of optimal difficulty which challenge but do not discourage them, encourage reading of text and allow the students to

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[28]J. Michael O'Malley & Lorraine Valdez pierce, *Authentic Assessment for English language learners* (New York: Addison Wesley Publishing Company) p. 193.

discuss what they read and others to encourage social negotiation meaning. One of the more important thinking to emerge from research on reading instruction is that reading comprehension can be increased by teaching comprehension strategies directly , including: using background knowledge to make inferences; finding the main idea ; identifying the source of information needed to answer a question; and using story or text structure to aid comprehension .

Philips[29] in Hadlley has developed five strategies for reading instruction that can be used in the classroom. The five stages are:

a. Pre teaching / preparation stage

This important first step help develop a skills in anticipation and prediction for the reading or graphic material. Philips point out that the student needs to build expectancies for the material that they are about to read. Some activities Philips recommends for the firs stage of reading include:
1. Brainstorming to generate ideas that have a high probability of occurrence in the text.
2. Looking at visuals, headlines, titles, charts or other contextual order that are provided with the text.
3. Predicting or hypothesizing on the basic of the title or first line of text what significance it might have or what might come next.

b. Skimming and scanning stage.

Both of there steps are distinct process involving getting the gist and locating specific information. Some of the practice activities needed for these stages includes:
1. Getting the gist of short reading paragraph, or others graphic material.
2. Identifying topic sentences or main idea.
3. Selecting the best paraphrases from multiple – choice option of main idea of a text or of the conclusion
4. Matching subtitles with paragraphs

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[29]Alice Omagio Hadley, *Teaching Language in Context* (USA: Heinle & Heinle, 2001) p. 207-208.

5. Filling in charts or form with key context
6. Creating titles or headlines for passages
7. Making global judgment or reacting in some global fashion in reading passage

c. Decoding / intensive reading stages

Decoding involves guessing from context the meaning of unknown words or phrases and may be needed at the word, intrasentential, or discourse level. The extent of decoding will depend on purposes for reading a given passage. As Philips states "in the final analysis, conscious, detailed decoding is not a common goal of reading". Rather, fluency and rapid understanding are the most common objectives in reading, and it is only when comprehension is impeded by unknown words, complex structures, and very unfamiliar concepts that skilled readers resort to decoding.

d. Comprehension stage

In this step, comprehension checks of various short are made to determine if the students have achieved their reading purpose.

e. Transferable /integrating skills

In this final stage, Philips maintains that's exercise should be used that help student go beyond the confines the specific passage to enhance reading skills and effective reading strategies. Whereas that encourage contextual guessing, selective reading in ideas, appropriate dictionary usage, and effective reading strategies to confirm hypotheses are among those identified as especially helpful in this stage.

Then, Hosenfield et. al. in Hadley suggest a sequence of seven steps to help students developed successful reading strategies that teacher might use when approached any text; they are

a. Each student to self – report while reading. Housenfeld et. al describes the self report procedure as one in which students are encouraged to "think aloud" as they try to attach meaning to a second language text as students report their thinking processes: the teacher has an opportunity to diagnose reading difficulties and identify specific reading strategies.

b. Identify student's reading strategies. The teacher records whether a given individual's use of such strategies is satisfactory, unsatisfactory, or nonexistence.

c. Help students to understand the concept of strategy and to recognize that some strategies are successful, some unsuccessful, and others only moderately successful.

d. Help students to identify successful strategies used when reading in their native language. Beginning with a cloze passage in the native language, students talk about way in which they can identify the missing word in the passage.

e. Help students identify successful strategies for reading text in the second language. Similar to step 4, teacher help students identify word solving strategies in the second language that parallel those they used in their native language.

f. Provide instruction and practice for specific reading strategies. Instruction in contextual guessing and other successful reading strategies can be given with a variety of short text so that students can see their wide applicability across reading tasks.

g. Repeat step 2: identify student's reading strategies. Strategies can be recorded again on the checklist and method against those used before the reading instruction sequence began. However, they caution against using this comparison as a basis for assigned a grade in reading, since the interview procedure and the checklist are meant as diagnostic, rather than evaluative, tools for improvement of reading strategies.[30]

Based on the theories above, the researcher took some indicator of strategies   in teaching reading, they are active background knowledge students, cultivate vocabulary, increase reading rate, teach reading strategies, evaluate the strategies and others.

B. Review of Related Findings

There were some researchers that studied about reading comprehension. Lanna Siagian who was studied about reading comprehension in junior high school at SMP N I Tanjung Morawa Medan 2004/2005 academic year found that

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[30]*Ibid*, p. 223-224.

the students' ability in making question from reading comprehension based on the text was still low.[31]

According to script of Juraida Nasution The Correlation between Vocabulary Mastery and Reading Comprehension to Grade VIII at MTS Aek Haruaya Sibuhuan 2007/2008 academic year. The concluding of her research was there was a significant correlation between vocabulary mastery and reading comprehension.[32]

If the researchers mentioned above research about students' reading comprehension, the writer in this research interested to do a research about the teachers' strategies in teaching reading comprehension at SMA N 2 Padang Bolak.

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[31]Lanna Siagian, Students' Ability In Making Question From Reading Comprehension at SMP N 1 Tanjung Morawa Medan, Unpublished script, 2004/2005.

[32]Juraida Nasution, The Correlation Between Vocabulary Mastery and Reading Comprehension to Grade VIII at MTS Aek Haruaya Sibuhuan, Unpublished script, 2004/2005.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Schedule of the Research

The research have been done at SMA N 2 Padang Bolak where was in Gunung Tua city, Padang Bolak. The research has been done from February until November 2011.

