



**A STUDY ON TEACHERS' STRATEGIES
IN TEACHING READING COMPREHENSION
AT SMP N 1 PUNCAK SORIK MERAPI
MANDAILING NATAL**

A THESIS

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

Written by:

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TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY (UTN)

SYEKH ALI HASAN AHMAD ADDARY

PADANGSIDIMPUAN

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2023

LETTER OF AGREEMENT

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Assalamu'alaikumwr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Nurlatifah Rangkuti** entitled “**A Study On Teachers’ Strategies In Teaching Reading Comprehension At SMP N 1 Puncak Sorik Merapi Mandailing Natal**”, We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.
Wassalam‘alaikumwr.wb.

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I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State University Syekh Ali Hasan Ahmad Addary Padangsidempuan in article 14 verse 2.

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Based on the statement above, this statement is made truthfully to be used properly.

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Thesis : **A Study on Teachers' Strategies in Teaching Reading comprehension at SMP N 1 Puncak Sorik Merapi Mandailing Natal**

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

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ABSTRACT

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Study Program : Tadris Bahasa Inggris
Title : A Study on Teachers' Strategies in Teaching Reading Comprehension at SMP N 1 Puncak Sorik Merapi Mandailing Natal

The background of this research was taken based on fact of the teacher had problem in teaching reading comprehension. The researcher identified many problems, as 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 steps in teaching reading comprehension at Grade VIII in SMP N 1 Puncak Sorik Merapi.

This research have two formulations they are: what strategies used by teachers in teaching reading comprehension at grade VIII in SMP N 1 Puncak Sorik Merapi? And how do teachers apply the strategies in teaching reading comprehension at grade VIII in SMP N 1 Puncak Sorik Merapi?. The purposes of this research are to find out the teachers strategies in teaching reading comprehension at grade VIII in SMP N 1 Puncak Sorik Merapi and to find out the application of strategies in teaching reading comprehension at grade VIII in SMP N 1 Puncak Sorik Merapi.

The method of this research is qualitative descriptive research. The subject of this research is English teacher in Junior High School 1 of Puncak Sorik Merapi Mandailing Natal. The instruments of this research are observation checklist and interview. The researcher analysed data by preparing the data, reading and understanding the data, classifying the data, making an interpretation or meaning of data, and the last make conclusion.

The result of this research shows that the teacher used two strategies in teaching reading comprehension: modeling strategy and QARs (Question Answer Relationship). Teachers apply modeling strategy with steps: teacher select the text and introduce the text to students and discuss about the tittle, topic and concept. Then, provide an enjoyable reading experience for students. After reading, invite students to respond the text. The last discuss what students have heard. The steps of QARs (Question Answer Relationship): teacher explains the lesson, teacher gives question and students answer the question. These two strategies used by English teachers at garde VIII of SMP N 1 Puncak Sorik Merapi to help students understand the English text.

Keywords: Teachers Strategies, Teaching Reading Comprehension

ABSTRAK

Nama : Nurlatifah Rangkuti
Nim : 1720300082
Program Studi : Tadris Bahasa Inggris
Judul : Studi tentang Strategi Guru dalam Mengajar Pemahaman Membaca di SMP N 1 Puncak Sorik Merapi Mandailing Natal

Latar belakang masalah dalam skripsi ini di ambil dari fakta fakta masalah yang dihadapi guru dalam mengajar memahami membaca. Peneliti mengidentifikasi beberapa masalah, seperti yang terlihat ada beberapa guru tidak tahu bagaimana mengajar bahasa inggris terutama dalam mengajar pemahaman membaca. Dalam penelitian ini, peneliti ingin menemukan strategi- strategi apa saja yang digunakan guru bahasa inggris dalam mengajar pemahaman membaca dan apa saja langkah-langkah yang dilakukan guru bahasa inggris dalam mengajar pemahamn membaca di kelas VIII SMP N 1 Puncak Sorik Merapi Kabupaten Mandailing Natal.

Penelitian ini memiliki dua rumusan masalah yaitu: apa stategi-strategi yang digunakan guru dalam mengajar membaca dikelas VIII SMP N 1 Puncak Sorik Merapi? Dan bagaimana cara guru mengaplikasikan strategi-strategi tersebut di kelas VIII SMP N 1 Puncak Sorik Merapi?. Tujuan penelitian ini adalah untuk mengetahui apa saja strategi-strategi yang digunakan guru bahasa inggris dalam mengajar membaca dikelas VIII SMP N 1 Puncak Sorik Merapi dan Untuk Mengetahui cara guru mengaplikasikan Strategi-strategi tersebut dikelas VIII SMP N 1 Puncak Sorik Merapi.

Jenis penelitian yang digunakan adalah penelitian kualitatif deskriptif. Objek penelitian ini adalah guru bahasa inggris di kelas VIII SMP N 1 Puncak Sorik Merapi. Metode pengumpulan data menggunakan observasi dan wawancara. Peneliti menganalisis data dengan: mempersiapkan data, membaca dan memahami data, mengklasifikasikan data, mengartikan data dan terakhir menyimpulkan data.

Berdasarkan hasil penelitian ini menunjukkan bahwa guru menggunakan dua strategi dalam mengajar membaca bahasa inggris di kelas VIII yaitu: modeling strategi dan Tanya jawab (QARs). Strategi modeling menggunakan beberapa tahap:guru menseleksi teks dan memperkenalkan teks kepada siswa. Kemudian, guru mencontohkan cara membaca dan meminta siswa untuk merespon teks. Strategi Tanya jawab (QARs): guru menjelaskan pelajaran. Kemudian guru memberikan pertanyaan kepada siswa dan siswa menjawab pertanyaan tersebut. Dua strategi ini digunakan guru bahasa inggris di kelas VIII SMP N 1 Puncak Sorik Merapi secara bergantian untuk membantu siswanya dalam memahami teks bahasa inggris.

Kata kunci : Strategi ,Guru, Mengajar, Memahami Membaca

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Firstly, I would like say thank to Allah who has given me the chances, time and healthy in writing and finishing this thesis. secondly, I do not forget to send Shalawat to the prophet Muhammad SAW blessing and dark era to the bright era.

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Hope, all of them given health and all the kindness will be replied by Allah SWT. This thesis is still far from being perfect based on the weakness of me. Therefore, I aspects the criticisms and suggestions from the readers in order to improve this thesis.

Padangsidempuan, January 2023

Researcher

NURLATIFAH RANGKUTI
Reg. No 1720300082

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CHAPTER 1

INTRODUCTION

A. Background of the Research

A human being always communicates each other using language that is communication tools that use arbitrary signal, such as voice sounds, gesture, or written symbol.¹ A language is a means of communicating with each other, so there is an understanding between the parties involved. Language is a system of symbols that those are meaningful and articulate sound by a group of men to produce feeling and thoughts. In this world there many languages are used. Each person knows that language cannot be apart from human life. People need language for communication with each other. By language itself can make easier to express ideas, opinions, feelings and many others things. Language has a central role in human social and emotional development. It can support them in understanding all subject matters.

In order to support English language comprehension, the government puts English as a subject at school. English is a compulsory subject in junior high school, senior high school, and college. English must be mastered by students, because English is the first foreign language learned from primary school into university. Teaching and learning in junior high school is very

¹ Vera Fatmawati, "Phonological and Morphological Errors in Students' Reading Aloud Pronunciation at State Health Polytechnic in Tasikmalaya," *Journal of English Language Teaching* 01, no. 01 (2018): 90–98, <http://journal.lppmunindra.ac.id/index.php/inference/article/view/3820>.

interesting to be studied. English learning can be defined as mastery of four skills. According to Richard and Schmidt, skills in language teaching the mode or way in which the language used. The four language skills are listening, speaking, writing, and reading. The four skills are categorized into two categories namely speaking and writing are called active or productive skills, while reading and listening are called passive or receptive skills. Reading is one of the important skills in English.

Reading skill is one of very powerful tool obtaining a wide range of specific information, including science and technology.² Reading strategy is the strategy or the way that use by readers to understand or to get the message from the text. To develop students' reading skill the teachers need to use strategies. In teaching reading, teacher may use the different strategies to make the students interesting in learning English.

English and Indonesia is very different, such as in written and pronunciation. With so many differences, it becomes a challenge for Indonesian speakers to learn the complex ins and out of English. The differences make students have difficulties in learning English. The difficulties of learning English make some of students lazy to study English. In these difficulties, teachers need to use varieties and suitable techniques, approaches, methods, and strategies.

² Rohib Adrianto Sangia, "The Process and Purpose of Reading," *Applied Linguistics* 1, no. 1 (2018): 1–9,
https://www.researchgate.net/publication/327976279_The_Process_and_Purpose_of_Reading.

An Approach is a way of teaching something which use classroom activities or technique to help learners learn. Students might be very varied in students prior learning, motivation, learning style, and in other respect. An approach is a way of looking at teaching and learning. An approach rise to methods.

Method is a procedure, technique, or way of doing something, especially in accordance with a definite plan. A teacher must use the right method so that the teaching and learning process is effective and relevant. Kind of methods in general, such as; lecture method, discussion method, demonstration method, experimental method, and main mapping method.

Strategy is planning action that is intended a set of steps to solve problem or to achieve a particular goal. If the role or the strategy is interest it will increase students' attention in learning. There are two kinds of strategy in learning process. First direct strategy is a strategy focus to teacher. In this strategy include lecture methods, explicit teaching and demonstration. Second indirect strategy is the process so that students can learn well and the teacher is only facilitator who will help students in the learning process. The role of students is higher in making observations, drawing inferences or forming hypotheses. So, the strategies can make learning easier, more enjoyable, more self- directed and more transferable to new situation.

