AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING READING AT MTs AL-MAJIDIYAH BAGAN BATU

A THESIS

Itended to Fulfill One of Requirements For Award of Sarjana Degree in English Language Teaching and Education

ANNISA
146311326

ENGLISH STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS ISLAM RIAU

PEKANBARU
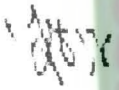
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THESIS APPROVAL

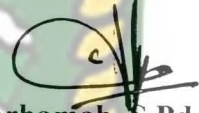## TITTLE

AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING READING AT MTS AL-MAJIDIYAH BAGAN BATU

Name   : Annisa
Place/date ofbirth   : T.Medan/ January, 17th 1996
StudentNumber   : 146311326
Faculty   : Teacher Training And EducationFaculty
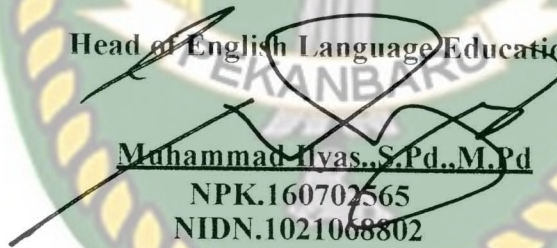StudyProgram   : EnglishEducation

HeadAdvisor   **Vice Advisor**

Dr.SriYuliani.,M.Pd   **Marhamah.,S.Pd.,M.Ed**
NIDN.1020077102   **NIDN.1023127702**

Head of English Language Education

Muhammad Ilyas.,S.Pd.,M.Pd
NPK.160702565
NIDN.1021068802
Penata/lektor/IIIC

This thesis has been accepted to be one of requirements for the Award of *Sarjana*Degree at English study Program of Education and Teacher Training Faculty Islamic of Riau.

Pekanbaaru, December 2021
The vice Dean of Academic

Dr. Miranti Eka Putri.,M.Ed
NIDN : 1005068201

SKRIPSI

AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING READING AT MTS AL-MAJIDIYAH BAGAN BATU

Name : Annisa
Index Number : 146311326
Study Program : English Education
Faculty : Teacher Training and Education

THE CANDIDATE HAS BEEN EXAMINED

Monday,December 13th 2021
THE EXAMINERS COMMITTEE

Head Advisor

Dr.Sri Yuliani.,M.Pd
NIDN.1020077102

Examiners

Dr.Hj.Syofianis Ismail.,M.Ed
NIDN.0023045901

Vice Advisor

Marhamah.,S.Pd,M.Ed
NIDN.1023127702

Estika Satriani.,S.Pd,M.Pd
NIDN.1010117003

Witness

Sri Wahyuni.,S.Pd,M.Pd
NIDN.1022098901

Muhammad Ilyas.,S.Pd,M.Pd
NIDN.1021068802

This skripsi has been approved to be one of requirements for the awards as Sarjana degree at English Study Program, Faculty of Teacher Training and Education of Islamic Universitasy of Riau.

Pekanbaru,December 13th 2021
Vice Dean of Academi

Dr.Miranti Eka Putri.,M.Ed
NIDN.1005068201

LETTER OF NOTICE

We, the head advisor and vice advisor here by notice that :

Name   : Annisa
StudentNumber   : 146311326
Place/date ofbirth   : T.Medan/ January 17th 1996
Faculty   : Teacher Training And EducationFaculty
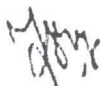StudyProgram   : EnglishEducation

Has completely written a thesis which entittled:

AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING READING AT MTs AL-MAJIDIYAH BAGAN BATU

It is ready to be examination.
This letter is made to be used,as it is needed.

Pekanbaru, December 2021

HeadAdvisor   Vice Advisor

Dr.SriYuliani.,M.Pd   **Marhamah.,S.Pd.,M.Ed**
NIDN.102007710   NIDN.1023127702

Vice Dean Of Academic

Dr. Miranti Eka Putri.,M.Ed
NIDN : 1005068201

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Telp. +62 761 674674 Fax. +62 761 674834 *Website*: www.uir.ac.id *Email*: info@uir.ac.id

F.A.3.10

KARTU BIMBINGAN TUGAS AKHIR
SEMESTER GANJIL TA 2021/2022

NPM   : 146311326

Nama Mahasiswa   : ANNISA

Dosen Pembimbing : 1. Dr SRI YULIANI M.Pd   2. MARHAMAH S.Pd., M.Ed.

M.EdProgram Studi   : PENDIDIKAN BAHASA INGGRIS

Judul Tugas Akhir   : Analisis Strategi guru dalam mengajar membaca di MTs AL-MAJIDIYAH Bagan Batu

Judul Tugas Akhir   : An Analysis of Teacher's Strategies in Teaching Reading at MTs AL-MAJIDIYAH
(Bahasa Inggris)   Bagan Batu

Lembar Ke   : 1

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1.	March,23th 2018	Acc for tittle		
2.	April,13th 2018	Revised chapter I		
3.	May,31th 2018	Revised chapter I		
4.	June,04th 2018	Revised chapter II and search the journal		
5.	June,05th 2018	Revised chapter II and search the journal		
6.	June,06th 2018	Revised chapter III		
7.	June,07th 2018	Revised chapter III		
8.	June,08th 2018	ACC the proposal		
9.	November,05th 2018	Joined seminar proposal		
10.	November,09th 2018	Revised all chapter and add journal		
11.	February,05th 2019	Took the data		
12.	February,06th 2019	Took the data		
13.	November,29th 2020	Revised chapter IV and V		
14.	March,19th 2021	Revised chapter IV and V		
15	March,24th 2021	Thesis approved		
16	December,13th 2021	Join the thesis examination		

Pekanbaru,..................................
Wakil Dekan I/Ketua Departemen/Ketua Prodi

Dr.Miranti eka putri.,M.Ed
Nidn :100506821

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F.A.3.10

KARTU BIMBINGAN TUGAS AKHIR
SEMESTER GANJIL TA 2021/2022

NPM	: 146311326
Nama Mahasiswa	: ANNISA
Dosen Pembimbing	: 1. Dr SRI YULIANI M.Pd 2. MARHAMAH S.Pd.,M.Ed
M.EdProgram Studi	: PENDIDIKAN BAHASA INGGRIS
Judul Tugas Akhir	: Analisis Strategi guru dalam mengajar membaca di MTs AL-MAJIDIYAH Bagan Batu
Judul Tugas Akhir (Bahasa Inggris)	: An Analysis of Teacher's Strategies in Teaching Reading at MTs AL-MAJIDIYAH Bagan Batu
Lembar Ke	: 2

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1.	June,06th 2018	Revised chapter I		
2.	July,19th 2018	Revised chapter II and search the journal		
3.	August,20th 2018	Revised chapter II		
4.	August,29th 2018	Revised chapter III		
5.	September,07th 2018	Revised chapter III		
6.	October,10th 2018	ACC the proposal		
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8.	Desember,03th 2018	Revised all chapter and add journal		
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14.	December,13th 2021	Join the Thesis Examination		

Pekanbaru,...................................
Wakil Dekan I/Ketua Departemen/Ketua Prodi

Dr.Miranti eka putri.,M.Ed
Nidn :100506821

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DECLARATION

Name   : Annisa

Index Number   : 146311326

Place/date of birth   : T.Medan/ January,17th 1996

Study Program   : English Education

Faculty   : Education And Teacher Training (S1)

I truly confess that this paper writing derived from my own ideas, except some quotations (directly or indirectly) which were adopted or taken from various sources included in the "references". Scientificaly, i took responsible for truthfulness of the data presented in this paper.

Pekanbaru, December 2021

The Researcher

Annisa

NPM: 146311326

ACKNOWLEDGMENT

In the name of Allah, the most gracious and the most merciful. The researcher would like to express the sincere gratitude to Allah SWT for all blessing and guidance so the researcher could finish the thesis entitled " **AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING READING AT MTS ALMAJIDIYAH BAGAN BATU**" this thesis has completed to fulfill one of requirements for the award of sarjana degree in english education.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from severel sides. Thus, the researcher would like to express her deepest thanks to all of those who helped,supported, and suggested her during the process of writing this thesis. This goes to:

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2. Dr. Hj. Sri Amnah, M.Si. the Dean of Education and Teacher Training Faculty of Universitas Islam Riau (UIR).

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5. Sri Wahyuni.,S.Pd.,M.Pd. as the vice head of English Study program of Education and Teacher Training Faculty of Universitas Islam Riau (UIR).

ii

6. Dr.Sri Yuliani.,M.Pd as my head advisor who always giving input, information, correction, suggestion, guidance, and time for me in completing this thesis , i adore you so much.

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10. All teacher in al-majidiyah bagan batu who gives me opportunity to became a part of al-majidiyah family.

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13. All my friends are graduated from Al-majidiyah, Inspire generation since 6 years together with you guyss.

Finally, the researcher realizes that this paper is still far from being perfect. Therefore, contructive critism and suggestions are expected from the reader for the perfection of this paper.

Pekanbaru,December13th2021

The researcher

Annisa

NPM: 146311326

LIST OF CONTENT

CHAPTER I INTRODUCTION

CHAPTER II REVIEW OF RELATED LITERATURE

ABSTRACT

Annisa .2021. An Analysis Of Teacher's Strategies In Teaching Reading at Mts Al-Majidiyah Bagan Batu. Thesis. Pekanbaru: English Study Programme, Education and Teacher Training Faculty, Islamic University of Riau.