B. Research Design

Based on the technique of analyzing data, this research used qualitative approach that research by doing observed to the object of the research and analysis them logically. According was the to Gay & Airasian, qualitative approach was based on the collection data and analysis of non numerical data such as observations, interviews, and other more discursive sources of in formation.[1]

Based on the method, this research used descriptive method, which was research that described and interpreted the object research[2]. It meant that this research would describe the teachers' strategies in teaching reading comprehension at SMA N 2 Padang Bolak.

Based on the place, this research was a field research. This research has been done at SMA N 2 Padang Bolak.

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[1]L. R. Gay & Peter Airasian, *Educational Research: Competencies for Analysis and Application* (USA: Prentice Hall, 2000) p. 9.
[2]Lexy j Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Rosdakaya, 2000) p. 5.

C. Sources of the Research

There were some sources that needed in this research, they were:

1. Primary Data, the data has been collected from all of the respondents that was teachers of English at SMA N 2 Padang Bolak.

2. Secondary data, the data has been collected from the students and headmaster.

D. Technique of Collecting Data and Instrumentations

For collecting the data, the researcher as key instrument, then used interview and observation. According to Nasution[3] interview was a verbal communication, similarly as conversation to take information. The researcher asked the teachers and students about the strategies in teaching reading comprehension at SMA N 2 Padang Bolak. Then, the condition of the school asked to the headmaster.

1. Interview for Teachers

In this research, the researcher asked to the teachers of English about strategies in teaching, strategies in teaching reading comprehension, problems in teaching, and the way solved the problems.

2. Interview for students

In this research, the researcher asked the opinion of the students about the teacher, and the strategies of the teacher.

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[3]S. Nasution, *Metode Research* (Jakarta: Bumi Aksara, 2003) p. 113.

3. Observation

Observation in which the researcher took field notes on the behavior and activities of individuals at research site.[4] The researcher observed directly the process of teaching reading comprehension at SMA N 2 Padang Bolak. The indicators in observation as follows:

1. Condition of SMA N 2 Padang Bolak

2. Learning process in the school

3. Situation in learning process

4. Teacher's strategies in learning process

5. Facilities in learning process

E. Technique of checking trustworthiness data

Trustworthiness in qualitative research was very important because checking the trust worthiness of the data used for contradicted the assumption of qualitative research was not scientific. To reduce the bias of the data, and improve the validity of the data collected, Gay suggested several strategies as follows:

1. Extend the study by staying in the field for a longer period to obtain additional data that can be compared to the earlier data or to compare participant's consistency of responses.
2. Include additional participants to broaden the representative of the study and thus the database.
3. Make a concerted fort to obtain participant trust and comport, thus providing more detailed, honest information from participants
4. Try to recognize one's own biases and preferences and be honest with oneself in seeking them out.

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[4]W. Creswell John, *Research Design Qualitative, Quantitative and Mixed Methods Approaches* (London: Sage Publications, 2003) p. 188.

5. Work with another researcher and independently gather and compare data collected from subgroups of the participants.

6. Allow participants to review and critique field notes or tape recordings for accuracy and meaning, but only at the end of the entire data collection period.

7. Use verbatim accounts of observation or interviews by collecting and recording data with tape recordings or detailed filed notes.

8. Record in a journal one's own reflection, concerns, during the study and refer to them when examining the data collected.

9. Examine unusual result for explanation.

10. Triangulate by using different data sources to confirm one another, as when interview, and recollections of other participants produce the same description of an event, or when a participant responds similarly to a personal question asked on three different occasions.[5]

But the researcher just took triangulate to check the trustworthiness data as follow:

1. Comparing the results of observation with the result of interviewing the teachers.

2. Comparing the result of observation with the result of interviewing the students.

3. Comparing the result of observation with the result of interviewing teachers and students.

The result of technique of check trustworthiness data can be concluded that teachers' strategies in teaching reading comprehension at SMAN 2 Padang Bolak were; activating background knowledge of students and teaching for comprehension.

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[5]L. R. Gay & Peter Airasian, *Op. Cit*, p. 225.

F. Techniques of Data Analysis

The analysis of qualitative research as follows:

1. Data managing, involves creating and organizing data collected during the study.

2. Reading involves reading the field notes, transcripts, memos, and observes comments to get a sense of the data.

3. Classifying that is ordering field notes or transcription into categories that represent different aspect of data.

4. Interpreting data by identifying and abstracting important understanding from the detail and complexity of the data.[6]

So, in this research, the researcher took technique of data analysis as stated by Gay above.

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[6]*Ibid*, p. 239-253.

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Finding

Before describing the teachers' strategies in teaching reading comprehension at SMA 2 Padang Bolak, researcher will describe the setting of the research as a general result of this thesis.

SMA N 2 Padang Bolak was a school that has built on the field is 17000 meters square. The school built on 19 September 1998 and it was a new school in Padang Bolak. It was about 3 kilometers from center of the town. The school was placed in Hajoran Street, Batutambun village. The school surrounded with housing of societies.

Then, the amount of the students in the school was 188 students, 33 teachers and 3 staff of administration[1]. The school was managed by Rustam Effendi now. There were 3 English teachers in the school; they were Lanna Siagian, Nurhijjah and Nur Sahara. There were 17 buildings at SMA N 2 Padang Bolak. They can be seen in the appendix II.