Based on researcher's observation with English teacher, the students in SMP N 1 Puncak Sorik Merapi have problem in reading. The problems are

many students have less vocabulary, as the results students do not know the pronunciation of the words and students cannot reach the idea for what students have read and of course many students said that English is difficult and making them lazy to learn. So that, teachers need suitable strategies to make students interested in learning English.

Talking about strategies, it has been studied by teachers since in the university before start to teach. The teachers have also studied and practiced the strategies used by teachers or lecturers while in the class. The strategies used by teachers make learning process in enjoyable and easy to understand the lesson.

In fact, there are some teachers who do not know how to teach English, especially in teaching reading comprehension. Teachers always ask the students to read the text without understanding first and answer the question. Then, if the students got low score teacher said that the students were stupid or able in reading comprehension.³ If the teachers know the ways of teaching reading, of course teacher could teach 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 know the way of teaching reading if teacher wants to be success in teaching process.

³ Interview with Sakiah (an English teacher at grade VIII in SMP N 1 Puncak Sorik Merapi) at Saturday, 19 March 2022.

Based on the explanation above, the researcher as a student of University who wants to be an English teacher is interesting in observing and finding what strategies done by teachers in teaching English. With entitled “A Study on Teachers’ Strategies in Teaching Reading Comprehension at SMP Negeri 1 Puncak Sorik Merapi”.

B. Focus of the Research

Based on the explanation, the researcher focused on the teachers’ strategies in teaching reading comprehension at SMP Negeri 1 Puncak Sorik Marapi at grade eight. The researcher wanted to identify what strategies used by the teachers at grade VIII 1 and VIII 2 in three meetings for each class when teaching reading comprehension process done at SMP Negeri 1 Puncak Sorik Marapi.

C. Formulation of the Research

Based on the background of the problem above, this research formulated the problems as follow:

1. What strategies are used by the teachers in teaching reading comprehension at grade VIII 1 and VIII 2 in SMP Negeri 1 Puncak Sorik Merapi in mandailing Natal?
2. How do teachers apply the strategies in teaching reading comprehension at grade VIII 1, and VIII 2 in SMP Negeri 1 Puncak Sorik Merapi in Mandailing Natal?

D. Purposes of the Research

From the formulation above, the purposes of this research are:

1. To find out the teachers' strategies in teaching reading comprehension at grade VIII 1, and VIII 2 in SMP Negeri 1 Puncak Sorik Marapi in Mandailing Natal.
2. To find out how the teachers apply of strategies in teaching reading comprehension at grade VIII 1, and VIII 2 in SMP Negeri 1 Puncak Sorik Marapi in Mandailing Natal.

E. Significances of the Research

The researcher hopes this research can be useful for:

1. Theoretical Benefit

This research will give good information related to the teachers' strategies on English classes. Also the researcher hope the result of this study can be used as a study material in developing teacher quality.

2. Practical Benefit

- a. For Headmaster

The Researcher hopes that headmaster encourages English teachers to develop teaching strategies so that students can easily understand English.

b. For English Teacher

The researcher hopes that teachers get useful input in improving teaching strategies to become more effective, creative and efficient even.

c. For Students

By using some strategies and appropriate strategies, the researcher hopes that students will get enjoyable in learning process. The students will not feel forced in learning English but they will feel happy to learn since they are put in an enjoyable situation.

F. Definition of Key Terms

To avoid misunderstanding the terminologies will be clarified as follow:

1. Teacher

Teacher is a person with the accurate and specific ability, education, experience, skills, knowledge to teach certain subjects. Teacher can be said professions or professional educator.

2. Strategy

Strategy is interpreted by technique or method, which is a way to convey a message in this case subject matter to students to achieve the state learning purpose.

3. Reading Comprehension

Reading is one of language skill which is important to learn and mastered by person. Reading is the process of cognition,

interpretation and perception of a written or printed material. Comprehension is the process by which a person understanding the meaning of written or spoken language clearly. Reading comprehension is a process of reading and comprehending a text. Specifically, in reading process, the readers must understand the meaning and the message

So, teachers' strategies in teaching reading comprehension in this research means teachers' planning in teaching reading comprehension to improve students' ability in understanding a written text or printed material at SMP N 1 Puncak Sorik Merapi Mandailing Natal.

G. Outline of the Research

The systematic of this research was divided into five chapters. Each chapter consist of many sub chapters with detail as follow:

The first chapter is introduction that consisted of the background of the problem, focus of the problem, formulation of the problem, purpose of the problem, and significances of the problem.

The second chapter consisted of theoretical description which explained about definition of teachers' strategy, reading comprehension, and kind of the teaching reading strategies and then review related findings.

The third chapter it was consisted of the research methodology consisted of kind of the research method, schedule and place of the research,

research subject, instrument of collecting data, technique of collecting data, validity of the data, and technique of the data analysis.

The fourth chapter it was consisted of the result of the research, analysis of research results and research limitations. The fifth chapter it was consisted of conclusion.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Description

1. Teachers' Strategy

There are many definitions about teachers' strategies according to experts. Teacher strategies come from two words namely teacher and strategy.

a. Definition of Teacher

Teacher is a person with the accurate and specific ability, education, experience, skills, knowledge to teach certain subjects. Teacher can be said professions or professional educator. The main task of teacher is to teach, educate, direct, guide, and evaluate the students. Beside of that, Teacher has an important role in world of education with duties and responsibility that must be carried out. A teacher can be said to be professional if the teacher meets certain standards in the world of education and it is related to proficiency. The word of teacher cannot be separated from the word teaching.

Teaching is the process of transferring knowledge to other people. Teaching also help students learn and give students motivation. Teaching is guiding and facilitating learning, enabling the learner to learn, and

setting the conditions for learning.⁴ Setiyadi said, all teaching, whether good or bad, must include some sort selection, some sort of gradation, some sort of presentation, and some sort of repetition.⁵ So, teaching is an activity to gain knowledge and teacher as a resource.

Most people think of teaching as the overt presentation of information by teacher learner. The term ‘‘teaching’’ is used to refer anything done by materials developers or teachers to facilitate the learning of the language. The essence of teaching looked as a process that is process which is done by teacher in caused learning activity of student. Teacher has first role, indirect and create situation to learning process.⁶

Teaching is not an easy thing, but it is very important and rewarding to see the progress of students and understand that teachers help to make students happy and fun. Teacher can find out the extent to which students understand what the teacher has given by using strategies. The learning process will occur if there is interaction between students and environment in a situation of joy to achieve learning objective.

⁴ Isnaeni Dwi Widyaningsih, ‘‘An Analysis Of Lectures’ Strategies In Teaching Reading Comprehension Of The Third Semester Of English Students At State Institute For Islamic Studies Of Salatiga In The Academic Year Of 2019/2020’’ (IAIN Salatiga, 2020), http://e-repository.perpus.iainsalatiga.ac.id/6481/1/SKRIPSI_FIX.pdf.

⁵ Ag. Bambang Setiyadi, *Teaching English As A Foreign Language* (Yogyakarta: Graha Ilmu, 2006), page 3.

⁶ Muhammad Hudri and Jannatun Naim, ‘‘An Analysis of Teacher Strategies in Teaching Reading At The First Year Students Of SMK 2 Gerung In Academic Year 2016/2017,’’ *Linguistika* 2, no. 1 (2017): 46=47, https://www.researchgate.net/publication/332579274_An_Analysis_of_Teacher_Strategies_in_Teaching_Reading_at_the_First_Years_Students_of_SMK_2_Gerung_in_Academic_Year_20162017.

The condition for the occurrence of reciprocal relationships in the learning process must be centered on the transfer knowledge and transfer of value. A good teacher needs good strategies to use and to teach students when and how the strategies should be used. So, the teacher's role in education is not only teaching science, teacher is also often used as role models for students. So teacher is a person as a resource for students to get knowledge and motivation.

b. Definition of Strategy

Strategy is a special method or approach that is applied by the teacher both in organizing students, material, methods, media, and time so that the learning process can be carried out well.⁷ Strategy is interpreted by technique or method, which is a way to convey a message in this case subject matter to students to achieve the state learning purpose. The word of strategy is related to act used by teacher when present the lesson. Teaching is guiding, facilitating students, providing comfort for students in learning, and managing conditions when learn activities take place.

In learning process, educators must identify all those related to the learning process that will be carried out. Educators need to know their students, how different levels of intelligence, from what background they

⁷ Sutarto Sutarto, Dewi Purnama Sari, and Irwan Fathurrochman, "Teacher Strategies in Online Learning to Increase Students' Interest in Learning during COVID-19 Pandemic," *Jurnal Konseling dan Pendidikan* 8, no. 3 (2020): 129, <https://jurnal.konselingindonesia.com/index.php/jkp/article/view/478>.

come from, how they are motivated, and etc. Thus, the word strategy is related to the way, tactics or methods to do something as will be shown belong.

Learning strategies are the way students learn a wide range of subjects from native language reading through electronics troubleshooting to new languages.⁸ Learning are operation and actions that students use in order to optimize the processes of obtaining and stringing information and course concepts. Learning strategies refers to a set of skills that teachers use to teaching process. The learning strategy is a plan that contains about a series of activities designed to achieve certain educational goals.⁹ From some explanation above, it can be concluded that the teaching strategies is a plan to transfer knowledge with tactic or method in order to achieve learning objectives. While learning strategies deal with the receptive domain of intake, memory, storage, and recall.¹⁰

Meanwhile, according to Haidir and Salim, the strategy is broadly defined as method, approach, media using in learning, grouping students, and measurement of success.¹¹

⁸ Rebecca Oxford, *Laguage Learning Strategies* (New York: Newbury HousePublisher, 1990),page 2.