Keyword *:* **Teacher' Strategies , and Teaching Reading**

The purpose of the reaserch is to find out the strategies used by english teachers in teaching reading at junior high school Al-majidiyah Bagan Batu.

The method of this research was qualitative research. The subject of this research was english teacher in junior high school Al-majidiyah. The instrument of this research were observation ceklish interview and questionnaire.

The result of the research found that there strategies that the teacher used, predicting, monitoring and question generating and answering. The teacher able to know how the students understnd what the teacher has given to them. And how far the understanding the students doing the task after read the text that has been given and students guided to more focus on the text and understandwhat the content of the text.

ABSTRACK

Annisa. 2021. Analisis Strategi Guru Dalam Mengajarkan Membaca di MTs Al-Majidiyah Bagan Batu. Skripsi. Pekanbaru: Program Studi Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Riau.

Kata kunci : Strategi Guru,dan pengajaran membaca dalam bahasa Inggris.

Tujuan dari penelitian ini adalah untuk mengetahui strategi yang digunakan oleh guru bahasa inggris dalam mengajar bahasa Inggris dalam mengajar membaca di MTs Al-Majidiyah Bagan Batu.

Metode penelitian ini adalah penelitian kualitatif. Subyek penelitian ini adalah guru bahasa Inggris di MTs Al-Majidiyah. Instrument penelitian ini adalah observasi ceklish, wawancara, dan anket.

Hasil penelitian menemukan bahwa ada strategi yang digunakan guru, memprediksi, memantau, dan tanya jawab dalam belajar. Guru dapat mengetahui bagaimana siswa memahami apa yang teah diberikan guru kepada mereka. Dan seberapa jauh pemahaman siswa memahami apa yang telah diberikan guru kepada mereka, dan seberapa jauh pemahaman siswa mengerjakan tugas setelah membaca teks yang telah diberikan, dan siswa di bimbing untuk lebih fokus pada teks dan memahami apa isi teks tersebut.

CHAPTER I

INTRODUCTION

I.1 Background of the Problem

English is one of universal languages the language is understood and spoken nearly everywhere on the earth. It constitutes the channel or medium of communication among the people, since communication requires a sender, receiver, and a channel. In other words, English language is the communication means using by people over the world that known as International Language, which could be used as the instruction of expressing and conveying ideas in many aspects of life, including in education field. In addition it may help them interact and communicate for making mutual understanding and then leads to benefit each other.

English language becomes the language learnt by people in every country over the world, such as Indonesia. It could be said that Indonesian language is as the mother tongue language of students. English is not used as a means of daily communication among people but is only utilized in very limited interaction,and is only learned as a school subject. We know that English plays important in the globalization era, so that now English is learned by students from the first grade of elementary school to the third grade of senior high school.

English language must be learnt and it is one of compulsory subject in every education level, that is Sekolah Menengah Pertama (SMP) or Junior High School, Sekolah Menengah Atas (SMA) or Senior High School, and even in

universities. In addition, English language includes as local content subject in education level of Sekolah Dasar (SD) or Elementary School in the country. The teaching process in education levels is based on the guideline of rules that stated by the government in the curriculum.

In the English language they are four skils writting, speaking, listening, reading. Reading has role in learning process,with learning reading encourages the students to find the main ideas and supporting details. The student must have reading skill if they want to get more knowledge from text or other. Therfore,teacher should to try making reading interesting, enjoyable, meaningful, and challenging. English is foreign language used in medium of instruction at school. Many students think that english is difficult subject,one of wich reading comprehension.

Reading is one of the language skills which is very important to be learned by students. Through this activity, students can improve their own language and experience. They will get information and ideas which they need to know. Moreover, they will be able to know what they do not know before. By reading,people may get a lot of information. The more he/she reads, the more information he/she will get. Reading makes someone smarter and creative as stated by Laddo (2007).

The goal of teaching and learning is to produce and comprehend language that are only spoken and written. Some people think that successful for english learner is a person who can speak english only. They do not know that a person who is said a success english learner is person who master in all of english skill.

In teaching and learning process,most the teacher in Indonesia have a problem, one of them is about strategies.

Teachers strategies often expect students to develop their reading skill by osmosis (absorption) and without help. In the osmosis approach, it is believed that if a teacher teaching reading comprehension to the target language all day, they will improve their reading comprehension.

Many reading strategies have been used in teaching English in the classroom. The result to know the strategies are used by the teacher to successful with some students. Many reading strategies may be applied to the class to make the situation become fun. And based on explanation above the reseacher wants to conduct a research with the tittle "**An Analysis of Teacher's Strategies in Reading At MTs AL-MAJIDIYAH Bagan Batu** "

To analize English teacher strategies the researcher wants to know what English teacher strategies are used and how the English teacher implement the strategies in teaching reading.

I.2 Setting of the Problem

One of factor to be success in learning English at school is a teacher who teaches english,so the teacher mush know all about his students,all characteristic and what the students needs in learning. Besides, the teacher have to be aply many strategies in teaching learning english especially in reading. So, based on the background above,the reseacher sets the problem to analyze teacher strategy in reading,and find the problem in teaching learning reading.

I.3 Limitation of the Problem

In this paper, the researcher focuss on teacher strategy and how many students understand the lesson in reading. And how response of students and find the problem in the class room. From seven indicators adopted from Council of Minister of Education,Canada,Pan-Canadian Assesment program (PCAP) Teacher questionnaire, are

1. How much do you emphasize the following" pre-reading" strategies in English language Arts classes.

2. How much do you emphasize the following "during reading" strategies in English language Arts classes.

3. How much do you emphasize the following "after reading" strtegies in English language Arts classes.

4. How much do you emphasize the following instructional strategies in English language Arts classes.

5. In your language Arts classes, how often do you do the following activities.

6. In your English language Arts classes, how often do you use the following text types.

7. How often do you assign the following students tasks.

I.4 Research question

In this research the reseacher states the problem as follows:

1. What are the strategies used by the teacher for teaching reading at MTs Al-Majidiyah?

I.5 Objective of the research

The objectives in this research are as follow:

1. To know the teacher's strategies in teaching reading at MTs Al-Majidiyah.

I.6 Needs of the research

The needs of studies are stated below:

1. To find out the English teacher strategies in teaching reading.

2. To find out the input for English study program in their effort to improve student reading.

3. To find out the students response of the teacher strategies in teaching English reading at MTs Al-Majidiyah.

I.7 Defination of the term

1. Strategies

Strategies are processes of individual behavior which modified or changed through practice or teaching learning on the other hand (Goni and kingmsey, 1974:12)

2. Reading

Hunt (2004, p.137) a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading.

Reading strategy the processes by wich individuals analyze given information in a contextual specific situation and create new ideas and concept based on reading (Marier, R.2000). In this research, the strategy wich has been used is the story face strategy.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. The Nature of Reading

Reading is the one of four language skills. It is the first direct communication of students to acquire their language development. After years of listening and speaking, students further goes to school where for the first time, they learn to read before writing.

Reading is a process of interaction among three triangular components; the text, the reader, and the purposes of reading (Hunghes, 2007). This is process in which done by reader to get message or information from the reseacher through printed media.

According to Brummitt–Yale (2008, p. 2) Reading comprehension is "an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing ".Moreover , Papalia (2006) Reading comprehension requires more than knowledge of vocabulary and syntax, rather it needs the ability to perceive the exact nature of the passage being communicated. Therefore, students have to understand implicit facts or what is written "between the lines", they also must learn to detect moods, intentions as well as factual details".

Based on the definition, present researcher concludes that reading is an active process of grasp new information which is needed by readers. It is an activity to understand the meaning of written or printed media.

2.2. Definition of Reading

According to Cahyono, 2011 stated that reading is means of transferring information between the reseacher and the reader. Therefore reading comprehension understands a written text means extracting the required information from it as efficiently as possible.

Reading with comprehension means understanding what has been read. It is an active, thinking process that depends not only on comprehension skills but also on the student's experiences and prior knowledge. Comprehension involves understanding the vocabulary seeing the relationship among word and concepts, organizing ideas, recognizing the author's purpose, making judgments, and evaluating.

Russel (in Dalman 1964: 36) states that reading comprehension is the part of communication process of transferring the thoughts from the author's mind to the reader's mind. This process involves the transmission of an idea from one mind to other and hence a difficult task.

Snow (2002:11) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements: The reader to comprehend, a reader must have a wide range of capacities and abilities.

Besides, reading in this study refers to comprehensive reading at the process of understanding written text. Knowledge is the basic element for the comprehension. It is related to what they do not know about information to they have already known. Reading really depends on some information through the eyes to the brain.

Reading comprehension was the act of understanding what you were reading. While the definition can be simply stated the act was not simple to teach, learn or practice. Reading comprehension was an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. People read for many reasons but understanding is always a part of their purpose. Reading comprehension was important because without it reading does not provide the reader with any information. Reading comprehension was the ability 8 to read text, process it and understand its meaning. An individual's ability to comprehend text was influenced by their traits and skills, one of which was the ability to make inferences. If word recognition was difficult, students used too much of their processing capacity to read individual words, which interferes with their ability to comprehend what was read.

Reading comprehension was defined as the level of understanding of atext/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text or message. reading was the one of skill in language that must be mastering by the students because it will enrich students vocabulary and the students will be brave in speaking or express their pronunciation well if they have habit in reading.