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[1]Data was taken from Friend Barus, Teacher & Curriculum Staff in SMA N 2 Padang Bolak, SMA N 2 Padang Bolak. 14 November 2011.

B. Specific Finding

1. Teachers' Strategies in Teaching Reading Comprehension at SMA N 2 Padang Bolak

Teaching process was a giving helping process by teacher to the students in learning process. To get success teaching, needed a good strategy. In others words, teacher needed strategy if they want to be succeed in their teaching, because strategy is a plan that intend to use potential and learning facilities to improve affectivity and efficiency in learning. Teaching strategy consist of learning material and procedure that used to help students to achieve the purpose of learning. By using teaching strategy the learning process will be more success.

Every teacher must think about whatever that must be prepared in learning so that the learning process can be success. A good teacher not only gives the learning material to the students, but also she/he gives advice, guidance, motivation, and humor so that the learning process can be interested to the students. Then, teachers had to mastery teaching strategy because teaching strategy helps teachers to handle the learning so that the purpose of learning can be achieved

Based on the result of interview and observation by researcher, generally there were two strategies of teacher in teaching reading comprehension at SMA N 2 Padang Bolak. They were activating background knowledge of students and teach for comprehension.

a. Activating background knowledge of students

Based on the result of interview by researcher with the English teachers at SMA N 2 Padang Bolak, they said that in teaching reading comprehension they always activate background knowledge of students to brainstorming students in learning process. The teacher said:"Strategi saya dalam mengajar reading comprehension adalah terlebih dulu saya aktifkan backgroundknowledge mereka. Saya ajukan beberapa pertanyaan yang berhubungan dengan teks yang akan dibaca. Hal ini saya lakukan untuk merangsang otak mereka untuk berfikir dan belajar".[2] It meant that in teaching reading comprehension teacher activated background knowledge of students the first. It can be done by suggest some question to students related to the text. It has done by teacher to interest students to learn.

Another teacher said "Dalam pembelajaran reading, hal yang pertama kali saya lakukan adalah bertanya kepada siswa mengenai hal yang mereka ketahui tentang bacaan tersebut".[3] It meant that in teaching reading comprehension teacher asked to students about their knowledge to the text, the first.

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[2]Nurhijjah, English Teacher at SMA N 2 Padang Bolak, Personal's Interview, SMA N 2 Padang Bolak, 15 November 2011.
[3]Lanna Siagian, English Teacher at SMA N 2 Padang Bolak, Personal's Interview, SMA N 2 Padang Bolak, 16 November 2011.

b. Teach for comprehending

Another strategy of teacher in teaching reading comprehension was taught for comprehension. In the strategy, teacher read the text first and then asked students to read together or read one by one and translated the text. Based on the result of interview by researcher, the teachers said:

> Dalam pembelajaran reading comprehension, biasanya setelah mengaktifkan background knowledge siswa, maka saya membaca teks tersebut. Kemudian saya minta siswa untuk membaca satu persatu atau bersama-sama sambil menerjemahkan teks yang dibaca. Ini untuk melatih pronounciation mereka. Jika ada kata-kata sulit saya suruh mereka mencari artinya di dalam kamus. Kemudian. Saya jelaskan kembali isi teks itu dan setelah mereka paham saya suruh mereka untuk menjawab pertanyaan dari teks itu[4].

It meant that in teaching reading comprehension teacher read the text first after activated background knowledge of students. After that teacher asked students read one by one and translated the text. If students find difficult words in the text teacher asked students to find the meaning of the word in dictionary. Then, teacher explained the text again. The last, teacher asked students answered the question based on the text. Another teacher said:

> Setelah backgroundknowledge siswa saya aktifkan, biasanya saya yang membaca text lebih dulu, kemudian saya menyuruh siswa membaca satu persatu. Kemudian saya suruh siswa melihat arti kata-kata sulit dikamus. Setelah itu saya jelaskan arti secara keseluruhan isi text tersebut. Terakhir, saya menanyakan apakah mereka sudah mengerti. jika sudah mengerti, saya minta menjawab pertanyaan yang ada di buku[5].

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[4]Nurhijjah, *Loc. Cit.*
[5]Lanna Siagian, *Loc. Cit.*

It meant that, in teaching reading teacher read the text first after activated background knowledge of students, and then teacher asked the students read together or read one by one. After that, teacher asked student fond the difficult words in dictionary. Then, teacher explained the text again. Finally, teacher asked students answered the questions in the book.

The statement above was appropriate with the result of interview by researcher with the students at SMA N 2 Padang Bolak. The students said that in reading they read one by one or read together the text after the teacher read the text first. If there were some difficult words the teacher asked them fond the meaning in dictionary. Then the teacher explained again the text. The last students answered the questions[6].

The results of interview above was appropriate with the result of observation by researcher to the learning process at SMA N 2 Padang Bolak where the teacher activated background knowledge of the students and read text first while they are teaching reading comprehension. Then, students read text and translated together. When they fond difficult words teacher asked them fond the meaning in the dictionary. In the last, students answered the questions based on the text.

Then, based on the result of interview by researcher with English teacher at SMA N 2 Padang Bolak, the most strategy that teacher always used

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[6]Maradangkal, Students of XI IPS, Interviewing Group, SMA N 2 Padang Bolak, 15 November 2011.

in teaching reading comprehension was demonstration strategy or reading aloud. In other words, it was teach for comprehension. The teacher said: "Strategy mengajar reading comprehension yang paling bagus adalah strategi demonstrasi atau reading aloud dan translate bersama-sama, karena dengan Strategi ini dapat melatih pronounciation dan pemahaman siswa terhadap text".[7] It meant that the best strategy in teaching reading comprehension was demonstration or reading aloud and then translated together because the strategy helped students practiced their pronunciation and comprehension to the text.

