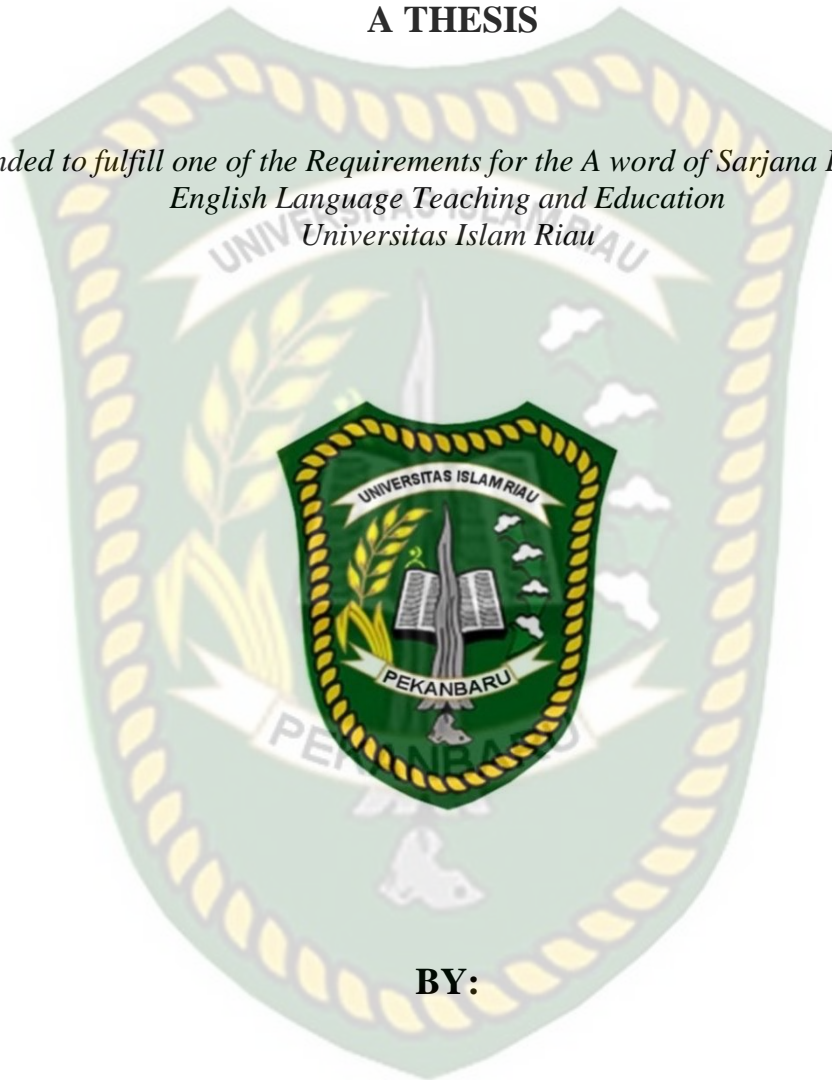# AN ANALYSIS OF TEACHERS' STRATEGY IN TEACHING READING COMPREHENSION AT SMA N 14 PEKANBARU

A THESIS

*Intended to fulfill one of the Requirements for the A word of Sarjana Degree in
English Language Teaching and Education
Universitas Islam Riau*

BY:

DESI RAHMADHANI PUTRI
166310329

**ENGLISH LANGUAGE EDUCATION
TEACHER TRAINING AND EDUCATION FACULTY
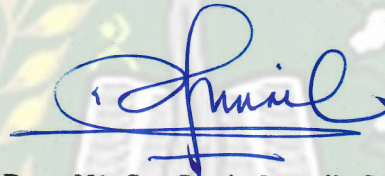UNIVERSITAS ISLAM RIAU
PEKANBARU
2021**