2.3 Types of Reading

Reading activities can be done at school, at home and at work or wherever the readers want. 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 reading.

a. Intensive Reading

Intensive study of reading texts can be a means of increasing learners' knowledge of language features and their control of reading strategies (Nasution 2008:25). It also improves their comprehension skill. It fits into the language focused learning stand of a course. 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 sentence.

b. Extensive Reading

According to Mikulecky (2008:3) extensive reading is a highly individualized approach to reading improvement. Students select their own books and read at their own pace. The teacher should guide students to select books at a level of comprehension that allows for comprehensible input .The emphasis is on the quantity of books read and the students' enjoyment of their books. Students are never tested formally on their extensive reading.

Moreover, Helgesen (2005:1) states that extensive reading is an important aspect of any English as a Foreign/Second Language reading program. Extensive

Reading can be defined as: Students reading a lot of easy, enjoyable books. 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. They may do those things, but such tasks are subordinate to actually reading.

The second element is that the students are reading a lot. In summary, learners can build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning.

c. Reading Aloud

Reading aloud is usually used to check the pronunciation of the students. For 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.

Wilson (2006:6) states that reading aloud has a remarkable effect on children. It enhances children's skills, interests and development in many ways that reach far beyond just improving their own reading interests and abilities. 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.

d. Silent Reading

Silent reading is the opposite of reading aloud. Silent reading is a private experience that plays out in our imagination. Although we might primarily read for content, recent human brain neuron imaging and neuronal recording work is revealing the inner processes at play. Some of these involve experiencing voices. Studies also have shown that the amount of time spent for reading is related to the students' reading comprehension and vocabulary growth; they also develop positive attitudes towards reading after silent reading sessions. The effects are more prominent when the students are allowed to select their reading materials.

Taylor (2001:3) states that silent reading is the ability to read with sustained attention and concentration ease and comfort, at adequate reading rates and with good understanding. One is then led to ask what factors permit sustained attention and ease and comfort in reading.

Based on statements above on type of reading, the researcher concluded that in this research type of reading that student will find enjoyable and active in the teaching learning process on reading comprehension. In addition the students can understand the meaning of the text such as to improve their knowledge, to

check their pronunciation, imagination with their text how to understand a written text.

2.4. Reading Skill

Reading skill is an individual's standing on some reading assessment, here are ten essential needed for reading, and yhis skill can help the reader to know the text early and help the readers can improve the reading used this skill.

1. Purposeful Reading

Don't just read aimlessly. Perhaps you will look for answers to questions, general understanding of a topic or issue, detailed knowledge,arange of perspectives,identification of a reseacher'sposition,evaluationofa reseacher's position, arguments that support your position, arguments that oppose your position,examples,statistics,definitions,explanations,quotes,

etc.Try to have the purpose in writing nearby so you maintain focus.

Purposeful reading of this nature can help you read faster and more selectively. It can also help your concentration and your ability to remember.

2. Scanning

Scanning is reading quickly to   search forspecific information.You may not realise it,but you are already good at scanning. You scan, for example, when checking a TV guide or a phone book. Scanning may allow you to 'read' up to 1,500 words a minute.

One reason to scan an academic text that you have found while researching is to locate key terms as a means to assess the text's relevance.

3. Skimming

Skimming is reading quickly to gain a general idea. Skimming may allow you to 'read' up to 1000 words a minute.

Skimming helps you identify whether or not to continue reading, what to read carefully, and where the best place is to begin. Skimming an academic text immediately before you read it carefully can help you consider what you already know and can help you develop a purpose for reading. An initial skim can also help maximise your interest in the text and your understanding and reflection on the material.

As with scanning, skimming does not involve reading every word. Instead, you may skim by reading:

a. titles
b. subheadings
c. words in that are in bold, in italics or underlined
d. diagrams
e. a report's abstract, introduction or conclusion
f. the first sentence of every paragraph
g. chapter questions
h. chapter objectives
i. chapter summaries

4. Information Words

There will be times when you need to do more than skim a text in the way described above, but still need to read quickly. This may require ability to conduct "surface reading".

It is worth remembering that no more than 50% of the words in an average textbook are "information" words. The other words are like glue and paint: they are there to provide connections and add interest, but are not essential for meaning. If you concentrate on information words, you can read faster and with better comprehension.

5. Phrase Reading

Watch the eyes of a friend or a member of your family while he or she is reading. You will see that they move along each line of print in a series of jerks. The pauses between the jerks are known as fixations. It is during the fixations that your eyes take in words.

Poor reader take in only one or two words in each fixation.
| This is | how a | poor | reader's| eyes move | along | lines| of print. |

A goodreader, on the other hand, takes in several words in each fixation
| This is how | a better reader's | eyes move along | lines of print.|

6. Analytical Reading

Analytical reading (or study reading) is needed when you want to make sure that you fully grasp and appreciate what you are reading. You may have to read statements more than once, stop to think about them, or jot down key words when

using this style. As a result, your reading rate can easily drop to below 100 words a minute.

7. Marking the Text

If the text you are reading is your own copy, you could also underline key words, highlight with a marker, or make notes in margins, or alternatively, if you don't own the text, you could use little 'post-it' labels.

This process of marking texts can help you concentrate (and keep reading!) and can help you identify key points and make the book easier to survey later when you need to use it again for your assignment or to revise for an exam. revise effectively later

8. Note-Taking

If you don't take notes well, or don't take them at all, now is the time to develop this essential skill! Note-taking can help you gain deeper understanding and reflection, a better ability to remember and good exam preparation materials for later.

9. Managing Vocabulary

Even if you are a native English speaker, you may at times feel overwhelmed by the amount of unfamiliar vocabulary you encounter. Of course, as a university student, you have a great opportunity and need to build you vocabulary (discipline specific and general), so consult glossaries and use a dictionary. Keep a list of new words: record their definitions and write example sentences which show meaning and usage.

To understand what you're reading,you need to understand most of the words in the text. Having a strong vocabularyis a key component of reading,students can learn vocabulary through instruction. But they typically learn the meaning of words through everyday experience and also by reading.

10. Reading With Others

Consider getting a "study buddy" or study group. Be careful to keep focussed on what you need to do and you may find that by sharing notes, explaining, asking and quizzing each other, you can increase you ability to understand, reflect upon and remember key points in texts.

2.5. Strategies in Teaching Reading

Reading is the one of four language skills,it is the first direct communication of students to equire their language development, after years of listening and speaking, students they learn to read before writing. Reading is process in wich done by reader to get message or information from the reseacher through printed media or it is an activity to understand the meaning of written.

Oxford and Crookall (1989) in (journal of educationaland instructional studies in the world:2015"reading strategies: prospective teacher and their teaching practices") define strategies as learning techniques, behaviors, problem-solving or study skills which make learning more effective and efficient. Study with one of strategy can make easy understand the lesson.

The choice of strategies depends on the type of text being read. Depending on the nature of texts, strategies such as vocabulary strategies, activating background knowledge, inferencing, rereading, self-questioning, monitoring comprehension, identification of main ideas, drawing conclusions and summarising are likely to aid the understanding of the texts (Harvey and Goudvis, 2007) in (reading strategies : prospective teacher and their teaching practices) 2015. Many strategy to study reading comprehension. And according to, (Paris, Cross, & Lipson, 1984), In addition, while reading, an effective reader uses certain metacognitive strategies which involve goal setting, selective attention, planning for organization, monitoring, self-assessing, and regulating. Thus, for an effective reading comprehension, a reader needs knowledge about strategies, knowledge about when, how and where to use these strategies. Before the teacher use one of strategy the teacher must know how about the students,because when the teacher know all about character of the students,teachers will be easier to choose strategy and easier to teach it.

Strategy is about prepare something or planning someone to choose how easy to understand some teks, the strategy to help the students get the poin from the teks. These ten strategies for improving text comprehension six frorm Decoda Literacy Solution, 2015, and four from Adler C.R, 2001.

1. Question Generating And Answering

Description

question generating and answering is often taught as part of reciprocal teaching, a powerful set of techniques that also includes peer-to-peer strategies for summarizing, predicting,and clarifying. Students are inveted to generate question about a text (oral or written) and work with orthers to find the answers inthe text. Students can work inpairs or in teams, with individualstudents leading the team and askingquestion while the rest of the group find and discusses the answers.

Question formation can be difficult for students who have not not been actively engaged in learning for sometime. The structure of questions may need to be pre-taught and may require practice before they can formquestions easly and clearly focus on yhe content of the text. Informal texts workwell, but for low level reders, personal narrative can be used. Teacher use question generating to help students focus on literature concepts (character, plot, sequence,confiltetc.)

Purpose

Question generating (or asking) encauages students to engage the text and pay attention to key content information. It is part of a set of strategies found to be effective in increasing comprehenion texts.asking and answering questions with a partner or as part of a group engages all students, and students get significantly more time on task and opportunities to grapple with the text.

What to do

a. To introduce question generating and answering, use a text that is slighly above the skill levelof the students and contains interesting information.

b. Let students know the question asking and answering is a great way to help them understand and remember what they are reading.

c. Model the strategy first with the entire class asking question about literal content and information to be inferred. Use the think aloud technique to allowstudents to see how you select a questionto be asked. Be sure to include both yes/no and open-ended question. For example, when reading " the 7 habits of succesful readers", you could begin with warm-up question such as " yes/ no : the article discusses the habits of strunggling reader"or" how many habits are discussed in the article?".

d. select another section of the text and ask question(e.g. what do successful readers do beforethey start to read). After students answer, invite a student to ask a question using the same or the next section of the text. Help the students formulate the question if necessary by gently rephrasing. Invite the class to answer.

e. introduce the text to be read. Break the class into pairs or teams and designate a student to ask question for others answer.

f. debrief by asking selected teams to report out. Reemphasizeboth the structureand pupose of the activity and discuss with the studentsthe benefit of learning with this strategy.