The statement above was appropriate with the result of observation by researcher which the English teacher always asked the students read together the text. It was also appropriate with the result of interview by researcher with the students at SMA N 2 Padang Bolak. They said that teacher always asked students to read together a text and then translated it together.[8]

In other words, generally, the strategies of teacher in teaching reading comprehension at SMA N 2 Padang Bolak can be seen in the table below:

No	Strategies	Teachers		
		Nurhijjah	Lanna Siagian	Nursahara
1.	Activate background knowledge	√	√	√
2.	Cultivate vocabulary	-	-	-
3.	Teach for comprehension	√	√	√
4.	Increase reading rate	-	-	-

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[7]Nurhijjah, *Loc. Cit.*

[8]Andini Putri et. al. Students at SMA N 2 Padang Bolak, Interviewing Group, SMA N 2 Padang Bolak, 16 November 2011.

5.	Verify reading	-	-	-
6.	Evaluate strategies	-	-	-
7.	Teach reading strategies	-	-	-

After that, based on the result of observation by the researcher, the strategies of the English teachers depend on the skill that will be achieved in learning. As stated by the English teacher:

> Strategi mengajar yang biasa saya lakukan adalah tergantung pada skill apa yang harus dicapai oleh siswa. Karena dalam pelajaran bahasa inggris itu ada empat skill yang harus dicapai siswa yaitu listening, reading, speaking dan writing. Kalau misalnya skill yang harus dicapai itu adalah listening, maka biasanya saya membacakan sebuah cerita pendek dan sederhana dan saya suruh siswa untuk mendengarkan. Setelah itu saya minta mereka untuk menceritakan kembali atau menuliskan beberapa kalimat yang mereka ingat dari cerita yang saya bacakan itu. Kemudian, Jika skill yang harus dicapai itu adalah speaking misalnya, maka strategi yang saya gunakan adalah role playing atau conversation di depan kelas[9].

It meant that the teacher strategy in teaching English was depend on the skill would be achieved because there are four skill in English, they are listening, reading, speaking and writing. For example, in listening section the teacher told a short story, and the students listened to the teacher. Then, the teacher asked students retold or wrote again the story. If the purpose of the learning was speaking, the teacher's strategy was role playing or conversation in front of the class.

The statement above was appropriate with the result of interview by researcher to the students at SMA N 2 Padang Bolak:

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[9]Nurhijjah, *Loc. Cit.*

Strategi mengajar guru bahasa inggris kami adalah bermacam-macam. Kalau speaking biasanya kami disuruh guru untuk bercakap-cakap di depan kelas, kalu writing biasanya kami menjawab pertanyaan di buku, kemudian kalau dalam listening guru membacakan cerita dan kami menyimaknya dan setelah itu kami menuliskan kembali kalimat-kalimat yang kami dengar. Kalau reading kami selalu membaca bersama-sama atau satu persatu[10].

It meant that teacher strategies were various. For example in speaking the teacher asked students to do a conversation in front of the class. In writing, the teacher asked students answered questions, and in listening section the teacher told a story and students listen it. In reading they always read together or read one by one.

The reason of the teacher to chosen the strategies were because of the facilities of learning or teaching media in the school was stills less. For example there was no laboratory of language or tape in the school is damage, there was no in focus, and others[11].

Based on the interview by researcher with the English teacher at SMA N 2 Padang Bolak, before starting a lesson teacher always prepared a teaching planning. They were[12]:

a. Prepared a lesson planning that consists of the purpose of learning, learning material, and process of learning.

b. Gave motivation to the students to study hard when they got low score

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[10]Melisa Suryaningsih et. al. Students of XI IPS, Interviewing Group, SMA N 2 Padang Bolak, 15 November 2011.
[11]Nurhijjah, *Loc. Cit.*
[12]Lanna Siagian, *Loc. Cit.*

c. Made a humor when the students are bored.

Then, there were some steps that teacher has done in learning; they were:[13]

1. Opening. Teacher cheked the students who is absent. Then she asked the students about the last subject and gave the preview about the new lesson.

2. Brainstorming. Teacher related the subject to the real life students and activated their background knowledge.

3. Instruction. Teacher presented the subject to the students and checked their understanding about the subject by asking question" did you understand? Or which one you didn't know?" Then, teacher gave assignment to the students.

4. Closing. Teacher gave homework to the students. Sometimes she gave motivation to students in the end of lesson. The result of interview above was appropriate with the result of observation by researcher to the learning process at SMA 2 N Padang Bolak.

Based on the result of interview by researcher with the students at SMA N 2 padang bolak, the students liked their teacher even though sometimes the teacher was talk active. The students said:

> Saya suka belajar bahasa inggris dengan ibu itu karena dia baik pada kami semua. Dia selalu menasehati kami supaya rajin belajar dan tidak keluar pada saat jam pelajaran. Memang kadang-kadang ibu itu marah sama kami karena tidak serius dalam belajar atau ribut di kelas atau

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[13]Lanna Siagian, *Loc. Cit.*

ada yang cabut pada jam belajar. Tapi kami tidak benci padanya karena kami sadar itu demi kebaikan kami semua[14].