⁹ Irikawati, "Identifying Teacher's Strategies in Teaching Writing," *Jurnal Bahasa 2* (2017), <https://scholar.goole.co.id/scholar?q=identifying-teachers-strategies-in-teaching-writing>.

¹⁰ H. Douglas Brown, *Pripciple of Language Learning and Teaching* (USA: Person Education, 2007).

¹¹ Haidir & Salim, *Strategi Pembelajaran* (Medan: Perdaba Publishing, 2012), page 100.

1) Method

A teacher must use the right method so that the teaching and learning process is effective and relevant. Method is a procedure, technique, or way of doing something, especially in accordance with a definite plan.

Here there are a several kind of methods that must be known by teacher, namely:

a) Lecture method

Lecture as a model of teaching is frequently criticized, but this is a fact that it has managed to survive so long in pace of many technological developments.¹² Lecture as a motivator or illustrator when in learning process.

b) Discussion method

Discussion method is a learning method that confronts students with a problem. The method of discussion is the way to presenting lesson material in which the teacher gives the opportunity for students to make opinions, conclude the lesson and get the solution for the problem.¹³

The purpose of this method is to solve the problem, answer

¹² Gurpreet Kaur, "Study and Analysis of Lecture Model of Teaching," *International Journal of Education Planning and Administration* 1, no. 1 (2011): 9–13, <http://www.ripublication.com>.

¹³ Agustina, Aneu, et.al, "Application of Discussion Methods to Improve Student Learning Outcomes in Civics Content Class IV Elementary School" 01, no. 02 (2019): 57–64, <https://journal.okipsiliwangi.ac.id>.

the questions, and understand students' knowledge and to make a decision.

c) Demonstration method

Demonstration is an action or process of showing the existence or truth of something by giving proof or evidence. Demonstration showing to someone how to doing something or how something works.

Demonstration method is a method of teaching in which there are performances on the occurrence of an event or object to the appearance of behavior which is exemplified to be known and understood by the students significantly.¹⁴

Demonstration method is a teaching method used to communicate an idea with the aid of visuals such as power point, picture, paper and many else.in this teaching process the demonstrate make or do something with steps by step process.

d) Recitation method

Recitation method is a method of teaching by requiring students to make resumes with own sentences.¹⁵ Recitation method will make students to write with own way,

¹⁴ Lovika Ardana Riswari, Heri Yanto, and Ali Sunarso, "The Effect of Problem Based Learning by Using Demonstration Method on The Ability of Problem Solving," *Journal of Primary education* 7, no. 3 (2018): 356–362, <https://scholar.google.co.id/citations?user=540smQQAAAAJ&hl=id>.

¹⁵ Dwi Cahyadi Wibowo, Friana, and Emilia Dewiawati Pelipa, "Effect of Recitation Method to the Students' Interest and Learning Results," *Jurnal Studi Guru dan Pembelajaran* 1, no. 1 (2018): 16–20, <https://journal.okipsiliwangi.ac.id>.

responsible with the results of students writing and will always remember with the material.

e) Experimental method

Experimental method has a great importance as it ensures student's active involvement. Observation and learning by doing are the most valid teaching methods of our time.¹⁶ This method relies on controlled research and random assignment of study subjects to a hypothesis.

f) Main mapping method

Main mapping is a graphic thinking tool used to represent radioactive thinking. Mind mapping has simple and effective characteristics.¹⁷ A main mapping focusing on key ideas and will be better to understand the information.

g) Design method

Learning design is the framework that supports learning experience. It refers to deliberate choice about what, when, where and how to teach. Learning to design is a developmental process where effective method for

¹⁶ Adem Duru, "The Experimental Teaching in Some of Topics Geometry," *Education Research and Review* 5, no. 10 (2010): 584–592, https://www.researchgate.net/publication/228352057_The_experimental_teaching_in_some_of_topics_geometry.

¹⁷ Gehong Liu, "Application of Mind Mapping Method in College English Vocabulary Teaching," *Scientific Research Publishing* 6 (2016): 202–206, <http://www.scip.org/journal/paperinformation.aspx?paperid=67150>.

approaching.¹⁸ It is an intentional process that ask educator to think beyond “What do I need to teach?” and to carefully consider “What is the best way for my learners to learn and understand this concept?”.

h) Practice method

Practice is the actual application or use of an idea, belief or method as opposed to theories relating to it. Practice method is a learning method with the aim of expanding students’ talents by applying the talents of student in daily activity. Practice method is a simplify way to get the aim of lesson.

i) Field trip method

Field trip is an educational procedure by which the learners obtain firsthand information by observing place, object, phenomena, and processes in natural setting.

So, the method is the procedure or way used when teaching to make learning process more interesting. By using methods students also can easy to understand the lessons.

¹⁸ Terrence Curry, “A Theoretical Basis for Recommending the Use of Design Methodologies as Teaching Strategies in the Design Studio,” *Design Studies* 35, no. 6 (2014): 632–646, <https://www.academia.edu>.

2) Approach

An approach is a way of looking at teaching and learning. An approach gives rise to methods, the way of teaching something, which use classroom activities or technique to help learners learn. Students might be very varied in their prior learning, motivation, learning style, and in other respects.

One needs to teach in a way that accommodates these differences, which is called differentiation. The main goal of a differentiation approach is not to provide the necessary minimum in the assimilation of knowledge and skills, but to ensure the greatest possible depth in mastering the material, proper development of abilities of each student.¹⁹

So, by using an approach will come near or nearer to students when teaching process. Underlying any language teaching approach is a theoretical view of what language is and of how it can be learnt.

3) Media using in learning

Learning media are all forms of communication tools that can be used to convey information from sources to students in a planned manner, so as to create a conducive learning environment

¹⁹ Elena Stakanova and Elena Tolstikhina, "Different Approaches to Teaching English as a Foreign Language to Young Learners," *Procedia - Social and Behavioral Sciences* 146 (2014): 456–460, <http://dx.doi.org/10.1016/j.sbspro.2014.08.154>.

where the recipient can carry out the learning process effectively and efficiently. The English teacher also use various teaching media namely picture, printed media, visual media, audio visual media, and multimedia.

So, media using in teaching learning process can be adjusted to material to be taught. The key to choosing the right media is to choose the media according to the students' abilities, use clear and neat media, and by using these media the material can be conveyed.

4) Grouping students

Group is a collection of people who share a common sense of membership and interact. The teachers divided the students into some groups that consist of members to discuss the problem. The purpose of forming a group is to realize the application of social values that exist and are needed in a structure in a society. Group Investigation Method will motivate the students to study and several stages of Group Investigation will open their view of one case and practice critical thinking. Grouping students means divided students based on students level of intelligence starting from low, medium and high level.

So, grouping students means group students consisting of two or more students to exchange ideas and deliberation. By grouping

students they can cooperate in understanding the material or discuss about the answer of questions.

5) Measurement of success.

There are two factors that influence students in learning, namely: personal factors and general factors. Personal factors are group dynamics, attitudes toward teachers and learning materials.

While the general factors are age, intelligence, awareness, motivation, and character.

2. Reading Comprehension

a. Definition of Reading

Reading is one of language skill which is important to learn and mastered by person. Reading is the process of cognition, interpretation and perception of a written or printed material. An interactive process happens when the readers try to understand the text. By reading, the readers can interact with feeling and thought, obtain information and improve the science knowledge. While understanding the text, the readers want to communicate with ideas proposed by the writers. There are many teachers taught about reading comprehension by explaining about the text, main idea, and purpose of the text.

Reading skills is one very powerful tool for obtaining a wide range of specific information, including science and technology.²⁰ Therefore, Reading is a conveying of an individual meaning through transaction with written text, it involves the reader's actions in interpreting the text and the reader's experience. Reading is very important for student skill in English. Through reading, readers can explore the world, and another place that have never been visited before, the opinions and the ideas of great people in the past, all of which will enrich experience and knowledge.

In teaching reading, the teacher may use different strategies. By using the appropriate strategy could affect the students to comprehend reading.²¹ Teaching reading is not only suggesting the students to read but the teachers have to has strategies to motivate students and give the explanation to them because reading is one of step to get the success. Perhaps one aspect of teaching reading that teachers might know about, but often do not know how to do, is the explicit teaching of reading strategies.²² So, Reading is one of skill that must person mastered. In reading the reader can get information and message from the text with some strategy.

²⁰ Sangia, "The Process and Purpose of Reading."

²¹ Syafrizal and Syafryadin, Yulia Enggar Wigati Wibowo, "Dex.Php/Jall/Index," *JALL (Journal of Applied Linguistics and Literacy)*, vol. 4, no. 1 (2020): 21–27, <https://jurnal.unigal.ac.id/index.php/jall/index>.

²² Neil J. Anderson, *Practical English Language Teaching Reading* (New York: Mc Graw-Hill Companise, 2008), page 10.

b. Kinds of Reading

Reading activities can be done wherever the readers want to read. In order to acquire reading skills the students should read different kinds of reading text such as intensive reading, extensive reading, reading aloud, and silent reading²³. The description will be explained below:

1. Intensive Reading

Intensive study of reading texts can be a means of increasing learners' knowledge of language features and their control of reading strategies. It also improves their comprehension skill. It fits into the language focused learning stand of a course.