2. Summarizing

Description

Summarizing Summarizing is part of a set of strategies called reciprocal teaching that involves peer interactions.reciprocal teaching also includes predicting,question generating,and clarifying. Summarizing is achallenging task for most strunggling readers, and is oftenprecededby practice in retellingand note taking. Summarizing requires that the students first get the gist of a reading and then distill key points in the reading. Summarizing require that students develop a shorter version of a longer piece that includesboth the main points and essential details,

Most struggling readers have difficulty with summaries, since they may not have the literacy skillsrequired to distill and restate ideas. To start, they may ned a chance to practice paraprashingand retelling a short text in their own words. Even at low-literacy levels, students should get the idea that just copying sentences is not an acceptable way to retell or summarize.

Purpose

Summarizing builds comprehension skills in reading and listening by focusing student' attention on essential points. It is often used in academic work, both as a way to engage students in texts and tocapture their understanding of key ideas although mostly used in writing, it also serves studentswell in team in teraction in school at the work as they present the main points of a discussion to other or report an event or incident.

What to do

a. Introduce the importance of being able to summarize by using examples from students live (from work,newspaper,and from academic subject),

b. To focus student' attention to the point of the strategy,

c. Model your own summary of the text you just presented by doing a think-aluod,

d. Select a new high interest text,

e. Pair up studentsand ask them to discuss what they have heard using their notes,

f. Bring the class together and work with the class,

g. Ask students to work individually and creat summary,

h. Continue the summarizing process with different kinds of the text.

Keep in mind

Summarizing is a task that cognitively challeging. It may best to start having students retell a multi-step event and practice telling it in its long form and then in this short form.students will need practice summarizing what they hear as well as summarizing what they read.news stories that grab students might be good way to build listening skills that then get reinforced when they read about the same event and are asked to present the gist of the story. They could create a headline, for examle, use video clips from TV or the internet that have students talking and use those as prompts for retelling and summarizing.

3. Predicting

Description

Predicting belongs to a set of strategies called reciprocal teaching or collaborative teaching.predicting ask students to take information a headline or title, a picture, a summary or a chart. And make an informed guess as to ideas or conceptsthe might appear in a text. After making production,students read or listen to a text and either confirm or revise their prediction.

Purpose

The predicting strategy activates students' background knowledge and startsengagement wit tha key conceptsit activates background knowledge and shows students that they are smart enough to figure things out even if they have trouble with reading students learn to make connections between their own prior knowledge and the ideas in a text.it's helpful students to see that sometimes their predictions are off and they have to stop and think and possibly revis preictions.

What to do :

a. Like introduce the strategy and discuss why it is important. Explain to students that thinking about text (visual, oral,written) engages the brain and helps greatly in understanding.strees thatstudents will comprehend more and remember more if they think while they watch, listen, or read.

b. Explain to students that daily life is not posisible without constans prediction (e.g. you my ask How do you find things you always buy in new store ? you use your background knowledge.

c. To illustrate how the mind makes the predictions and then confirms or resvises them,use an activity such as "thingamagigs" to let students experience how their mind tries to make sense out of information that is presented bit by bit.

d. Select a text students might read in class. Choose a reading with title, picture, and graphs that make preditionsand informed guessing worth while. Ask the class to generate ideas that they think they might find in the text using their background knowledge and other clues.

e. Create a few true or false statements to build suspense and ask students tomake informed guesses as to which statements about the passage or story are right or worng (informational textswork best).include the main points of the text as well as details.ask students to discuss their predictions in pairs or small groups. Explain that the answers will be found in the text (oral or written),but for now, you just want to see how good the class is at using thir prior knowledge the world to guess the right answer.

f. Read the text with the classor ask students to read the text and then ask them to work individually or in small pairs.ask them to highlight all the words and ideas they predicted andunderline all the true statements that they had guessed right. Congratulate them when they are right.

g. Explain that sometimes we predict right and sometimes our guesses are wrong because everyone's brain work differently, and sometimes we dont have enough information to make thoughtful predictions.

h. Ask the students to circle the statements that are contrary to their guesses and discuss why there is a mismatch between what they expected to find and the content of the text. Bring the class together and reflect on the strategy (use and infortance).

4. Role plays

Description

Students work in pairs or small grouos to act out a situation. Ech student has a role. Students my workfrom cards or cues, or they my create their own situations. Role plays may be used in conjunction withother strateies and activities such as working with scenarios and redaer's theatre. Role plays can be simple(you lost your wallet on the bus and need to talk to lost and found).

Purpose

The purpose of a role play is to give students an opportunity to work with other to atc out a situation and explore how others may think, feel or respond in a situation role plays are meant to build communicationskills as well as problem solving skills.they help students think on their toes because they need to listencarefully and respond to what they hear.they can't simply recite a memorized dialog. By putting themselves in real situations,students learn to thnk about what they might

sy and gain practice expressing thoughts and ideas in response to others. Role plays can be created from current events, short stories, novels,and screenplays to help students understand dramatic structure in the text.

What to do

a. Prepare students by presenting a situation or a problem and discussing the people involved. Highlight the different perspectives that each person might bringto the situation.

b. Select a situation and braistrom what each person might think and feel. Use dramatization ,chalk talk or puppets to illustrate how an interaction might flow or role play the situation with one of the more mature students.

c. Use retelling or an event map to make sure that all students are clear on the situation or the problem and the variuos actors involved.

d. Delineate roles and discuss what is person is tryingto accomplish in this situation. Assign roles and make sure students are clear on their " motivation " as actors in the role play.

e. Depending on the size of the role play, have students work in teams or in pairs and give them their own space to practice. Encourage them to be articulate, convicing and dramatic.

f. Circulate and observe but do not intervene. Then ask a few of the students to demonstrate theirrole plays.

Keep in mind

Allow your role plays to emerge from themes or topics the students ffind engaging or show interest in. (applying for a job, reenacting an historic event, dealing with tricky social situation with friend, aninteraction with police).

Have students generate possible language they might use in situation and demonstrate how differencesin tone can signal differences in attitude (excuuuuuse me) and serve to irritate or antagonize others.consider using role play cards to assign roles to students.

5. Think-pair-share

Description

Think-pair-share is designed to have students think about a topic,the pair with another student and share the thoughts. It allows students time to formulate their thoughts and involves all students, not just the few who volunteer or whom the teacher calls on. Think-pair-share works well in all classes and canbe adapted for all levels. It can easily be implemented in large classes.

Purpose

Think-pair-share allows students to thinkabout the response before sharing their ideas with another students or the class. Students are oftenmore willing to share an ideas with a partner. Thinking and talking about an idea also helps students to formulate sentences in their minds and sharpens their ideas as they listen to others. If students asked to report out to the whole class, more confident student get a chance to volunteer the answer for their pair, while less confident students hear

their ideas presented by a team member. Think-pair-share is an excellent way to build workplace communication skills, since even low skilled employees are often expected to work in teams.

What to do

a. Think about how you want to pair up students, either informally, or by pre-assigning pairs withinor across prociency levels.you can also organize the class by numbering students 1 to4 and asking 1s and 2s and 3s and 4s to work together as teams.

b. Introduce your prompt-a question, a picture,a situation,a problem,a reading that you present orrally and ask students respon,

c. Ask students to work individually first for a minute or so. Encourage them to think about the answer. Students may write down their answer, but shouldn't always be required to do so.

d. Announce partners and ask students to pair upand share their ideas. If they have written lists,they should combine their lists (leaving out redundant ideas.if their are to give an opinion, they should compare and discuss their opinions. Reminds students of the social language that makes interactions work more smoothy.

e. Finally,call on pairs to share their ideas with the entire class. To help ensure that students listen,ask other students to repeat what's been said and ask if they agree or disagree or would like to add someof their ideas.