It meant that the students at SMA N 2 Padang Bolak liked their teacher because the teacher always motivated them study hard and did not went out when the time was learning. The students did not hate their teacher even though the teacher angry to them because they aware of their mistake.

The statement above was appropriate with the result of interview by researcher with the English teacher at SMA N 2 Padang Bolak. The teacher said "biasanya saya marah jika ada siswa yang tidak memperhatikan ketika saya sedang menjelaskan pelajaran atau ada siswa yang mengganggu temannya yang sedang serius mengikuti pelajaran."[15] It meant that teacher was angry to the students who did not give attention to the lesson or there was student disturbed his friends in learning process.

Another teacher said:

> Kadang-kadang saya memang cerewet dalam mengajar di kelas. Tapi karena saya sayang pada mereka. Saya paling marah ketika saya sedang menjelaskan pelajaran dan ada yang ribut di belakang. Kemudian, saya juga paling marah ketika ada yang cabut atau bolos pada jam pelajaran. saya lebih sering marah dilokal IPS karena selain siswanya lebih suka ribut dan malas, mereka juga masih kurang meyukai pelajaran bahasa inggris dan menganggap bahasa inggris sebagai pelajaran yang sulit di pahami. Saya lebih sering berbahasa Indonesia bahkan berbahasa daerah di lokal itu daripada berbahasa inggris. Berbeda dengan lokal IPS, di lokal IPA saya tidak terlalu sering marah karena mereka lebih aktif dalam belajar dan mereka juga sering meminta saya untuk berbahasa inggris daripada berbahasa

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[14]Martua, et. al. Students at SMA N 2 Padang Bolak , Interviewing Group, SMA N 2 Padang Bolak, 16 November 2011.
[15]Lanna Siagian, *Loc. Cit.*

Indonesia ketika belajar. Tapi, meskipun marah saya juga tetap bisa membuat humor agar mereka tetap semangat belajar karena terkadang mereka juga bisa bosan dan lelah sehingga mereka mengantuk dan malas belajar, apalagi jam pelajaran bahasa inggrisnya jam terakhir[16].

It meant that the English teacher at SMA N 2 padang bolak always angry in IPS class. It was because of the students in the class were lazy and always made a noise in classroom. Also, they were less studying English because they thought that English is difficult subject. In the class teacher always speak Indonesian or Batakness. Different to the IPS, in IPA class the teacher was not always angry because the students were more active studying English and always asked the teacher spoke English than Indonesian or Batakness. But, event though teacher always angry to the students, she also always made a humor. It was used to motivate the students in learning because sometimes they were bored, sleepy, and tired so that they were lazy to learn. Moreover, the time of the subject at the end of the schedule.

The statement above was appropriate with the result of interview with the students at SMA N 2 Padang Bolak that said that the English teacher also always make a joke or humor to refresh the situation of learning. Especially when the students were bored learn.[17]

Based on the result of interview and observation above can be concluded that the teachers' strategies in teaching reading comprehension at

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[16]Nurhijjah, *Loc. Cit.*
[17]Putri Amelia, Students at SMA N 2 Padang Bolak IPA, Personal's Interview, SMA N 2 Padang Bolak, 15 November 2011.

SMA N 2 Padang Bolak were teacher activated background knowledge of students reading aloud together, using dictionary to find the meaning of difficult words and explain again the message of the text. The last teacher asked students answered the question of the text.

2. Teachers' Problems in Teaching Reading Comprehension at SMA N 2 Padang Bolak

Teaching strategy was an important thing in learning process. Without a strategy, teaching process might be failed or not be effective, and the purpose of learning could not be achieved. In this section, the strategy meant the plans of teacher in teaching process to achieve particular purpose, especially in teaching reading comprehension at SMA N 2 Padang Bolak. Every teacher needed strategy in their teaching if they want to be success in their job.

In addition, teachers need to draw attention students so they are not bored to the lesson. Also teachers needed motivated students to learn so they interested to learn. Finally, the process of learning was enjoyable for students.

In teaching process was not always can be success. Event though teacher had planned the process of learning, but sometimes they fond problems in the teaching so that the purpose of learning could not be achieved.

Based on the result of researched by researcher at SMA N 2 Padang Bolak, there were some problems of teachers in teaching reading comprehension, as follows:

a. Students not interested to English

There were many students did not like to English, especially in IPS class. They see English as a strange something and difficult to learn. But, in IPA class the students liked to study English and saw English as a pleasant lesson. The condition was appropriate with the result of interview by researcher with the English teacher at SMA N 2 Padang Bolak. The teacher said:

> Masalah utama saya dalam mengajar adalah masih banyak siswa yang tidak suka belajar bahasa ingggris, terutama anak IPS. Mereka menganggap bahasa inggris itu masih asing dan merupakan pelajaran yang sulit. Tapi kalau di IPA beda. Mereka suka belajar bahasa ingggris dan selalu semangat kalau saya masuk. Kalau di IPS saya merasa makin bodoh karena di kelas ini saya lebih sering berbahasa Indonesia bahkan berbahasa batak. Tapi kalau di IPA saya merasa lebih pintar karena mereka sendiri selalu meminta saya untuk berbahasa inggris daripada bahasa Indonesia atau bahasa daerah. Inilah masalah dasar dalam mengajar karena bagaimana kita mau sukses mengajarkan suatu materi kalau siswanya saja sudah tidak suka dengan pelajaran itu.[18]

It meant that the basic problem of teacher in teaching reading comprehension was the interest of students to study English was still low, especially in IPS class. They thought that English was difficult learned. But in IPA class the students liked study English. In IPS class the teacher always spoke Indonesian and Batakness than spoke English. But in IPA class teacher always spoke English than speak Indonesian or Batakness, so that teacher said that she felt smarter in IPA class than in IPS class.