THESIS APPROVAL

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AN ANALYSIS OF TEACHERS STRATEGY IN TEACHING READING COMPREHENSION AT SMAN 14 PEKANBARU
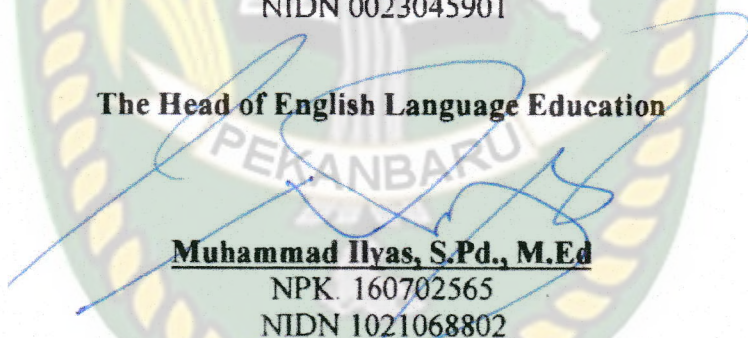
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THESIS

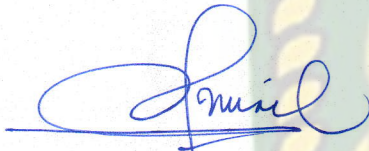## AN ANALYSIS OF TEACHERS STRATEGY IN TEACHING READING COMPREHENSION AT SMAN 14 PEKANBARU

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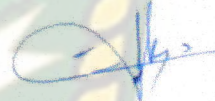NIDN 0023045901

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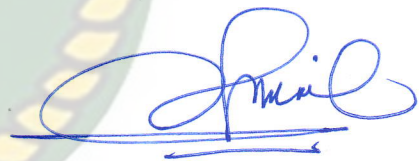
Advisor   : Dra. Syofianis Ismail., M.Ed

Has been completely written a thesis which entitled:

AN ANALYSIS OF TEACHERS' STRATEGY IN TEACHING READING COMPREHENSION AT SMA N 14 PEKANBARU

It is ready to be examined. This letter was made to be used as it is needed.

Pekanbaru, 14 Desember 2020
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Program Studi : PENDIDIKAN BAHASA INGGRIS

Judul Tugas Akhir : Analisis Strategi Guru Dalam Mengajar Pemahaman Membaca di SMA N 14 PEKANBARU

Judul Tugas Akhir (Bahasa Inggris) : An Analysis of Teacher's Strategy in Teaching Reading Comprehension at SMA N 14 PEKANBARU

Lembar Ke : …………………………

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	19/11/2019	Revised Title		
2	16/06/2020	Revised Chapter I, II, III		
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4	23/07/2020	Join The Seminar		
5	18/08/2020	Revised Chapter II & III		
6	23/11/2020	Revised Chapter IV & V		
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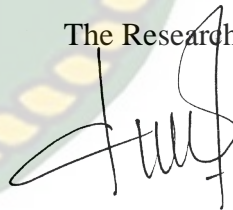
Name   : Desi Rahmadhani Putri

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Study Program   : English Language Education

Faculty   : Teacher Training and Education

   I admit this thesis derivered from my own work and my own words, except some theories which quoted or taken from various sources include in references.

I am responsible for the rightness of the data and its content.

Pekanbaru, 14 Januari 2020

The Researcher

Desi Rahmadhani Putri

NPM. 166310329

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I take this opportunity to give thanks to Allah SWT, who has given blessing, grace, mercy and healthy to complete this study and to finish this thesis entitled "An Analysis of Teachers' Strategy in Teaching Reading Comprehension at SMA N 14 Pekanbaru".

In writing this thesis, the researcher believes that without having directed guidance, meaningful advice, love, and support from the people around me, thus thesis would never been finished. Therefore, the researcher would like to give them sincere and deep gratitude to:

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Pekanbaru, 15 Desember 2020

The researcher,

<u>Desi Rahmadhani Putri</u>

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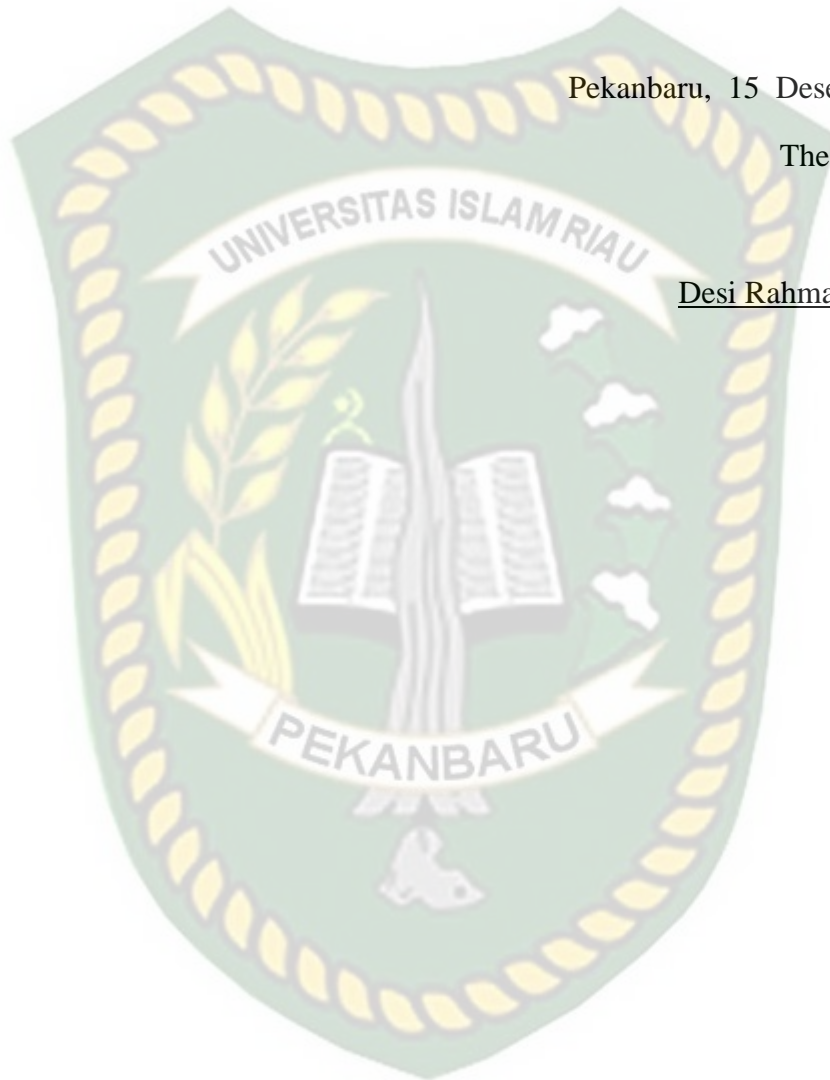
ABSTRACT

Desi Rahmadhani Putri 2020, *An Analysis of Teachers' Strategy in Teaching Reading Comprehension At SMA N 14 PEKANBARU Pekanbaru.* **PEKANBARU: English Language Education, Islamic University of Riau.**

This study is aimed to know strategies used by the teacher in teaching reading comprehension at SMA N 14 Pekanbaru. Teaching reading is component to make students interests to english learning process. Because reading is one of four important skill in teaching English. It is important to mastered reading.to reading a text well, the students have to understand about the existences of different text taks such as how to get factual information throught text, identify, main idea, finding the meaning of vocabulary, identify references, and how to make different.

It is a descriptive qualitative research because it has one variable that is teacher strategy in teaching reading. The population and sample two teachers. In compiling the data, the researcher used handphone as media to record teaching learning activities in teaching reading at SMA N 14 Pekanbaru.

Based on the result of analysis. The researcher concludes that the teacher, there are two teacher and also they have different teaching reading strategy, they are SQ3R and ART strategy. The teachers succes to creat a good teaching atmoshire in the classroom and consistent to motivate students to express idea during the activity and give each members a chance to asking question about the material.

Keyword: Teacher Strategies, Teaching Reading Comprehension

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CHAPTER I

INTRODUCTION

1.1 Background of the problem

As one of the four language skills, reading is really important for students of senior high school, especially those in indonesia, since this skill is highly needed for them to deal with the growing exposure of english in daily life. However, many students have difficulty in reading, particularly in english text that students have problem and tend to find difficulties in reading. As the lack knowledge of English, the students often encounter difficulties when reading compulsory books written in that language. Then, the students also get lack strategy in reading because they usually do not know what they have to do when get problems in understanding information that they read.