f. There is no need to have every group talk(in fact, that slows down the class). But come back to hear other people's ideas as you review the lesson.
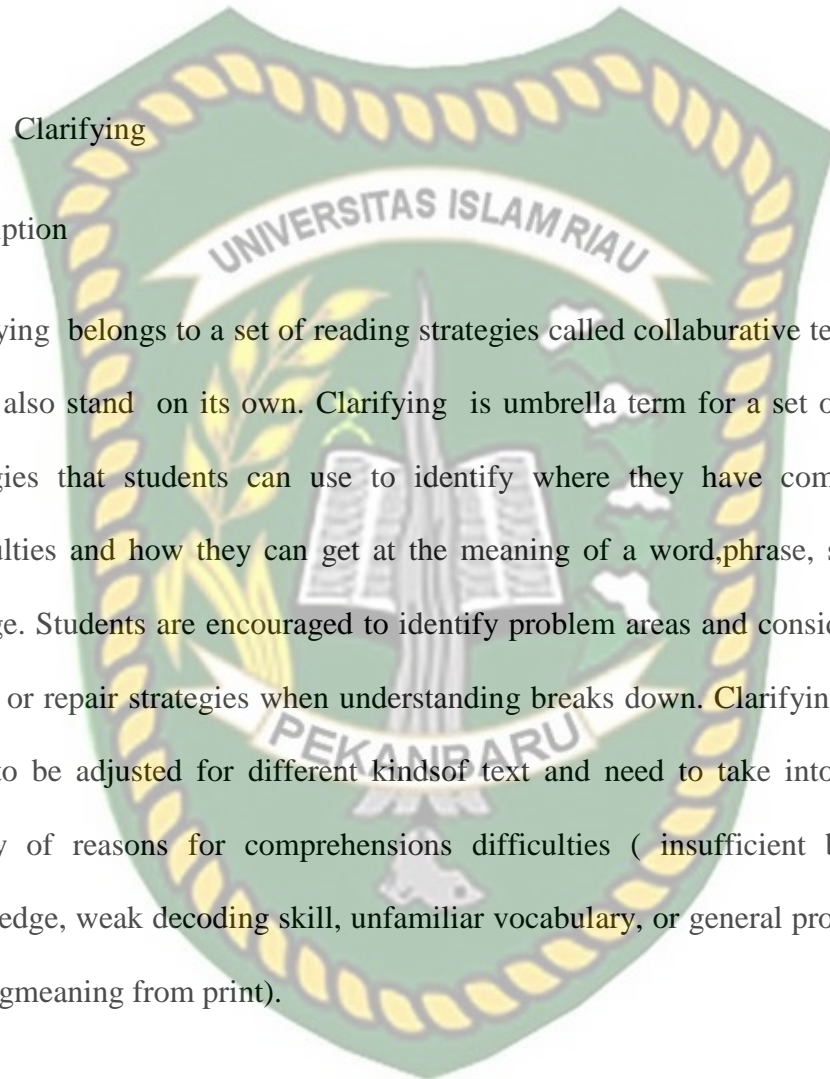
6. Clarifying

Description

Clarifying belongs to a set of reading strategies called collaburative teaching, but it can also stand on its own. Clarifying is umbrella term for a set of cognitive strategies that students can use to identify where they have comprehension difficulties and how they can get at the meaning of a word,phrase, sentence or passage. Students are encouraged to identify problem areas and consider specific fix-up or repair strategies when understanding breaks down. Clarifying strategies need to be adjusted for different kindsof text and need to take into account a variety of reasons for comprehensions difficulties (insufficient background knowledge, weak decoding skill, unfamiliar vocabulary, or general problems with gainingmeaning from print).

Purpose

Clarifying strategies teach struggling readers to do what proficient readers do: they stop reading when a text no longer makes sense and implement various repair strategies. Engaging students identifying unclear concept, structures, and passages helps students to look for synonyms or other the clues. Rereading can help pick up

informationthat may have been missed. In using various fix-up strategies students realize that the answer to a conprehensionproblem may be found in their mind.

What to do

a. To introduce the point of the strategy, create a short text that contains nonsense words that need be clarified and that eventually can be understood if fix-up strategies are used. Example: when presenting an oral text,you can "mumble" (say " mumble, mumble")at various points,

b. Select a text that containts several words or structures the students are not likely to know. Use the thik-aloud strategyto illustrate clarifying and repairingcomprehension difficulties.

c. Use a new passage to engage students in guided practice.

d. Break students into small group or pairs.designate a team leader in each group who uses the think-aloud strategy to identify unknown words or unclear sentences or passages. The team leader works with the group to see if these difficulties can be addressed and meaning can be clarified.they then report to the rest of the class.

e. As you introduce new reading,show students how to annote texy to indicate where they have difficulties (with markers or post-its) and highlight various fix-up strategies they should try, matching them to the nature of the difficulties.

Kepp in mind

Allow students to signal understandingor lack of understanding both verbally and non-verballyand focus on both listening comprehension and reading comprehension. Encourage students to use signal cards tolet you know when you are speaking too fast or when they lose track of whats being said on an audio-tape oe video so that they see that they can use similar strategies with written texts as with orals texts.

Explain that when something nedds to be clarified when someone speaks, we often use non-verbal communication to signal lack of understanding.

Explain to students that similar strategies can be used in reading ; stopping to think when something doesn't make sense identifying the unclear concepts or words and mentally rewinding and paying close attention are ways of catching on and not losing the thread of a story.

7. Monitoring comprehension

Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension.

Comprehension monitoring instruction teaches students to:

a. Be aware of what they do understand

b. Identify what they do not understand

c. Use appropriate strategies to resolve problems in comprehension

8. Metacognition

Metacognition can be defined as "thinking about thinking." Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.

9. Graphic And Semantic Organizers

Graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters.

Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts. Graphic organizers help students read and understand textbooks and picture books.

Graphic organizers can:

a. Help students focus on text structure "differences between fiction and nonfiction" as they read

b. Provide students with tools they can use to examine and show relationships in a text

c. Help students write well-organized summaries of a text

4. Answering questions

Questions can be effective because they:

a. Give students a purpose for reading

b. Focus students' attention on what they are to learn

c. Help students to think actively as they read

d. Encourage students to monitor their comprehension

e. Help students to review content and relate what they have learned to what they already know

The Question-Answer Relationship strategy (QAR) encourages students to learn how to answer questions better. Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge.

10. Identification Of Main Ideas

Students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For

example, students can be taught to ask main idea questions that relate to important information in a text.

Narrative text

According to Sejnost And M.Thiese(2010), the narrativeform is unique, because authors relate ideas they want to express about how people behave and what they believe. These idea, or themes, generally relate to universal truths and make conecction to the readers experiencs.

Students ned to learn the purpose s and methods of nerration in order to understand the narrative framework and to eliminate frustation when they read. When the studends know the narrative elements, they can more easily follow the story line and make successful prediction about what is the occur. In addition,understanding these elements develops high level thinking skills. For examples, the complications in a plot are related to cause and effect and awareness of character's motives can lead analysis. This scaffolding strategies for narrative text,teacher can use the following techniques to introduce the narrative form.

Focus strategy

1. focuss: theme

a. ask students to do pre-writing about a theme

examples: list four of your fears, be ready to discuss one. Write about a time you experienced fear.

b. ask small groups to make posters related to a theme

    2. focuss: confilct

a. ask students to identify modern values and record their answers.

b. have the classidentify the values that are evident in the narrative.

c. in small groups, have students determine how the characters' values cause conflict.

    3. Focus:features

a. ask students to make prediction about the tittle and illustrationsin the text,

example: what does the tittle, a separate, suggest?

    4. Focus: characterization

AWAIT strategy,to teach the methods of indirect characterization,have each students create an image of a character, each image should include the following details:

Appearance: what does the character lokk like? Wear?

Words: create a line of dialogue that the character would say

Actions: make the character do something

Interactions with other characters: write a sentence that create a confilct between the character and someone else.

Thoughts: create a thougth bubble record the character's thoughts in the buble.

    5. Focus:setting

Use the grafic organizer in the figure below to tech the functions of the setting. Ask students to create.

2.6. The Assumption of the Research

The researcher assumes that English teacher of MTs Al-Majidiyah used various strategies in teaching learning English, especially in reading.

2.7. Past Studies

There is researcherstudied about the use of strategy. Scott Kissau (2013) the tittle is "Reading Comprehension Strategies: an International Comparison of Teacher Preferences " in this research said that about how teacher to teach reading comprehension. Strategies used are by teacher that hope students will find enjoyable and more active in joining reading class to achieve the task goals by using the target language. The English teacher can improve her teaching learning process by choosing the right strategies situation that appropriate to the students as her strategies to teach reading comprehension. And this research is about how the students easy to know how to learn reading comprehension by they self.

Nurmadia Sarjan, Mardiana (2017) the title of this research is" An Analysis on the English Teachers Strategies in Teaching Reading Comprehension at the Second Grade Of Junior High School 1 of Wonomulyo". This research about, English teacher' strategies in teaching reading comprehension at the Second Grade of Junior High School 1 of Wonomulyo.

Refina Puji Utami, (2013) the tittle of the research is " An Analysis of the Teacher Strategies in Teaching Vocabulary of Fifth Grade at SDN 54 Pekanbaru". This research talking about vocabulary, how to teach vocabulary in Elementary

school. the data need this research is observation and interview.the reseacher takes 1 teacher and 2 students directly as sample of this study.

Prof. Dr. Selma kera (2015)the tittle off the reaserch is " Reading Strategies: Prospective Teacher and Their Teaching Practices",this research is about reading is an important skill in language learning process .

Muslaini (2017), the tittle is "Strategies For Teaching Reading Comprehension", is about strategies that were used by the teachers for teaching reading comprehension, and the responses of the students towards the teaching-learning of reading comprehension. And the researcher said, Reading English is an important skill that students need to learn. When reading a text the goal is to understand its content. Students reading a text at school often have difficulties to understand and comprehend its meaning. So, teachers of reading must have good techniques to teach reading to students to help them get good results.

This is all about the strategy teacher in teaching reading, the teacher must choose some strategies to teach the students. The strategy will make the student enjoy in the class, and easy to understand the lesson.

CHAPTER III

RRESEARCH METHODOLOGY

3.1 Research Design

The researcher used descriptive research which has one variable and focus on an analysis teacher strategies in teaching reading comprehension at MTs Al-majidiyah Bagan Batu. It means, the reseacher tried to describe English teacher strategies in teaching reading comprehension in the classroom. According to gay (1987: 186) in Erjulianti (2011), a descriptive research involves the selecting data in order to answer concerning the current status of the subject of the study.