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[18]Nurhijjah, *Loc. Cit.*

It was appropriate with the result of interview by researcher with the students at SMA N 2 Padang Bolak that said that they did not like study English because it was difficult comprehended.

> Susah kali belajar bahasa inggris itu karena kami tidak tahu artinya. Kadang waktu ibu guru bicara kami pura-pura tidak mendengarkan apa yang di bilangnya. Waktu membaca pun kami tidak tahu bagaimana mengucapkan kata-kata itu, kecuali ibu itu membacanya lebih dulu. Kadang kami tidak masuk pelajaran itu karena tidak siap tugas yang di berikannya.[19]

It meant that students saw that English was a difficult lesson because they did not understood the meaning. They also did not know how to pronounce the words while reading before the teacher read first. Sometimes the students did not come to the class because they did not finish the assignment.

b. Students make noise

The problems also derived from the students who always make a noise when the teacher gave the lesson. The students did that because their parents who less care to them in the home so that they always over acting in the classroom. If the teacher angry of course it was disturbed the learning process and the purpose of learning could not be achieved because the time was wasted to angry only.[20]

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[19]Samsuddin et. al. Students at SMA N 2 Padang Bolak, Interviewing Group, SMA N 2 Padang Bolak, 16 November 2011.
[20]Nurhijjah, *Loc. Cit.*

c. The low spirit of students in learning

When the teacher explained a lesson, there were some students sleepy, did not attention the lesson and did not participate in learning process. Then, when teacher gave assignment they did not do it.[21] It was appropriate with the result of observation by researcher at SMA N 2 Padang Bolak where the students lazy to learn. The students come and sit down only in the classroom.

d. There were no teaching media

Another problem in learning process is teaching media. Based on the result of observation by researcher, one of the teachers' problems at SMA N 2 Padang Bolak was there was no teaching media to support learning process, or the media was damage and can not be used. It was appropriate with result of interview by researcher with the English teacher.

> Masalah saya yang lain dalam mengajar adalah tidak ada untuk media pembelajaran. Misalnya ketika listening saya hanya membacakan cerita pendek dari buku kapada siswa. Karena tape recorder sekolah sudah tidak memadai untuk di gunakan.jadi saya gunakan apa yang ada saja. Kalau dalam reading comprehension saya hanya menggunakan teks yang ada di buku paket saja. Dengan keadaan ini tentu saja hasil pembelajaran itu kurang maksimal.[22]

It meant that there was no teaching media also a problem in teaching process. For example in listening section teacher just told a short story from a text book because the tape recorder was could not be used. Then, in

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[21]Lanna Siagian, *Loc. Cit.*
[22]*Ibid.*

reading comprehension teacher use the texts in the book. Of course the result of learning was not maximal.

> Masalah media pembelajaran juga merupakan masalah saya dalam mengajar. Terkadang saya kesulitan untuk menjelaskan materi kepada siswa karena media yang ada hanya buku text, dan dalam pembelajaran reading comprehension biasanya saya pakai buku paket saja karena di buku itu kan sudah ada bahan reading "[23]

It meant that another problem of teacher in teaching was teaching media. Sometimes teacher had difficult explained a lesson clearly because the media was text book only. So that, teacher just use texts book in reading comprehension.

e. The low vocabulary of students

Based on the result of interview by researcher with English teacher at SMA N 2 Padang Bolak that vocabulary was also problem in teaching reading comprehension. The vocabulary of students in English was still low. The students had difficulties when they fond difficult words in a text, so that teacher asked students fond the meaning of the words in dictionary. It was wasted time also.[24]

f. Motivation of the parents is low

Motivation of the parents also needed to motivate students learned. Based on the result of interview by researcher with English teacher at SMA N 2 Padang Bolak, the students always did not do the homework from the

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[23]Nurhijjah, *Loc. Cit.*
[24]Lanna Siagian, *Loc. Cit.*

teacher. It was because of the parents always asked students worked in the rice field or their garden after went home. Of course they tired at night and finally they did not do the home work. It was become the reason for the students if the teacher asked why they did not do the home work.[25] Also students said that they had to help their parents in the garden or rice field so that they had no time to do homework or study because of they tired.[26]

Based on the result of interview and observation by researcher, it can be concluded that the teachers' problems in teaching reading comprehension at SMA N 2 Padang Bolak were the low interesting of students to study English, the students made a noise in the classroom, the students who was lazy, there was no teaching media, the low motivation of parents to students.

3. **Teachers' Strategies to Solve the Problems in Teaching Reading Comprehension at SMA N 2 Padang Bolak**

As mentioned before the purpose of learning always could not be achieved. It was because of there was some problems that teacher fond in the process of teaching. A success teacher was a teacher who could solve the problems that arise in the teaching process. Giving advices or motivation to students is a good strategy of the teacher to solve the problems in teaching.

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[25]*Ibid.*

[26]Martondi Siregar, Students of XI IPS, Personal's Interview, SMA N 2 Padang Bolak, 15 November 2011.