Mahmood says:

Intensive reading's basics priorities are to help learners comprehend written texts, to become more aware of text organization to better comprehend it, to learn how to use and monitor effective reading strategies, and to develop general literacy skills necessary to generate productive expressions.²⁴

The classic procedure for intensive reading is a grammar translation approach where the teacher works with learners, using the first language to explain the meaning of a text, sentence by

²³ Dr. M.F. Patel & Praveen M. Jain, *English Language Teaching* (Jaipur: Sunrise Publishers & Distributors, 2008), https://www.academia.edu/34287801/M_F_Patel_Praveen_M_Jain_English_languagr_teaching_methods_tools_and_techniques_pdf.

²⁴ Maysa Abdulkareem Mahmood, "Types of Reading and Skilled ESL Reading Comprehension," *Majalah kuliyah Tarbiyah* 1, no. 2 (2021): 574–585, <http://www.researchgate.net>.

sentence. Intensive reading is used on shorter texts in order to extract specific information. Use intensive reading the studies will understand of the passage and everything when they are reading.

2. Extensive Reading

Extensive reading is type of reading involves learners reading texts for enjoyment and to develop general reading skills. Extensive Reading can be defined as Students reading a lot of easy, enjoyable books. The theoretical significance of ER is derived from implicit learning.

Implicit learning refers to the acquisition of knowledge without conscious awareness.²⁵ Each element of this definition includes elements which contrast extensive reading with skills-based methodologies that focus on skimming, scanning, main idea identification and the like. The first point is that the students spend most of their time actually reading, not answering comprehension questions, writing reports or translating.

3. Aloud Reading

Reading aloud is usually used to check the pronunciation of the students. Aloud reading is reading by using loud voice and clearly. Reading aloud is the perfect time to provide students with

²⁵ Willy A Renandya, Miao Yee, and Clare Chong, "Extensive Reading: Theory, Resrarch and Implementation," *TEFLIN journal* 30, no. 2 (2019): 171–186, <https://journal.teflon.org>.

a window into the comprehension of a proficient reader so that the students can begin to construct a network of techniques for themselves.²⁶For students, reading aloud is an important strategy for developing print awareness. Teacher can ask each student to read a text and give them a score to show their progress.

One of the main intentions of reading aloud is to recognize the sounds of words; however, teachers may also vary their activities to develop their students reading comprehension. The teachers may ask some questions after the students have read the text. When one student read aloud, the teacher asks the other students to pay attention to the text rather than just listen to how their friend reads. This will assist the students in finding the meaning of the text.

From the explanation above, by reading aloud can allow the students to hear wonderfully well-written stories, accurately pronounced with the right expression and at the appropriates.

4. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is the reader read without voice in order

²⁶Anum Sahara, et.al, “The Use Od Reading Aloud in Teaching Reading Comprehension,” *Research in English and Education* 3, no. 2 (2018): 112–117, <https://jim.usk.ac.id/READ/article/view/9244/3881>.

that the reader can concentrate their attention to comprehend the texts. Silent reading is done to acquire a lot of information. Silent reading stated that students read silently for a given period of time.²⁷It helps reader read with speed, ease and fluency. It aids comprehension and expand the students vocabulary.

So, silent reading does not mean that the reader reads without sound, but the reader may sound in respond to words.

c. Reading Comprehension

The word of comprehension means understanding. Comprehension is the process or capability of understanding something. Comprehension is not only in reading but there is in listening, writing and speaking.

Comprehension is the process by which a person understanding the meaning of written or spoken language clearly.²⁸ Reading comprehension is a process of reading and comprehending a text. Specifically, in reading process, the readers must understand the meaning and the message. Reading comprehension is answer to question explicitly in paraphrase in the passage, drawing inferences from the content, recognizing a writer's

²⁷ Manurung, Agustina Maria, et.al, "The Effect of Using Sustained Silent Reading (SSR) Method to the students' Ability in Reading Report Text at the Eleven Grade of SMA Negeri 2 Pematangsiantar", *Journal of English Teaching as a Foreign Language*, vol.2, no.2 (June 2020), page: 39-65, https://uhn.ac.id/files/akademik_files/2006231134_2020_Journal%20of%20Enflish%20Teaching%20as%20Method.pdf.

²⁸ Richard A. Renandya, *Language Teaching Methodology* (Cambridge: Cambridge Univercity, 2000), page 54.

purpose, attitude, tone, and mood, and following the structure of a passage.

So, reading comprehension is the process of transferring message from paper by see with ayes to brain and comprehend or understanding the messages.

d. Kinds of Reading Comprehension

There are two kinds of reading comprehension according to Harmer²⁹, they are skimming and scanning:

1) Skimming

Skimming is a strategy getting the main idea or gist of a selection quickly in a written text.³⁰ Skimming is a kind of reading strategies that can help students to read faster. Skimming is the act to take the main idea of text when read text, it can to find the important things.³¹ This skill means the readers will get difficult and may not be able to identify the general idea because concentrating too hard on specifics.

2) Scanning

Scanning is the strategies to read the detail information faster.

This skill means that they do not have to read every word and line;

²⁹ Jeremy Harmer, *How to Teach English* (Pearson education Limited, 2007), http://www.academia.edu/29550207/How_to_Teach_English_2nd_edition_Jetemy_Harmer.

³⁰ Aritonang, Intan Rani, et.al “The Analysis Of Skimming And Scanning Technique To Improve Students In Teaching Reading Comprehension,” *PROJECT* 1, no. 2 (2018): 101–106, <http://journal.ikipsiliwangi.ac.id/index.php/project/article/view/458>.

³¹ Harmer, *How to Teach English*.

on the contrary, such an approach would stop them scanning successfully.³² The reader just looks for the specific information within a text like names, locate specific fact and detail quickly and others.

There are many strategies that are useful for reading comprehension. In other hand two types of reading comprehension are bottom-up and top-down.

1) Bottom-up

Bottom-up strategy is the strategy to take meaning from the specific into the general and processing pre-existing background knowledge and making tentative conclusions. Bottom-up is decoding individual linguistic units. The readers try to understand the text with building textual meaning from the smallest units to the largest.

2) Top-down

Top-down strategy is the opposite of bottom-up, this strategy make meaning from the general into the specific one. so the readers understand the text by understanding the text by experience. Top-down process starts from general ideas to specific idea and the readers try to understand the text by

³² Sandi Lasma, Intan Rani Aritionang and Deti Kurnia, "The Analysis Of Skimming And Scanning Technique To Improve Students In Teaching Reading Comprehension," *PROJECT* 1, no. 2 (2018): 101–106, <http://journal.ikipsiliwangi.ac.id/index.php/project/article/view/458>.

interpreting the text based on experience and background knowledge.

3. Kinds of Teaching Reading Strategies

There are several strategies in teaching reading such as collaborative strategy, modeling strategy, cooperative strategy, scaffolding strategy, reciprocal strategy, think aloud strategy, SQ3R strategy, and QARs strategy.

a. Collaborative strategy

Collaboration describes how people work together rather than what they do.³³ Collaborative can happen in the planning, implementation and assessment stage of teaching. In the planning process, educators establish shared goals and specific learning outcomes for students as well as assessment tools to evaluate student achievement. Collaborative strategy has four stages, namely:

1) Preview

The goals of previewing in CSR are to activate the students' background knowledge about the topic and to help the students make prediction about what students will learn.

³³ Judi Moreillon, *Collaborative Strategies For Teaching Reading Comprehension* (USA: American Library Association, 2007), <http://books.google.co.id>.

2) Click and cluck

Click and clunk is a strategy that monitoring students' understanding during reading, and to use fix-up strategies when students have difficult in understanding the text.

3) Get the gist

Identify the main idea in a section of text (usually a paragraph). The goal of getting the gist is to teach students to re-state in students own words the most important point as a way of making sure students have understood what have read.

4) Wrap up

Wrap up strategy, the students generate questions and review the important ideas in the text.³⁴ Wrap up strategy, the students make questions about what has been learned and review the main ideas in the text to improve the students' knowledge and memory after students read the text.

This strategy can improve students' understanding and memory of what they have learned. To conclude, the goal of get the gist strategy is to choose the main ideas of the text by paraphrasing the most important things.

³⁴ Impiani Zagoto, "Collaborative Strategic Reading (CSR) for Better Reading Comprehension" 3, no. 1 (2018): 48–52. <http://ejournal.unp.ac.id>

b. Modeling strategy

Modeling is a teaching strategy where teacher strictly practices how to complete an activity before the students begin. Modeling also is one of the better class management techniques. Teacher as a modeling was selected as the primary intervention. Result suggest that teacher modeling is an effective functional intervention that can be used to increase student engagement.³⁵ The teacher models skilled reading behavior, enjoyment and interest in a range different styles of writing and types of text. When the teachers as a model than teacher think aloud while reading to or with the students so that students can hear our thinking about what the teacher reading.

The procedures of modeled reading are:

- 1) Select an appropriate text
- 2) Introduce the text to students, discuss about the tittle, topic, the author and illustrator, concepts of print etc.
- 3) Provide an enjoyable reading experience for students
- 4) After reading, invite students to respond the text
- 5) Discuss what students have heard

There are some additional tips for teacher as modeling in teaching, namely:

³⁵ Evaluating teachers modeling as a strategy to increase students reading behavior
<http://www.tandfonline.com/doi/abs/10.1080/02796015.2003.12086224>

1. Teacher suggest not handing out clipboards or other writing materials until after modeling, so that the students keep focus on what the teacher is doing.
2. Teacher usually inserts opportunities for children to turn and talk after teacher has shown them our thinking.

c. Cooperative learning strategy

Cooperative learning strategy is an instructional strategy in small group of students when work together on a common task. The purpose of the grouping students is to find the solution of the problem and answer the question in the task. The process of cooperative learning involves students working together in small group on a structured activity. The member of groups learn to work as a team to accomplish a specific goal, to solve a problem, to complete a project, or to develop a product.