3.2 Location and Time of the Research

This research conducted at Mts Al-Majidiyah, which is location on Jl.Imam Munandar Km. 1 No. 99, Bagan Batu, Bagan Sinembah, Rokan Hilir. The time of the research from Tuesday and Wednesday in 05-06,february,2019 when teaching learning process of english lesson.

3.3 Instrument of the Research

The instrument is the tool used to collect the data from the respondent of the research. The instrument of this research is observation, interview and questionnare . The researcher used observation, interview and questionnare where the researcher asked some question that related to the teacher strategies in teaching reading on second grade at MTs Al-Majidiyah Bagan Batu.

3.3.1 Observation

The analysis process of the research is the researcher participated the class as long as the learning process to observe how activities of the students and the teacher in the classroom. From the observation, the researcher knew the strategies used by the English teacher in teaching reading. During the learning process, the researcher did the activity by match the data with the research questions.

Table 3.1 The Blueprint Of Obsevation sheet

No	Instruction	Explanation	Closing
	1. Teacher greeted to the students. 2. Teacher relates students background knowledge. 3. Teacher uses flexible lesson design. 4. Teacher make students active in reading lesson. 5. Teacher uses coherent lesson procedures. 6. Teacher monitors students working in reading task.	1. Teacher explain the material. 2. Strategies for teaching reading. 3. teaches students self-evaluate their reading. 4. introduces key word. 5. explains vocabulary for students need. 6. use visual material.	1. gives an opportunity for students to ask. 2. ask students for opinions. 3. give feedback. 4. gives positif praise. 5. tell students do exercise 6. closing the activity.

Adopted from Nienke Smit (2017)

3.3.2 Interview

The interview carried out before and after the classroom observation. Kvale (1996: 35),and Cohen and Manion (1994) define interview as an interaction between two-person with the research and with equally influencing each other. The interview did to support the data from the observation.

Table 3.1 The Blueprint Of list interview

No.	Question
1.	Strategy in teaching reading
2.	Reasson you apply the strategy
3.	The strategy Can improve the ability
4.	Reason from choose this strategy
5.	Difficulty in teaching reading

Adopted from Refina Puji Utami (2013)

3.3.3 Questionnaire

Questionnaire is the list of questions or statements that are given to participants. Sugiyono (2008:142) explained that questionnaire is a technique of collecting data is done by giving some questions or statements to respondent.in this research, the researcher made seven question sections and in each question section there are several statements. This questionnaire adopted from Council of Ministers of Education,Canada 2007

The first part of the questionnaire, Not At All (NAA), A Little(AL), More Than A Little(MTAL), And A Lot (AL), the questions is about following pre-reading strategies in english, during reading strategies in english, after reading strategies in english, and following instructional strategies in english.

the second part of the questionnaire, Rarely Or Naver (RON), Sometimes (S), And Often (O), the questions is about learning to read how often teacher follow the activities, how often you use follow the types of text, and how often you assign follow the students task.

3.4 Data Collecting Technique

To collect the data of this research,the researcher use there technique in this research: observation, interview, questionnare. The researcher observed the teacher by paying attention to the teacher while teaching english reading to sfind the strategy used of the teacher at MTs Al-Majidiyah Bagan Batu uses in taeching reading.

Observation tecnique :

1) The researcher came into the class to get any information about the teacher strategies in teaching reading.

2) Sit on the back.

3) Payed attention to the teacher while teaching reading.

4) The resercher wrote down in observation sheet what teacher did.

5) The researcher came and payed attention on teaching learning process and the strategies that used by the teacher in teaching reading.

Interview tecnique :

The interview did after teaching and learning process. This interview conducted gain a spoken respond from the participants. The functions of interview in this research were to check the data and to make sure that the data from the observation is really valid.

3.5 Data Analysis Technique

After got the data and then analyzed the data. The researcher used a qualitative data analysis technique. Data analysis in qualitative reaserch is a time consuming and difficult process. It is the process whereby researcher systematically search and arrange their data inorder to increase their understanding of the data and to anable to present the result to others. Data analysis is the process of managing the data,organizing it into a good pattern,category and basic unit. Qualitative analysis is messy and nonlinear. Data analysis in qualitative research is often done concurrently or simultaneously with data collection. The researcher analyzed the data, wiersma (1991: 85) stated " Data analysis in qualitative research is a process of categorization,descripsion, and synthesis. Data reduction is necessary for the description and interpretation of the phenomenon under study."

The data found from instrument were analyzed together to got the result that describe the teacher's strategis in reading comprehension class at the students of MTs Al-Majidiyah in academic year 2018/2019.

To analyze the data, the researcher used descriptive quelitative. According to sugiyono (2008 : 245), there are three activities to analyze data in descritive qualitative research. Those activities are data reduction, data display and conclusion drawing and verification. Based on those statements, the researcher divides the activity in analyzed data into four activities, there are coding,data reduction, data display, and conclusion.

Ary,Donald (2010;283) states that the data analysis in this research can be broken down into four stages; they are coding,data reduction,data display,and conclusion or interpretation. Those can be explained as follows:

1. Coding

The first stage in analyzing qualitative data here involves coding. Coding is analogous to getting ready for data provided. The first step in coding is referred to as open coding,preliminary coding,or provisional coding. The most common approachis to read and reread all the dta and sort them by looking for units of meaning-words,phrases,and sentence to make it easy to be learned. In this stage,after get the data the researcher collected the data. After all data are collected the reasercher places all units having the same coding together. It will be easer to read the data. In shorts, by coding the all data gathered,we can underline the significant data are appropriate with our topic of research. So it will be easier read the data.

2. Data Reduction

The second step of data analysis is data reduction. It is the process of reducing the data occuring repseaptedly. Reducing the data means summarizing,choosing the main thing,focusing on the important things,finding the topic and the form. In this stage, the researcher get the data from interview with the teacher. The result interview show how the teacher used the strategies in teaching reading. In this step, the irrelevant data reduced and needed data is included.

3. Data Display

After data reduction the next step is analyzing data display. It is process of displaying data form of table essay so what it gets more understandable. Miles and Huberman (1984) points out "looking at displyas help us to understand what is happening and to do something further analysis or caution on that understanding."

4. Conclusion

In the last step data that is conclusion. Here, the researcher begin to see what is the data. The researcher examines all entries with the same code and then merges these categories and finding the connection among the categories. Then,it continues to tell the stories and to make connection among stories. Finally, the researcher can get the result and conclusion of the research.

3.5. Triangulation

Deni andriana explained that researcers used triagulation as a technique to check the data validaty of the data. Where in its sense triangulation is the technique of checking the validity of the data used to compare the result of interviews with the object of the research (Moloeng,2004;330)

Triangulation can be done using different techniques (Nasution,2003;115),namely interviews,and documants. This triangulation to check the correctness of the data was also done to enrich the data. According Nasution, besides that triangulation can also be useful for the validity of the researchers' interpretation of the data,therefore triangulation is replective.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Findings Of The Data

This chapter presents findings and dicussion of research. The findings of the research covers the analysis of teacher strategies in teaching reading andthe result of interview about the strategy in teaching reading process.

This research is a qualitative, the research which was carried out from the date 05-06 february 2019 in MTs Al-Mjidiyah Bagan Batu. The findings of the research covers the analysis of teacher strategies in teaching reading. Therefore, in the collection of the data, there are three kinds of technique have been used: observation in teaching learning process in reading class,interview and questionnare with an English teacher.

To find the result of the research,the data were described the teacher's strategies in teaching reading at MTs Al-Majidiyah Bagan Batu. The reseacher found theteacher teach Reading Aloud and there were three strategies that the teacher used predicting, monitoring, question generating and answering. The teacher used Reading Aloud because the teacher will know how the student's pronounciation. Why used that strategy ? because the teacher will know the students understanding of the text. In this part, the reseacher will described the strategies in teaching reading one by one.

45

Ms.Siti Masitoh Nasution,S.Pd.

1. Monitoring

The first strategies that the teacher used monitoring, monitoring strategies teaches students to recognize when they don't understand parts of a text and take necessary steps to restore meaning, this technique is compenent of the reciprocalteaching model (see below more information) in wich teachers encourage students to think about their own thought process during reading.

A. Observation

1. Ms. Siti Masitoh Nasution.,S.Pd.

Teaching learning process began at 13.15 p.m until 14.30. when teaching learning process started in the class the teacher began with greeting. Checked the students' attendance, and then the teacher asked to students prayed together, then the teacher took a few minutes to remember the previous lesson. After give a few minutes the teacher asked to students about the last lesson before to the next lesson. After at all the teacher explain the material.and then the teacher choose the student one by one to read some text. And then teacher pay attention to the students how to read the text ,and the teacher improves the pronounciation of the students, and after that the teacher used some teaching strategies from Adler C.R, 2001 and Decoda Literacy Solution, 2015 :

a) Monitoring

The first strategy used by the teacher is monitoring, the teacher asks the students to pay attention the text.the students are asked one by one to read the

text, and when one of the students reads,the other one has to listen and pay attention to the text that is being to read by a friend,so that the stuents understands the content of the text.if there is vocabulary or words that do not understand,the students records the word then the students must look for the word in the dictionary that they carry in english lessons, and if there is something difficultto understand, the students ia allowed to ask the teacher.

b) Predicting

The second strategy used by the teacher is predicting, after monitoring the friend read the some text the student must predicting what the text is about, predicting asks the students to take in information from headline or tittle, a picture,and others. And make an informed guess as to the ideas or concepts that might appear in the text. Students learn to make connections between their own prior knowledge and the ideas in the text.

c) Question generating and answering

After predicting and monitoring the teacher used question generating and answering, this strategy was used by the teacher to see if the students really understand it with text they read, if the students could answer the question, it means they have understood the text,and if they could not answer the question then the students not understand with those text. the teacher asked the students one by one about the stories they have read. Question like" what is the story abuot?, who are the characters in the story?, how is the characterof of the malinin the story?, where is the location in the story?."