Based on the result of interview by researcher with the English teacher at SMA N 2 Padang Bolak, there were some strategies to solve the problems in teaching.

a. Teachers gave motivations and suggestions to students

To solve the problems to students who were dislike English; teacher always gave motivation and suggestion to them. The teacher said to students that English was very important to their life in the future.[27] Also she said that English was an international language, so students had to master in English if they want to be succeed in their life.

b. Teachers gave warning or advice to students

Based on the observation by researcher, to solving students who make a noise in the classroom, teacher gave a warning or advice to the students the first. If the students still did that, the teacher asked the students to stand up in front of class, or moved and separated the place of them.

It was appropriate with the result of interview by researcher with the English teacher at SMA N 2 Padang Bolak, where teacher said" biasanya terhadap siswa yang suka ribut pertama saya tegur atau nasehat. Kemudian jika siswa itu masih ribut juga saya suruh mereka berdiri di depan kelas atau saya pisahkan tempat duduknya agar tidak ribut lagi".[28] It meant that the teacher advised students who make a noise. Teacher asked students to

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[27]Nurhijjah, *Loc. Cit.*
[28]*Ibid.*

stand in front of the class or moved their place if students still make the noise.

c. Teachers moved the place of students' sit

For students who were sleepy and lazy to learn, teacher asked them moved their place in front of the teacher. Besides of that teacher gave reward to the students who have finished the assignment on time. For example gave praise to students. The praise motivated students to pay attention the lesson and did not keep silent only in the classroom[29].

d. Asking headmaster to add the facilities in learning

Teachers also had proposed to headmaster added the facilities in learning process because it was an important thing to support the learning process. But it was still process now.[30]

e. Enrich vocabulary of students

To increase the vocabulary of students, teacher listed the vocabulary and asked student fond the meaning in the dictionary. After that, teacher asked students memorized it. But it was not success because students were lazy memorized the vocabulary and did not care about it. "Untuk meningkatkan vocabulary siswa biasanya saya tuliskan kata-kata sulit dan saya suruh siswa mencari artinya di kamus. Setelah itu saya suruh siswa untuk menghapalnya tapi jarang berhasil karena mereka malas dan kurang

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[29]Lanna Siagian, *Loc. Cit.*
[30]*Ibid.*

perduli terhadap hal itu".[31] It meant that to increase vocabulary of students teacher listed the difficult word and asked student fond the meaning in the dictionary. But it was not success because students still lazy to do it.

Based on the result of interview and observation by researcher, it can be concluded that the teachers' strategies to solve the problems in teaching reading comprehension at SMA N 2 Padang Bolak were teachers always motivated students to study hard, especially for English, gave advice to the students who made a noise or when they sleepy, moved the place of students when they made a noise and gave reward to the students who study hard and got high score in the class, enrich vocabulary of students and proposed headmaster to add the facilities in the school.

C. Discussion

Teaching process was an activity in education field by a teacher to form the character of students to behave better. Also, teaching process was a job of teacher helped students learned to achieve the purpose of learning. In teaching process teacher needed strategy because it helped teacher managed the process of learning to be success. To implementation the strategy there were some factors that must be considered by the teacher. They were the type of material, the aim of learning, interest and motivation of students, cultural background of students, the time of

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[31]*Ibid.*

learning, teaching media, and the problems that might be raised in learning process.

Based on the result of interview and observation by researcher had been know that the teachers strategies in teaching reading comprehension at SMA N 2 Padang Bolak were teacher activated background knowledge of students reading aloud together, using dictionary to find the meaning of difficult words and explain again the message of the text. The last teacher asked students answered the question of the text.

In implementation of the strategy teachers also considered the condition of the students, situation of the class, and facilities or teaching media in the school. It can be concluded that English teacher at SMA N 2 Padang Bolak always effort to increase the result of learning, but sometimes it was not success because of some problems. For example the low interesting of students to English, the students make a noise in the classroom, the students are lazy, there are no teaching media, and the low motivation of parents to students. These problems make the purpose of learning could not be achieved sometimes.

Even though, teachers always motivated students to study hard, especially for English, gave advice to the students who make a noise or when they sleepy, moved the place of students when they made a noise and gave reward to the students who study hard and got high score in the class.

Teacher success had to mastery strategies in teaching to increase the result of learning. Many strategies that teacher could used in teaching English, for

example in teaching reading comprehension. As stated by Nunan[32] there were six strategies in teaching reading comprehension that helped teacher increasing the result of learning. The strategies were activated prior knowledge of students, cultivated vocabulary by teaching guessing to students, teach for comprehension by reading aloud together, increase reading rate by read over and over, verify reading strategies, and evaluate strategies. Then, according to Philips in Hadlley[33] suggest five strategies for reading instruction that can be used in the classroom; they were brainstorming to generate ideas in the text, teaching skimming and scanning to students, teaching guessing for unknown words, check the comprehension of students to text and teaching reading strategies.

But based on the result of observation and interview by researcher at SMA N 2 Padang Bolak, the teacher used two strategies in teaching reading strategies only; they were activated background knowledge of students or brainstorming strategies and reading aloud together in the classroom. Because of teachers use two strategies in teaching reading comprehension only, of course the result of learning was not maximally.

Process of teaching also must be supported by enough facilities, high motivation and interest of the students to learn and others if teachers want to be success in teaching.

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[32]David Nunan, *Practical English Language Teaching* (New York: Mc Graw-Hill, 2003) p. 68.

[33]Alice Omagio Hadley, *Teaching Language in Context* (USA: Heinle& Heinle, 2001) p. 207-208.