Students work in cooperative learning situation and are encouraged to work together in common task to coordinate efforts to complete tasks. Reward systems are group oriented rather than individually oriented.³⁶ There are some cooperative learning methods which have been developed and extensively investigated. There are at least, two kinds of cooperative

³⁶ Widyaningsih, "An Analysis Of Lectures' Strategies In Teaching Reading Comprehension Of The Third Semester Of English Students At State Institute For Islamic Studies Of Salatiga In The Academic Year Of 2019/2020."

learning methods which will be explained; Student team achievement division (STAD) and jigsaw.³⁷

1) Student Team Achievement Division (STAD)

Student team achievement division is one of the simplest and most extensively researched forms of cooperative learning. It is a good model to begin with for the students who are new to the cooperative model. STAD has five major component defined: class presentation, teams, quizzes, individual improvement score, and team recognition. In STAD, students are assigned to four-member of learning teams that are mixed in heterogeneous teams. The teacher presents the lesson and then students work within team to make sure that all team members have mastered the lesson. Then, the students take the individual quizzes on the material, at which time they may not help one another.

Group Investigation is one of way to increase students' reading skill. Group investigation is a learning method to make class actively and cooperatively in groups.³⁸ Group learning is usually enhanced by the essential contribution of all students to the understanding of class concepts so students know the information.

³⁷ Rifki Haydan, "Implementation of The Coopereative Learning Method In Teaching Reading Comprehension," *Journal of English and Education* 1, no. 2 (2013): 57–64.

³⁸ Bambang Untoro, "The Effect Of Group Investigation And Learning Style on Students' Writing Of Analycal Exposition," *International Journal of English Education* 3, no. 1 (2016): 29–45.

Group investigation method tries to combine in one teaching strategy the form and dynamics of the democratic process with the process of academic inquiry.³⁹

So, group investigation is the process to upgrade the students skill in reading with make group according two or more students. Group investigation can make class actively and student does not boring to study.

2) Jigsaw

In jigsaw method, the students in the class work in heterogeneous teams, then students are assigned chapters, shortbook, or other materials to be learnt, and are given “expert sheets” that contain different topics for each team member to focus on when reading. Whenever one has finished reading, student from different teams with the same topic meet an “expert group” to discuss their topic for about thirty minutes.

Jig saw is a cooperative strategy that enables each students of a group to specialize in one aspect of a topic. The Jigsaw Strategy consists of a regular instructional cycle of activities that include

³⁹ Daniel Zingaro, “Group Investigation: Theory and Practice,” *Ontario Institute for Studies in Education, Toronto, Ontario*. Juli 2008, no. 7 (2008): 1–8, https://www.academia.edu/20840172/Group_Investigation_Theory_and_Practic.

reading, grouping, regrouping, expert group discussion, team reporting, testing, and finally team recognition.⁴⁰

Procedure of jigsaw are:

- a) Stages 1: The teacher organizes the class into groups.

Next the teacher introduces a topic, text, information, or material to the class and helps the students to understand why they are studying this topic, how it fits with what they have done before, and what they will study in the future. It is important in this stage that the students become interested in what they are studying. The teacher explains how student learning will be assessed throughout the learning experience. Many teachers also provide a rationale for the value of the small-group process for this particular learning experience. Each member in the home group is given, or select, a part of the subject matter to be explored.

- b) Stage 2: Focus Exploration

During this stage, students need encouragement to think out loud in order to clarify their ideas and build understanding together. Sometimes teachers also encourage exploratory writing where students jot down the main ideas they are

⁴⁰ Sabah Salman Sabbah, "The Effect of Jig Saw Strategy on ESL Students' Reading Achievement," *Arab World English Journal* 7, no. 1 (2016): 445–458, <https://awej.org/the-effect-of-jigsaw-strategy-on-esl-students-reading-achievement/>.

working on to help them clarify and focus thinking. Teachers may also provide a guided set of questions to help students explore the ideas in their assigned material.

c) Stage 3: Reporting and Reshaping

Students return their home groups to take turns describing the ideas generated in their focus group. During the reporting stage, group members are encouraged to pose questions and discuss ideas in depth. Often as students work through understanding each other's part, they begin to reshape their understanding of the whole.

d) Stage 4: Integrating and Evaluation

The teacher may design an individual, small-group, or whole-class activity where students can actively integrate their learning. For example, students may carry out a demonstration task in their group. The teacher will ask questions to help students reflect on how they worked together and what they might do the same or differently the next time they work together. In the process stages of jigsaw technique the teacher as a guide and give chance for students to generating ideas to improve critical thinking, experiencing, and integrating alternate ideas improves create in cooperative learning.

d. Scaffolding Strategy

Scaffolding strategy is a role of teachers and others in supporting the learner's development and providing support structures to get that next stage or level. The scaffolds facilitate a student's ability to build on prior knowledge and internalize new information. One of the primary benefits of scaffolding instructions is that it engages the learners. Scaffolding was developed as a metaphor to describe the type of assistance offered by a teacher or peer to support learning.⁴¹ Scaffolding instruction is individualized so it can be benefit each learner. Scaffolding is a support, support to students of teachers that enable the development of learning ability so that there is a higher level of mastery of material shown by the completion of more complicated problems.⁴²

Scaffolding allows teacher help diverse learner negotiate meaning and overcome difficulties in text related learning situation. Scaffolding is a process that teacher help students to solve a particular problem to developmental capacity through the help of a teacher or other person with more ability. Scaffolding is breaking up the learning into chunks and providing a tool, or structure, with each chunk. When scaffolding reading

⁴¹ Nia Wahyu Damayanti, "Praktik Pemberian Scaffolding Oleh Mahasiswa Pendidikan Matematika Pada Mata Kuliah Strategi Belajar Mengajar (SBM) Matematika," *Jurnal Ilmiah* 18, no. 1 (2016): 87–97, <https://www.neliti.com>.

⁴² Nurmadia Sarjan and Hj. Mardiana, "An Analysis on the English Teachers Strategies in Teaching Reading Comprehension At the Second Grade of Junior High School 1 of Wonomulyo," *ETERNAL (English, Teaching, Learning and Research Journal)* 3, no. 2 (2017): 150–158, <https://journal.uin-alauddin.ac.id/index.php/Eternal/article/view/4125>.

teacher might preview the text and discuss key vocabulary, or chunk the text and read and then discuss as you go. Scaffolding is what the teachers do first with students. For those students who are still struggling, teacher may need to differentiate by modifying an assignment or making accommodations like choosing a more interesting text.

Scaffolding strategies use by teachers when students got difficulties, teachers need to provide tailored help to the needs of the students, like the teacher doing the classroom, the teacher gave help to the students to know how to correctly read the text. Scaffolding helped the students how to read properly and then told the students read the text but when the student either mentioned the words in the text the teacher helped them and also the teacher asked the students which word they did not know in the text. By using this strategy the students were expected can read and adjust how to read in accordance with the British and American so the students can repeat of the text.

Some additional strategies for scaffolding a lesson include:

- 1) The teacher gives students a simplified version of reading
- 2) The teachers describe, illustrate, or model the concept to understand the text.
- 3) Students are given an example of assignment that students expected to complete.

e. Reciprocal Teaching strategy

Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. Reciprocal Teaching is a strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading.

There are four strategies of reciprocal teaching technique, they are⁴³:

1) Questioning

Questioning mean, identify the topic, themes, and ideas. The main topic, themes, or ideas are used to bring up questions that are than use as self-test for the reader. Questioning provides a context for exploring the text more deeply and ensuring the construction of meaning.

2) Summarizing

Summarizing is the process of identifying the main topic, themes and ideas within a text and integrating these into a clear statement that communicates the essential meaning of the text. Summarizing may be based on a single paragraph, a section of text, or a whole passage. Summarizing provides the students to create a context for understanding the specifics of a text.

⁴³ Yudo Dwi Purwoko, A. Handoko Pudjobroto, "The Use of Reciprocal Teaching to Improve Students' Reading Comprehension Skill" , page 395."

3) Clarifying

Clarifying involves the identification and clarification of unclear, difficult, or unfamiliar aspects of a text. These aspects may include unfamiliar sentence or passage structure, vocabulary, unclear references, or concepts. Clarifying provides the motivation to remediate confusion through re-reading, the use of context in which the text was written and/or read, and the use of external resources.

4) Predicting

Predicting involves combining the reader's prior knowledge, new knowledge from the text, and the text's structure to create hypotheses related to the direction of the text and the author's purpose in writing.

f. Think Aloud

Think Aloud is a strategy that helps students on learning activities, Aims to recall more significant information from the texts given by the teacher. The ability of teachers to transfer creativity and control the students in finishing each step of the strategy in understanding reading texts and teachers make students thinking explicit by verbalizing thoughts while reading orally. Using the Think Aloud Method in teaching EFL

reading comprehension will enable students to raise their awareness of becoming strategic readers.⁴⁴

The following five steps should be taken into account when using the thinking-aloud strategy:

- 1) Students should develop hypotheses by making predictions about the text.
- 2) Students should create mental images from the information that has been read.
- 3) Students should establish links between previous and new information through analogies.
- 4) Students should observe their comprehension by making explanations at contradictory points.