After everything is finished, the teacher give time to students to ask if there is someting they don't understand in this lesson. After that the teacher explai briefly the meaning of the text. Then the teachergives the positive message or gives the discourse contained in the story. After that the teacher ask the students to work on the qustions in the paper, after completion the learning and teaching activities finished.

2. Ms. Lulus Putriantna.,S.Pd.

The teacher opened the class by saying greeting and asking students' condition. the teacher also chose one of the student to lead prayer. And after that the teacher asked students about the previous lesson nd told about the topic to learn.

The opening activity of the teacher inculcated the religious attitude,polite, and logical thinking.steps on prelimentary activity with teacher inculcated polite greetings by giving a smile to the students when entering the classroom and said " Assalamu'alaikum" teacher instilled relegious attitude by choosing one of the students to pray togetherbefore studying. teacher asked the students about their lesson in past, but just little of the students knew that material.the teacher explained that material before , after that the teacher moved to the next material.the teacher used some teaching strategies from Adler C.R, 2001 and Decoda literacy solution 2015.

a) Monitoring

the teacher choose the first strategy used to teach reading is monitoring, the teacher monitors all students,and then randomly chooses one by one to read the

text, and other students listen to what is read by their friends, and pay attention to the text that is read. After that the teacher asks them to look for vocabulary they don't know, then look for together. After that the teacher explains the contents of the text, after taecher has finished explaining, then the teacher uses question generating and answering strategy.

b) Question Generating and Answering

this strategy uses by the teacher in the second strategy,after the students knew how to read the text teacher asked the students one by one. The question was about the lesson that they learn, it was done by the teacher to know students understand about the material.

the researcer analysis this situation above used question generating and answering srategies, because the students must understand the reading text and the students guided to more focus on the text.this strategy was used by the teacher to see if students really understand it with the text they read.

After that the teacher give an oppurtunity for the students ask about the lesson when they do not understand,and the teacher ask the opinion from the students about the text, and then the teacer gives the message contained in the text and gives a positive message to the students. And after everyting is done, the teaching learning in readning is complete.

From the description above the researcher had analysis that happended in the classroom during learning process.the teacher asked to student to find some word that was not they know,and in english learning the students must bring

dictionary. So the students can find the word with dictionary, and if the students do not find the word in the dictionary then the student can ask the teacher, and then the teacher tells the meaning of the word. And the researcher got some strategies uses by the teacher in teaching reading. And that more easy for the students understand in learning reading and more easy knowing the context of reading.

B. Interview

1. Ms. Siti Masitoh Nasution.,S.Pd.

After observing the teacher teaching in the classroom now moving to the interview, the result from the interview is that the teacher used reading aloud in reading lessons. This strategy is appropriate in teaching reading in class 8e, because the teacher think this strategy correcly for the students,and the teacher can know the students read some text in english and make students in the class not very noisy because they hear their friend and wait for their trun to read. And by reading aloud the teacher can also improve the way students read some text in english with properly and corecly, because when students read the text, the teacher also monitors the text that the students read, and when the student have difficulty reading or wrongly reading one of the words contained in the text, the teacher will immediatly repair the reading. And from reading aloud also the teacher can know all students weaknesses, especially in pronounciation. And teachers also have difficulties in teaching reading aloud, the difficulty it is say the pronounciation some word. Sometimes the teacher must say the word repeatedly, until the students can say the word with the properly and correctly.

2. Ms. Lulus Putriantna.,S.Pd.

In the interview ms.lulus putriatna say she have teaching by reading aloud in teaching learning reading.and with reading aloud it more easy to teach the students,the teacher can know how their read some text english,and can reduce the fuss in the class. And this reading can improve the pronouciation and make confidence students in the class and make more know the new vocabulary. And from the reading aloud the teacher can immediatly know the students ability to read some text in english.and the teacher do not have any problem with this reading.

After the researcher got the result from the interview of the two english teachers in islamic boarding school al-majidiyah bagan batu one of the teachers had difficulty teaching reading,the difficulty is pronounciation because there was something wrong with the students after it was corrected,therefore the teacher said the words repeadly.

C. Questionnaire

After observing and interviewing the researcher using a questionnaire.The questionnaire above, show how teachers teaching reading in English and what they often use in teaching. From two teachers that researcer have analized, they have some differences and similarities choices.

1. Ms.Siti Masitoh Nasution.,S.Pd

The first, following pre-reading strategies in english language class,the teacher always used predicting and always determining the purpose for reading,and sometimes the teacher activing prior knowledge, and also sometimes the teacher previewing aspects of text.

The second, following during reading strategies in english language class, the teacher always monitoring for understanding, making connections, and always location main/keys ideas. Sometime determining author's intentions, also sometimes skiming and scanning,and sometimes asking questions. A little visualizing,making valid inferences, and analying text structures.

The third, following after reading strategies in english language class,sometimes the teacher summarizing, and Re-reading and reflecting. And a little analyzing critically and determining author's message,and the last not at all Distinguishing fact froom opinion, and Re-reading and reflecting.

The fourth, following instructional strategies in english language class.the teacher always used reading aloud, students reading aloud to the whole class or in groups, teaching reading strategies, using teext tools, and students not-taking, and a little used silent reading of teacher-selected material, silent reading student-selected material,teaching basic rules of language, teaching language in context, discussion-small group or whole class, and not at all graphic organizers.

The fifth,how often you do following activities in english language class, the teacher sometimes used Re-teaching basic reading skills that should have been

mastered earlier,adapting coursework,including texts,for learning styles and interests, and providing enrichment for advanced readers.

The sixth, how often you use the following text types in english language class. The teacher often used narative,sometimes procedural, and drama, and rarely or never informational, persuasive,and poetry.

The seventh, how often you assign the following students tasks. Sometimes the teacher used reading to be done outside of class,student's personal responses to reading selections, and written reports that the demonstrate understanding of assigned reading, and rarely or never oral presentations thet demonstrate interpretation of reading selections.

2. Ms. Lulus Putriatna.,S.Pd

The first following pre-reading strategies in english language class. The teacher always used determining the purpose for reading, and previewing aspects of text. And a little used predicting, and activating prior knowledge.

The second following during reading strategies in english language class. The teacher always used monitoring for understanding, and asking questions. And sometimes used making connections, and locating main/key ideas. And a little used determining author's intention, skimming and scanning, making valid inferences, and analyzing text structures.and not at all used visualizing.

The third following after reading strategies in english language class. The teacher a little used summarizing, analyzing critically, determining author's message, and re-reading and reflecting. And not at all used distinguishing fact from opinion, and determining bias in text.

The fourth,following instructional strategies in english language class. The teacher a lot used reading aloud to students, teaching reading strategies, and using text research tools. And a little used students reading aloud to the whole class or in groups, silent reading of teacher-selected material, silent reading of student-selected mterial, teaching basic rules of language, teaching language in context, and students note-taking. And more then a little used discussion small groups or whole class. And not at all used graphic organizers.

The fifth, how often you do the following activities, the teacher sometimes used re-teaching basic reading skills that should have been mastered earlier, and adapting coursework,including texts,for learning styles and interest. And rarely or never used providing enrichment for advanced readers.

The sixth, how often do you use the following text types. The teacher often used narrative, and sometimes used procedural, persuasive, and drama. And rarely or never used informational, and poetry.

The seventh, how often you assign the following student tasks.the teacher sometimes used students personal responses to reading selection, and written reports that demonstrate understanding of assigned reading. And rarely or never

used reading to be done outside of class, and oral presentations that demontrate interpretations of reading selection.

Based on the questionnire in this research, the researcher found that Ms. Siti Masitoh.,S.Pd using predicting, monitoring for understanding, and asking questions strategies, biside Ms. Lulus Putriatna.,S.Pd using monitoring, and asking questions strategies.

4.2 Discussion of The Data

This research was about the teachers' strategy in teaching reading at MTs Al-Majidiyah Bagan Batu. This reaserch used descriptive qualitative reaserch design, in this section,there would be discussed this reaserch finding of this study. The data were collected from two samples of english teachers of the school.

1) Teachers' strategy in teaching reading of the students at MTs Al-Majidiyah.