D. Threats of the Research

The steps of the research had been done appropriate with the steps which were on the methodology of research. The steps have been done to get the result of the research objectively and systematically, but to get the excellence results from this research were more difficult because the weakness of this research.

Based on the result of observation and interview by researcher had been known that teacher's strategy in teaching reading comprehension at SMA N 2 Padang Bolak were: teacher activated background knowledge of students, reading aloud together, using dictionary to found the meaning of difficult words and explained again the message of the text.

The weaknesses of the research were; when the researcher interviewed the English teacher, there was the weakness of time because the teachers had to teach so that they had not full time interviewed or they had other activities, the lack of time, cost, competence and insight of the researcher.

Even though there were so many problems, but the researcher attempted to do the best, so some weaknesses and decreases the meaning of this research were finished by consultation with the advisors.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusions

In this case, the researcher would like to write the conclusion of this research as follow:

a. Teacher's strategy in teaching reading comprehension at SMA N 2 Padang Bolak were: teacher activated background knowledge of students, reading aloud together, using dictionary to found the meaning of difficult words and explained again the message of the text. The last teacher asked students answered the question of the text.

b. Teacher's problems in teaching reading comprehension at SMA N 2 Padang Bolak were: the low interesting of students to study English, the students made a noise in the classroom, the students was lazy, there was no teaching media, the low motivation of parents to students.

c. Teacher's strategy solved the problems were: teachers always motivated students to study hard, especially for English, gave advice to the students who made a noise or when they sleepy, moved the place of students when they made a noise and gave reward to the students who study hard and got high score in the class.

B. The Suggestions

After formulating the conclusion, the researcher would like to give the suggestions concern rwith the result of this result. In this step, the researcher formulated the suggestion as follow:

1. It is suggested to the headmaster to facilitate this school with the teaching media in learning and teaching process such as laboratory of language, tape recorder, electric conductor in the classroom and others.

2. It is suggested to English teacher that:

   a. Enrich the strategy in teaching English because it is useful to help them in teaching.

   b. Using others media if the aids of learning in the school still less.

   c. Always to motivate students to learn and help them in learning process.

3. It is important to other researcher to make the deepest research with the topic of this research, because it still far from the perfect one due to the limitation of the researcher's material, knowledge and experience.

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ihal : *Pembimbing Skripsi*

Padangsidimpuan, 09 Desember 2010

Kpd Yth ;

Bapak / Ibu :

1. Drs. Syahid Muammar Pulungan, S.H
2. Eka Sustri Harida, M.Pd
   Di

   Padangsidimpuan

Assalamu 'Alaikum Wr.Wb

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkaji Kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut:

Nama   : **SITI NURHAMIDAH**
Nim   : 07. 340 035
Sem/Thn Akademik : VII (Tujuh) 2010/2011
Jur/Prodi   : Tarbiyah/ TBI-1
Judul Skripsi   : **THE ANALYSIS OF TEACHER'S STRATEGIES ON TEACHING READING COMPREHENSION AT SMA N 2 PADANG BOLAK**

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.
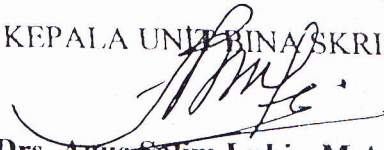
Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.

ETUA. PRODI BAHASA INGGRIS
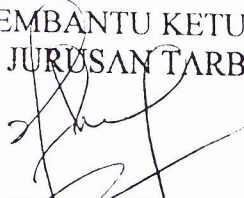
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Nomor :Sti.14/I.B4/PP.00.9/*959*/2011
Lamp. : -
Hal   : *Mohon Bantuan Informasi*
         Penyelesaian Skripsi.

Kepada Yth,
Kepala SMA N 2 Padang Bolak
di-
      Tempat.

Assalamu`alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan menerangkan bahwa :

Nama	: Siti Nurhamidah
Nomor Induk Mahasiswa	: 07. 340 0028
Jurusan/Prog.Studi	: Tarbiyah/TBI-1
Alamat	: Perumahan Indah Lestari

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Analysis of Teacher Strategies in Teaching Reading Comprehension at SMA N 2 Padang Bolak"**.
     Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n.Ketua
Pembantu Ketua I
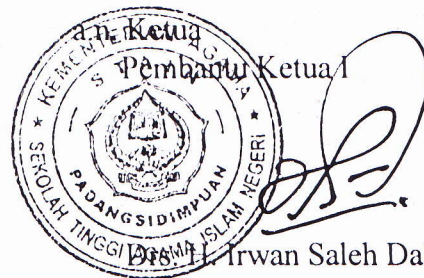
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3. Arsip

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Sesuai dengan Surat Sekolah Tinggi Agama Islam Negeri Padangsidimpuan Nomor : Sti.141/I.B4/PP.00.9/959/2011 tentang Permohonan Bantuan Informasi Penyelesaian Skripsi atas nama :

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Alamat	: Perumahan Indah Lestari

Bahwa nama tersebut diatas telah *Melaksanakan Riset* dalam rangka penyusunan Skripsi yang berjudul " **The Analysis of Teacher Strategies in Teaching reading Comprehension at SMA N 2 Padang Bolak** " dari tanggal 16 s/d 17 Nopember 2011 pada SMA Negeri 2 Padang Bolak, Kabupaten PAdang Lawas Utara.

Demikian Surat Keterangan ini di perbuat untuk dapat di pergunakan seperlunya.

Batutambun, 17 Nopember 2011
Kepala Sekolah

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