Students should arrange their comprehension by showing strategies. The thinking-aloud strategy, which includes both teachers' and students' thinking-aloud processes, helps to develop individual comprehension skills.

g. SQ3R Strategy

SQ3R is a systematic reading strategy to help the reader to organize the reading process into manageable units. It is only one of many similar strategies that reader can use to improve comprehension. It consist five

⁴⁴ Desca Ariyana and Deri Sis Nanda, "An Analysis Of Teachers Strategies In Teaching Reading Comprehension At SMA Muhammadiyah 1 Metro Academic Year 2017/2018," *Jurnal Linguistika* 8, no. 2 (n.d.), <http://jurnal.ubl.ac.id/index.php/Linguistika/article/view/1385>.

steps, they are: Surveying, questioning, reading, reciting, and reviewing. The SQ3R strategy involves (1) the readers survey the text to get the general ideas of the text. Reading the headings the text to get important part, (2) changing the heading in to question, (3) reading to find the answer to the question, (4) remember the important point (the answer to the question) by retelling or writing in memory on important point.

h. QARs Strategy

QARs is a reading strategy through comprehension and questions analysis. The procedure QAR can be taught directly to students by reading teachers and can be reinforced by content area specialists.⁴⁵ In other words, this strategy guides students to understand the questions to get an information in the reading itself. So that in practice in the class students only briefly read the text and to better understand the students focus are the questions given by the teacher about the text reading.

In this strategy which utilized by teacher, the teacher gave some questions to student as much 1 until 2 at each learning final so the students answer that the questions. The teacher gave some question to the student and then the student wrote the answer in their book. According to the teacher, this strategy used to give material to the student in order the students was easy to accept material that given by teacher. And this

⁴⁵ Hudri, "An Analysis of Teacher Strategies in Teaching Reading At The First Year Students Of SMK 2 Gerung In Academic Year 2016/2017."

strategy could not help students if the students answer the teacher's question got from their friends or not using his or her own words.

So, reading is one of the language skills which is very important to be learned by the students. By reading student can get information from texts. Reading strategy is the way used by teachers in teaching reading to make students more easier to understand the text. There are many types of strategies that teachers can used in teaching reading for example, collaborative strategy, modeling strategy, scaffolding strategy, cooperative strategy and others. Teachers need to use one of strategies to make the learning process success and get the goal of the learning process.

B. Review of Related Findings

Talking about related findings, the writer founds some researches that have been done by other people. There are some similar researcher with this research, namely:

The first, research done by Nurdianingsih. The result of this research is used interview to collecting data. Teaching reading comprehension the teacher used three teaching strategies, there are understanding text, individual and group strategies, and question and answer relationship (QARs).⁴⁶ The strategy was used so that the students understand the reading and the contents of the reading. Based

⁴⁶ Fitri Nurdianingsih, "Teachers' Strategies In Teaching Reading Comprehension," *PROJECT (Professional Journal of English Education)* 4, no. 2 (2021): 285–289, <https://jurnal.unigal.ac.id/index.php/jall/article/view/3682>.

on this research, the strategies were effective in teaching reading comprehension because can help students to comprehend the text. The students who have difficulty in reading would be easier in mastering reading comprehension. In addition, those strategies could help the students more active. It is suggested that the teachers use strategies of teaching reading comprehension in accordance with the students' levels of proficiency and their characteristic.

The second, research done by Enggar, et.al. The result of this research the research used mixed method research design. Teachers used nine most dominant strategies for teaching reading comprehension.⁴⁷ Teachers used this strategies to make the students understand the reading text. Teachers used this strategies to overcome difficulties in comprehending the text.

The third, research done by Ginting et.al, The result of this research is there are some strategies and teachers problems in teaching listening. Teacher strategies are taking note, summarizing and paying attention.⁴⁸ This strategies that used by teacher because students feel difficult in listening comprehension without the helping tools like the taking note and the summarizing, and students also feel that listening is uninteresting so the teachers using the paying attention strategies. The teachers do the strategies step by step from the simplest ways.

⁴⁷ Yulia Enggar Wigati Wibowo, "An Analysis Of English Teachers' Strategies In Teaching Reading Comprehension" ,JALL (*Journal of Applied Linguistics and Literacy*), vol. 4, no. 1, 2020, page 20-27. <https://jurnal.unigal.ac.id/index.php/jall/index>."

⁴⁸ Sherly Argisila Br Ginting, Nani Lestari Situmorang, and Monika Br Boangmanalu, "Teacher's Strategies in Teaching Listening," *English Journal for Teaching and Learning* 07, no. 02 (2019): 152–163, <https://journal.lppmunindra.ac.id/index.php/inference/article/view/3820>.

The fourth, research done by Saruksuk. The result of this research is there are some strategies was used by teachers in teaching speaking as follow, used role play strategies, story telling strategy, and oral interview strategy.⁴⁹ The teacher taught in XI, in X6, in X8, and in X9. The teachers problems in teaching speaking at SMA Negeri 4 Padangsidimpuan were: students is not interest with English and the students low spirit in learning speaking, students little of vocabulary , there were no teaching medias, lack of students discipline, students made noisy and using two language in teaching.

The fifth, research done by Nur Adimah. The result of this research is the strategies that used by teachers in teaching English as follow using book, dictionary, note and role playing activities.⁵⁰ Teachers problem in teaching English at MTs YPKS padangsidimpuan were the students is not interest to study English, the students is low spirit in learning, the students is low vocabulary and low motivation to students. Teachers strategy to solve the problems were the teachers gave motivation, and suggestion to students, the teachers gave the warning or advice to students, and the students order students to enrich vocabulary.

⁴⁹ Rahmayani Sarusuk, "Analysis of Teachers' Strategies in Teaching Speaking At SMA Negeri 4 Padangsidimpuan" *Thesis* (STAIN Padangsidimpuan, 2016), <http://etd.iain-padangsidimpuan.ac.id>.

⁵⁰ Nur Adimah, "Teaching Strategies In Teaching English At MTs YPKS Padangsidimpuan" *Thesis* (STAIN Padangsidimpuan, 2015. <http://etd.iain-padangsidimpuan.ac.id/3899/>).

So, from the explanation above, the research examined the teachers' strategies in teaching reading comprehension and presented the result of this research in chapter IV of this thesis.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Place and Time of Research

The place of the research taken at SMP Negeri 1 Puncak Sorik Marapi, Kab. Mandailing Natal. It is location on Hotalombang village, Kecamatan Puncak Sorik Marapi, Kabupaten Mandailing Natal. The research started from August 2021 until November 2022.

B. Kind of Research

In this research, the researcher used qualitative research. Qualitative research is use to describe and analyze the abilities, forms, uniqueness, variations of words product by teachers in learning process. It is also to describe how to analyze teacher's strategies in teaching reading in SMP Negeri 1 Puncak Sorik Marapi.

C. Research Subject

The subject of this research is a teacher at eight grate in SMP Negeri 1 Puncak Sorik Merapi to be able to provide information in this research.

D. Instrument of Collecting Data

The researcher gets data from source using two instruments, namely:

1. Observation

The researcher observed a teacher as a main source in SMP Negeri 1 Puncak sorik Merapi. The researcher observed the English teacher when carrying out the learning process in the classroom. The researcher seen

what strategies are used by English teachers and how the teachers apply these strategies in the classroom. The indicators of this observation are:

1. Learning Process in the School
 2. Teacher strategies in learning process
2. Interview

The researcher interviewed the English teacher in SMP Negeri 1 Puncak sorik Merapi. The researcher asked the teacher what strategies are used by teacher and how the teacher applies these strategies in the classroom.

E. Technique of Collecting Data

The techniques of collecting data used in this research are:

1. Observation

Observation is the action or process of observing something or someone carefully or in order to gain information. Observation is an act or instance of regarding attentively or watching. This method is done by observing or reviewing carefully and directly at the location to find out the conditions that occur or prove the truth of a research conducted.

This method use to find out more closely the object under study to conduct direct research on the research location in SMP N 1 Puncak Sorik Merapi, Kab. Mandailing Natal. The steps will be taken in conducting this observation, are:

- a. Make preparation for conducting field observation both technical and non-technical.
- b. Observing the situation and environmental conditions in SMP N 1 Puncak Sorik Merapi, Kab. Mandailing Natal.
- c. Witness firsthand how the teacher's strategy when teaching in the classroom.
- d. Pay attention and see what the strategies use by teacher's in the classroom.

The researcher made observation in SMP N 1 Puncak Sorik Merapi, Kab. Mandailing Natal. This observation method is carried out on teacher in SMP N 1 Puncak Sorik Merapi, Kab. Mandailing Natal.

2. Interview

Interview is a question and answer process between two people to get information about opinions and beliefs about the things discussed. Interviews conducted with the headmaster by making guide beforehand as a guide in conducting interviews, so that it can be carried out systematically and directed. The content of the interview concerns the supervision of the implementation of English learning, the effort made to improve the quality of teachers as well as what steps are being taken to make English teachers become professional teachers.

Researchers also interviewed the English teacher of SMP Negeri 1 Puncak Sorik Marapi. Interviews conducted to obtain accurate responses and information about the teacher's strategies in learning reading. The function of the interview is to check and ensure that the data is valid.