In addiction,the both teacher agreed that she used reading aloud was the most suitable and appropriate to teach the students in learning reading. She pointed out that the most students difficulties in reading was read and pronouncing the text. This reason became their guidance to have reading aloud as their main strategy in teaching the students of reading, and in reading aloud the teacher used some strategy to, according to: Keene and Zimmermann in Duke (2002:433) states that strategies in teaching readingare monitoring, using mental imaginary/visualization, using representation often. using graphics organizer, using prior knowledge/predicting, summarizing/retellling to asses to improve

reading. Using text structure story and informational text and the last generating and answering question. Based on data above, the researcher found there three strategies in teaching reading at MTs Al-Majidiyah in academic years 2018/2019. The strategies were monitoring, usingknowledge/predicting,generating and answering questions.
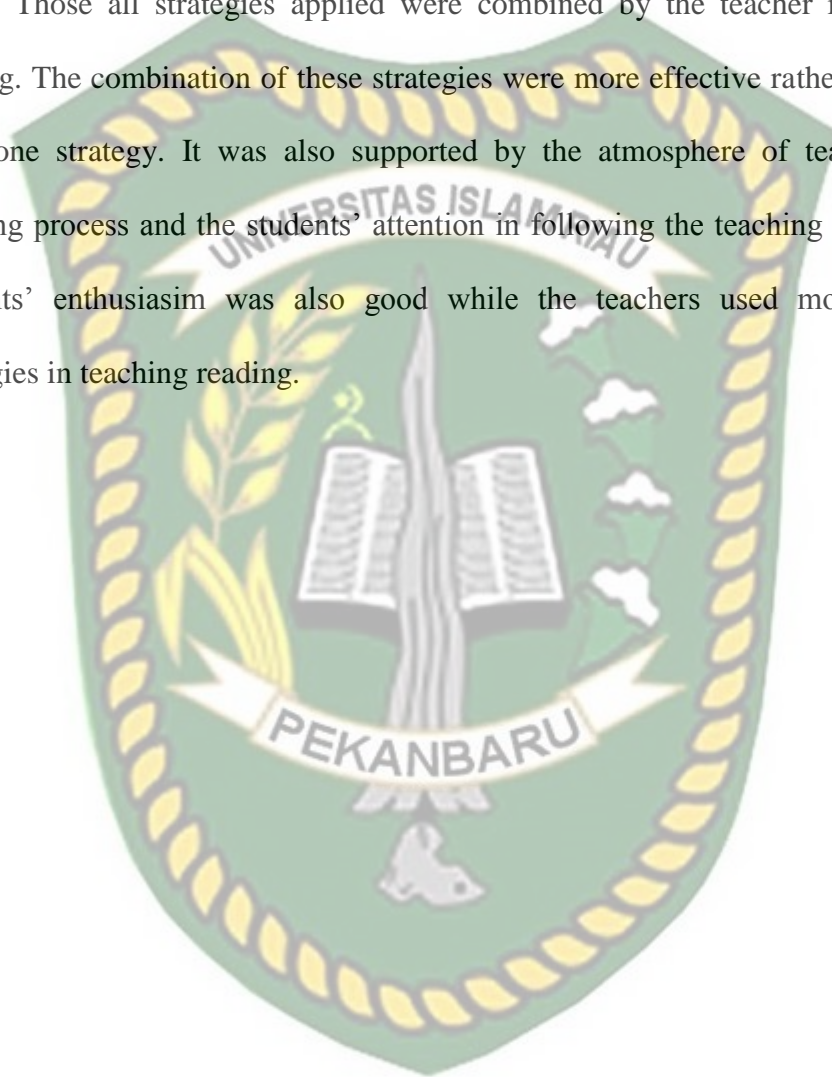
The first strategy is monitoring, this strategy used with two teachers first teacher Siti Masitoh Nasution.,S.Pd and second teacher Lulus Putriatna,S,Pd. They asked to students must learn how to consider the meaning of the text, reflect on their understanding, and use diffrent strategies to enhance their understanding. The type is used by Siti Masitoh Nasution.,S.Pdto monitoring students in teaching reading. In every reading meeting Siti Masitoh Nasution,S.Pd always monitor the reading when the students have some problem, and check about the text.

The second strategy is using prior knowlege/predicting. The Siti Masitoh Nasution,S.Pd used predicting strategy because this strategy to help students to knowabout the meaning of the text. The students cannot translate word by word to know the aim the text. Siti Masitoh Nasution,S.Pd allow the students opend dictionary to find the difficult vocabulary.

The third is generating and answering question. The teacher gives some question. So the students answer that question. This question about the lesson that the have discuss,it is done by the teacher to know the students understand about the material. And it is done in final learning with the teacher point one of students the answer question. And they answer it by sits in the chair each.this strategy used

with two teachers, first teacher Siti Masitoh Nasution,S,Pd. And second teacher Lulus Putriatna,S,Pd.

Those all strategies applied were combined by the teacher in teaching reading. The combination of these strategies were more effective rather than only used one strategy. It was also supported by the atmosphere of teaching and learning process and the students' attention in following the teaching process.the students' enthusiasim was also good while the teachers used more variuos strategies in teaching reading.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

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

The strategies that the teachers used in teaching reading aloud in islamic boarding school al-majidiyah, Ms.Siti Masitoh Nasution,S.P.d there three strategies, predicting (1), monitoring (2), and question generating and answering (3), and ms.lulus putriatna,S.P.d there two strategies, monitoring (1),and question generating and answering (2).the teacher used these strategies to make students understand the reading text and the students guided to more focus on the text and also teacher could help students in developing the meaning contained in the text reading so that students more easily understand the contents reading.

How the implement of the english teacher strategies in teacing reading in MTs islamic boarding school al-majidiyah bagan batu, strategy was used: Ms.Siti Masitoh Nasution,S.P.d there three strategies, predicting (1) can make students predict every text they find enywhere, monitoring(2) can help students became better monitors text and find the difficult word, and question generating and answering (3) where when students finished reding the text the teacher asked the student about they read, " what is the story abuot?, who are the characters in the

story?, where is the location in the story?." From the teacher's question some of the students knew what the teacher asked the students can answer. This strategy was used so that student understand the reading and understand the contents of the reading. Based on this research, those strategies were effective in teaching reading,because can help student to focus on the text,and more easy they understand.

In shorts, those strategies gave good contribution for teacher. Students who have difficulty in reading would be easier in mastering reading aloud. With used this strategy the teacher more easily gave the material to the students. Those strategies could help the teacher because it make students more pay attention to the text and can reduce noise in the classroom. It because each student waiting for his trun to read the text.

5.2. Suggestion

based on the conclusion above, the researcher would offer some suggestions it is hopefully can be useful for :
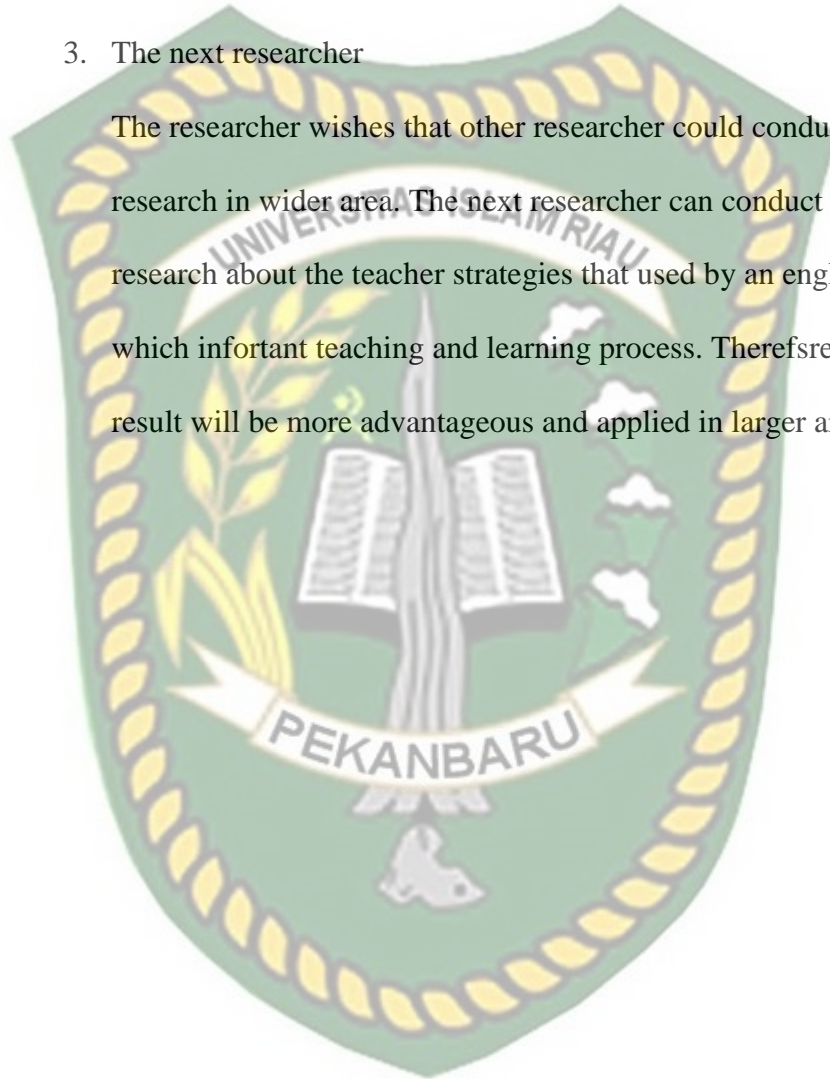
1. For the teacher

   This research can improve the quality of the English teacher in teaching english. Teacher's strategies must be applied because this is the teacher's way to determine learning goals during teacing learning process.

2. For the student

   With the strategy's that use by the teacher, the students hope the

   students more understand about rading and enjoy with his lesson.

3. The next researcher

   The researcher wishes that other researcher could conduct this

   research in wider area. The next researcher can conduct the

   research about the teacher strategies that used by an english teacher

   which infortant teaching and learning process. Therefsre, that

   result will be more advantageous and applied in larger area.

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