F. Validity of the Data

The validity of data in this research uses criteria to produce relevant data. Researcher used triangulation method in determining the validity of data. Triangulation is the data validity technique that strengthens data from outside as a comparison of the data obtained. The steps taken by researchers by means of triangulation are:

1. Source triangulation, is comparing or re-checking the degree of trust worthiness of information obtained through various sources such as comparing the results of observations and interviews as well as comparing interviews with exiting documentation.
2. Time triangulation, namely testing the degree of trust by checking the same source but at different times because human behavior can change. Researcher will conduct interviews in order to obtain relevant source.
3. Research triangulation, in triangulation researchers use interview and observations, because from various points of view there are phenomenon that will produce more valid data.⁵¹

⁵¹ Lexy J. Meloeng, *Metodologi Penelitian Kualitatif*, Revisi. (Bandung: PT. Remaja Rosdakarya, 2017), page 178.

G. Technique of Data Analysis

The data analysis technique used and the data collected qualitative are presented in a form. The method of analysis data that is used in this research is Creswell's theories by doing following steps:⁵²

1. Preparing the data for analysis.

This involves transcribing interviews, transcribing recording of conversation or utterances of English teacher that containing "code switching".

2. Reading and understanding all the data.

This step is to obtain a general sense of the information and to reflect on its overall meaning.

3. Coding and classifying the data (expression)

Coding is the process of organizing the material into chunks or segments of the text before bringing meaning to information. The researcher started to classify the data one by one when all the switched expression in English teaching and learning process has been marked by the analysis framework as presented in appendix 3 and appendix 4. This step is to answer the research problem numbers one and two. The researcher classified the data that had been marked base on the three types of code switching and ten factors using it.

⁵² John W. Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches* (Thousand Oaks, California: SAGE Publication, 2009), page 172-176.

4. The next step in data analysis involves making an interpretation or meaning of the data.

After the classification was done systematically the researcher describing the type and the motivations of code switching used by English teacher in teaching and learning process.

5. The final steps is Drawing conclusions.

H. Checking Trustworthiness the 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.

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.

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.

CHAPTER IV

RESULT OF THE RESEARCH

A. Findings

1. General Findings

Before describing teachers' strategies in teaching reading comprehension in SMP N 1 Puncak Sorik Merapi, researcher will describe the setting of the research as a general result of this thesis.

This research was conducted at SMP N 1 which is located in Hutalombang, Kecamatan Puncak Sorik Merapi, Kabupaten Mandailing Natal, provinsi Sumatera Utara. The headmaster of SMP N 1 Puncak Sorik Merapi is Saleh S.Pd. The treasurer of this school is Saharni S.Sos I, S. Pd. SMP N 1 was built on 5 May 1991 with a land area of 9.975 M². SMP N 1 has gets an accreditation A.

SMP N 1 Puncak Sorik Merapi has 31 teachers and 230 students that were 119 boys and 111 girls. SMP N 1 Puncak Sorik Merapi has 10 class room, the Grade XI was 3 rooms, VIII was 3 rooms, and VII was 4 rooms. There were also a science laboratory, a computer laboratory, a mushola and a library.

2. Specific Findings

a. Teachers' Strategies in Teaching Reading Comprehension at SMP N 1 Puncak Sorik Merapi

Teaching is the process of transferring knowledge to other people. Teaching process was an activity to form the student character by teacher. The teaching process also, was a giving helping process by teacher to the students to achieve the purpose of teaching. To make teaching process success and get the goals of teaching teacher need strategy. Teacher needed strategy because teacher can managed the process of learning to be success. Teaching process is consist of learning material and procedure used by teacher during teaching.

In this case, the researcher took interview the English teachers and observation the teaching process to analyze the teachers' strategy in teaching reading comprehension. The process of collecting data was held on March 15th, 2022. The subject of the research is limited to the teachers at eight grade of SMP N 1 Puncak Sorik Merapi. The researcher has identified the teachers' strategies in teaching reading comprehension during teaching in the class. The data took from two teachers in eleventh grade of SMP N 1 Puncak Sorik Merapi. The researcher has identified the teachers' strategies and has concluded.

According to Sakiah S.Pd., she taught reading comprehension in 2 classes (VIII 1, and VIII 2) at SMP N 1 puncak Sorik Merapi.

Based on the result of researcher's observation, there were two strategies used by teachers in teaching reading comprehension in eleventh grade of SMP N 1 puncak Sorik Merapi. They were Modeling Strategy and QARs.

1) Modeling Strategy

Based on the result of interview by researcher with English teachers at grade VIII SMP N 1 Puncak sorik Merapi, she said that in teaching reading comprehension at grade VIII teacher help students like a model or illustrate the text. The teacher said:

The first step I do in teaching reading is that I give or show the text to students. Then I ask the student read the text in 10 minutes. After students done read the text, we started discussion the text such as what the topic of the text about the tittle and else. After discuss the text I give some of question to students according to the text and students answer the text relate to the text.¹

It means first, the teachers give time to students read the text and analysis the text in a moment ago. After read the text teacher and students discuss about the content of the text. Teacher also asks student repeat the text after the teacher read the text first. Second, students repeat the text after read by

¹ Interview with Sakiah (an English teacher at Grade VIII in SMP N 1 Puncak Sorik Merapi) at Saturday, 19th march 2022.

teacher first. And the last, teacher give some question to students and the students find the answer relate to the text.

Teacher used modeling strategy to make students easier to understanding the text. Teacher helps student how to read the text properly. Then, after read the text student get the message or idea from the text after the teacher give some question relate to text.. Modeling is a support for students from teacher that allows for development of learning abilities.

2) QARs Strategy

Based on result of interview and observation has done by researcher at grade VIII SMP N 1 Puncak Sorik Merapi the teachers used QARs (Question Answer Relationship) as a second strategy.

The teacher read the text about the material which used that time. After read the text teacher give the question to the random students about the text, then students answer. The last students make summarizing from the text. The teacher said:

I give the text to students and ask to read the text. After that I give some question to students to understand. So, students can understand the text and get the information with read yourself.²

²Interview with Sakiah (an English teacher at Grade VIII in SMP N 1 Puncak Sorik Merapi) at Monday, 22th march 2022.

It means by this strategy students first read the text. After that, the teachers give the students questions to understand the contents of the text. By this strategy students easier to understand and get the information from the text by reading itself.

Generally, the strategies of teachers in teaching reading comprehension at SMP N 1 Puncak Sorik Merapi can be seen in the table below:

Table 1
Teachers' Strategies in teaching reading comprehension at grade VIII

No.	Teachers Strategies	Class	
		VIII 1	VIII 2
1	Collaborative Strategy	-	-
2	Modeling Strategy	√	√
3	Jigsaw Strategy	-	-
4	Reciprocal Strategy	-	-
5	Scaffolding Strategy	-	-
6	Think Aloud Strategy	-	-
7	SQ3R	-	-
8	QARs	√	√

b. Teachers' Application of Strategies in teaching Reading Comprehension at VIII Grade in SMP N 1 Puncak Sorik Merapi

Based on observation by researcher with English teacher, before starting the process of learning teacher always prepare a teaching planning in teaching reading, as follow:

- 1) Prepared a lesson planning that consists of the purpose of learning, learning material, and process of learning
- 2) Gave the motivation to the student to improve learning
- 3) Make humor when the students are bored

Then, there were the procedure that teacher has done in teaching reading comprehension at VIII grades SMP N 1 Puncak Sorik Merapi, they were:

- 1) Opening, the teacher check the students attendant list, check the class, then ask the students about the last lesson and give preview about the new lesson.
- 2) Brainstorming. Teacher related lesson to students daily live and activate the background knowledge.
- 3) Teacher gave instruction. Teacher explained the lesson with help the student how to read correctly. When students got the difficult words teacher pronounce the words. Then, teacher helps the students to understand and comprehend the text. Next teachers'

gave question to students “did you understand?” or so, teacher gave assessment to the students.

- 4) Closing. Teacher gives feedback and concluded the lesson. Sometimes teacher gave homework to the students

Based on the conclusion of observation that has been made in the process of teaching reading, the researcher found that teacher used modeling strategy at grade VIII 1. The teacher used this strategy because the students in this class were active in learning reading comprehension.

B. Discussion

Teaching process was an active ty in education field by a teacher to form the character of students to behave better. Also, teaching was a job of teacher to help students in learning process. In teaching process teacher needed some strategies while teaching process because it helped teacher to manage the learning process to be success. To make implementation of the strategy there were some factors that must be considered by the teacher. They were type of material, the aim of learning, student interest and motivation, cultural background of students, the time of learning, teaching media, and the problems that might be raised in learning process.

Based on the result in interview and observation by researcher had been know that the teachers strategies in teaching reading comprehension at SMP N 1 Puncak Sorik Merapi. It could know the teachers’ strategies were

modeling strategy and question answer relationship (QARs). It could be concluded that the English teacher always make efforts to improve learning outcomes, but sometimes it was not success because of some problems. For example, there is not teaching media, students low in teaching reading comprehension, students bored and lazy, and students make noisy in the classroom. These problems make learning goals sometimes not achieved.

Besides that, teachers always gave motivate to students to study hard, especially in learning English, gave advice to students who were noisy in the class or who were sleepy, moved the students' seats when it was a noisy and gave prizes to the students who study hard and got good grades in the class.

While, according to research done by Nurdianingsih, the concluding of her research was teachers' strategies in teaching reading comprehension used three strategies, there were: understanding the text, individual and group strategies, and question and answer relationship (QARs). The students who have difficulty in reading would be easier in mastering reading comprehension. In addition, those strategies could help the students more active.³

Then, according to research done by Ginting, the concluded of this research was there are some strategies and teachers problems in teaching listening. Teachers' strategies were taking note, summarizing, and paying attention. This strategies used by teachers because the students feel difficult in

³ Nurdianingsih, "Teachers' Strategies In Teaching Reading Comprehension."

listening comprehension without the helping tools like the taking note and summarizing, and students also feel that listening not interesting so the teachers used the paying attention strategies.⁴

But based on result of interview and observation by researchers at SMP N 1 Puncak Sorik Merapi, the teacher used two strategies there were scaffolding strategy and question and answer relationship. Because of teachers used two strategies in teaching reading comprehension only, so the result of learning was not maximally. Process in teaching must also supported by complete facilities, some motivation and advices to make students interest to learn and others if teachers want to be success in teaching.

C. The Treats of Research

This research has been carried out by researchers in accordance with the steps in such a way that the results obtained are as good as possible. 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. But the researcher try to not reduce the research results obtained.

Based on the result of observation and interview by researcher had been know that teachers' strategies in teaching reading comprehension at SMP N 1 Puncak Sorik Merapi were: modeling strategies and QARs (question answer and relationship).

⁴ Ginting, Situmorang, and Boangmanalu, "Teacher's Strategies in Teaching Listening."

The weaknesses of this research were: the weakness of time, when the researcher interviewed the English teacher she do not have much time to interviewed. The other weakness the teacher had other activities, cost, competence and insight of the researcher.

Even though there were so many problems, but the researcher tried to do the best, so some weakness and reduce the meaning of this research were finished by consultation with the advisor.

BAB V

CONCLUTIONS AND SUGGESTIONS

A. CONCLUTIONS

After getting the result of the research the researcher was done to the conclusion as follows, the teacher strategies in teaching reading comprehension at VIII grade SMP Negeri 1 Puncak Sorik Merapi were:

1. There are two kind of strategies that used by teacher in teaching reading. First, modeling Strategy and Second, Question answer and relationship (QARs).
2. Teacher applied the modeling strategy by giving or showing the text to students, helping students to know the correctly read the text, they discussing what the students have heard. QARs (question answer and relationship): the teacher gave questions to students and the students answer the question.

B. SUGGESTIONS

After getting the result of the research, the researcher would like to give the suggestions concern with the result of this research. In this step, the researcher formulated the suggestion as follows:

1. For headmaster

It suggest for headmaster to pay more attention to teacher performance and pay attention to the learning process in the school

environment. Also, facilitate this school with the teaching media in learning and teaching process.

2. For teachers

It is suggest for English teacher that multiply the strategy in teaching English. Teachers must use media to make the teaching process more interest. Always motivate the students in learning process.

3. For further researcher

For further researcher, it can be used as a basis and input for research.

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APPENDIX 1

List of questions will to be interviewed:

1. How do you think about the students abilitie in reading skill? (Bagaimana pendapatmu tentang kebiasaan siswa dalam memahami membaca?)
2. What strategies do you use in teaching reading in your English learning? (Strategi- starteji apa saja yang anda gunakan dalam mengajar membaca dalam pembelajaran bahasa inggris?)
3. How do you apply the strategies? (Bagaimana anda mengaplikasikan strategi membaca tersebut?)

APPENDIX 2

**OBSERVATION SHEET OF TEACHERS' STRATEGIES IN TEACHING
READING COMPREHENSION**

Hari/tanggal :

Nama guru :

Kelas :

No.	Jenis- jenis strategi	Dilakukan		Ket.
		Ya	Tidak	
Collaborative Strategy				
1	Preview : teacher activate the students background knowledge about the topic and help students make prediction about what students will learn			
2	Teacher monitoring students understanding during reading			
3	Teacher teach the students to re-state in students own words the important point as a way of making sure students have understood what have raed			
4	Students generate the question and review the important ideas in the text.			
Modeling Strategy				
1	Select an appropriate text.			
2	Introduce the text to students, discuss about the tittle, topic, the author and illustrator, concepts of print etc.			
3	Provide an enjoyable reading experience for students.			
4	After reading, invite students to respond the text			
5	Discuss what students have heard.			
Jigsaw Strategy				

1	The teacher organizes the class into groups			
2	Focus Exploration			
3	Reporting and Reshaping			
4	Integrating and Evaluation			
Scaffolding Strategy				
1	Survey the text			
2	Teacher helps students when find the difficult word in text			
3	Teacher helps students how to read correctly			
4	The teacher gives students a simplified version of a reading and assignment			
5	Teacher describe, illustrate, or models the concept to understanding in multiple ways			
6	Students are given an examples or model for an assignment that they expected to complete			
7	The teacher clearly describes the purpose of the activity			
8	The teacher describe how the lesson builds on the previous knowledge and skills have been taught in a previous lesson			
Reciprocal Teaching Strategy				
1	The teacher ask students to identify the topic, themes, and idea			
2	The teacher ask students to identifying the topic and integrating these into a clear statement that communicates the essential meaning of the text			
3	Teachers ask students to clarifying involves the identification and clarification of unclear, difficult, or			

	unfamiliar aspects of a text.			
4	Students combining the prior knowledge and new knowledge from the text			
Think Aloud				
1	Students develop hypotheses by making predictions about the text.			
2	Students create images from the information that has been read			
3	Students establish links between previous and new information through analogies			
4	Students observe their comprehension by making explanations at contradictory points			
QARs				
1	The teacher ask students to identify the topic, themes, and idea			
2	Teacher give questions to students related to the text			
3	Students answer the questions that can get some information from the answer			
SQ3R				
1	Survey the text : The teacher ask students to identify the topic, themes, and idea			
2	Chancing the heading			
3	Reading to find the answer of question			
4	Remember the important point			

**OBSERVATION SHEET OF TEACHERS' STRATEGIES IN TEACHING
READING COMPREHENSION**

Hari/tanggal : Sabtu / 19 Maret 2022

Nama guru : Srikunah, S-Pd

Kelas : VIII

No.	Jenis- jenis strategi	Dilakukan		Ket.
		Ya	Tidak	
Collaborative Strategy				
1	Preview		✓	
2	Click and Cluck		✓	
3	Get the gist		✓	
4	Wrap up		✓	
Modeling Strategy				
1	Select an appropriate text.	✓		
2	Introduce the text to students, discuss about the tittle, topic, the author and illustrator, concepts of print etc.	✓		
3	Provide an enjoyable reading experience for students.	✓		
4	After reading, invite students to respond the text	✓		
5	Discuss what students have heard.	✓		
Jigsaw Strategy				
1	The teacher organizes the class into groups		✓	
2	Focus Exploration		✓	
3	Reporting and Reshaping		✓	
4	Integrating and Evaluation		✓	
Scaffolding Strategy				
1	Survey the text	✓		

2	Teacher helps students when find the difficult word in text	✓		
3	Teacher helps students how to read correctly	✓		
4	The teacher gives students a simplified version of a reading and assignment		✓	
5	Teacher describe, illustrate, or models the concept to understanding in multiple ways		✓	
6	Students are given an examples or model for an assignment that they expected to complete		✓	
7	The teacher clearly describes the purpose of the activity		✓	
8	The teacher describe how the lesson builds on the previous knowledge and skills have been taught in a previous lesson		✓	
Reciprocal Teaching Strategy				
1	Questioning	✓		
2	Summarizing	✓		
3	Clarifying		✓	
4	Predicting		✓	
Think Aloud				
1	Students develop hypotheses by making predictions about the text.	✓		
2	Students create images from the information that has been read		✓	
3	Students establish links between previous and new information through analogies		✓	
4	Students observe their comprehension by making explanations at contradictory points		✓	

QARs				
1	Teacher explain the lesson		✓	
2	Teacher give questions to students		✓	
3	Students answer the questions		✓	
SQ3R				
1	Survey the text	✓		
2	Chancing the heading		✓	
3	Reading to find the answer of question		✓	
4	Remember the important point		✓	

DOCUMENTATION OF OBSERVATION







KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Nomor : B - *529* /In.14/E/TL.00/03/2022
Hal : **Izin Penelitian**
Penyelesaian Skripsi

14 Maret 2022

Yth. Kepala SMP N 1 Puncak Sorik Merapi Mandailing Natal
Kabupaten Mandailing Natal


Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Nurlatifah Rangkuti
NIM : 1720300082
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "A Study On Teachers' Strategies In Teaching Reading Comprehension At SMP N 1 Puncak Sorik Merapi Mandailing Natal".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan

Drs. Hilda, M.Si.
NIP. 19720920 200003 2 002



PEMERINTAH KABUPATEN MANDAILING NATAL
DINAS PENDIDIKAN
SMP NEGERI 1 PUNCAK SORIK MARAPI
DESA HUTALOMBANG KECAMATAN PUNCAK SORIK MARAPI

SURAT KETERANGAN PENELITIAN
NOMOR : 421/018/SMPN-1 PSM/2022

Yang bertanda tangan dibawah ini Kepala SMP Negeri 1 Puncak Sorik Marapi Kabupaten Mandailing Natal merekomendasikan kepada mahasiswa yang tersebut dibawah ini telah melaksanakan penelitian dengan judul penelitian :

“ A Study on Teacher’s Strategies in Teaching Reading Comprehension at SMP N 1 Puncak Sorik Marapi Mandailing Natal ” mulai dari tanggal 15 Maret s/d 14 April 2022.

Nama : **NURLATIFAH RANGKUTI**
NIM : 1720300082
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Demikian surat keterangan penelitian ini kami sampaikan untuk dapat dipergunakan seperlunya.



Hutalombang, 16 April 2022
Kepala SMP N 1 Puncak Sorik Marapi

A. L. H. Pd
NIP. 196207132007011003