Furthermore, by reading people will not only get new information from the texts but also will get the knowledge of the language used in the texts. Reading can help students to increase their language knowledge, such as the new vocabularies, phrases, idioms, and many more when they read various kinds of books. Reading can be a stepping stone for them in order to succeed in their study and their life. Without the ability to read effectively, a student will loose lots of opportunities in his education and his real life situation in the future. The ability to read will lead students to gain new knowledge, enjoy the beauty of literature, and do everyday things, for example, reading news papers, magazines, novels, maps, manual instructions and so on.

More than that, reading can be the skill which is really fundamental for the student's future study. As they move onto the higher level of education, the need of better reading skill is also bigger since this can help them determine their succes of study as well. In line with this, reading is also essential here merely because those students will face the final examination in which the students deal mostly with texts during the test in that exam. For such a reason, students are demanded to have abilities to understand many kinds of texts such as recouns, descriptive texts, narrative, expositions, and discussion either formally or informally. They are also expected to be able to get the message of the texts. Indeed, the students need reading comprehension skills so that they can do the test on the final examination well. In fact, a research on reading comprehension in Indonesia has revealed that student's comprehension on reading is low and far from satisfactory.

In reading, comprehension is really required because the students' comprehension in reading represents how skillful they are in reading. Natalia (2004) defines that reading comprehension is an important academic skill. It means that the students have to master the skill in their academic activities. Therefore, students have to be active in the process of learning in the classroom in reading. However, the students sometimes get difficulties to comprehend the reading material.

Based on researcher's experience in learning reading in the classroom, the teacher's strategies in teaching reading did not really work well to help the students to support their reading comprehension skill. This finding indicates that

teachers need to be equipped by strategies in teaching reading comprehension in order to help the students to cope with the difficulties in learning English reading.

The phenomenom above, showed that the strategy in teaching learning process is very important. For this assumption, the teachers strategy is one of crucial factor which influences to the succes in teaching reading. from this research expected this research with title *"An Analysis of Teachers' Strategies in Teaching Reading Comprehension at SMA N 14 PEKANBARU"*

1.2 Identification of the problem

The importance of reading to the students is one of skills in learning language. There some factors that affect students in comprehending the text. Those factors may come from the teacher, the students, and the technique being used by the teacher.

The first problem capability to comprehend the text is still have needed the guidance from their teachers it shows when the student read the short text the student always asks the difficult vocabulary to the teacher even there is also student are quiet but they have not understand what they have read. This situation is the student and the teacher problem how they improve the student mindset and capability to increase the student motivation and comprehension in reading English.

By applying the correct strategies in teaching and learning process, the teacher are able to evoke the student"s confident to read correctly. In teaching

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learning activities sometimes, there are factors to affect students' reading English in class. One of the miss they fail in comprehension in reading.

The phenomenon above showed that strategy in teaching and learning process is very important. In addition, teacher"s strategy is the one of crucial factor which influences to the success in teaching reading."

The second problem comes from the teacher. The teacher usually focused on the translation . Teacher gave reading exercise to students without considering the ability of comprehending the whole message and sometimes ignored the ability of students to make prediction and innference. She just gave the materials and asked students to answer the question without giving guidance to comprehend the text. The teacher also did not try to build interaction with the students. Furthermore, the teacher rarely conducted a group discussion for the students. She usually let the students do activities individually.

The last problem is the technique that is used by the teacher. The technique that is used by the teacher is often inappropriate with the situation of the classroom or the condition of the students. The teacher dominates the whole session of the lesson as she talks to the students in most of the time of the teaching and learning process. And then the students' lack of vocabulary was one of the factors that make reading hard to comprehend. The unfamiliar words and lack of reading strategies and skills make them unable to do the task well. This situation, of course, contributed to the students' passiveness during the lesson.

1.3 Focus of the problem

In relation to the problem, the researcher found that the implementation of interesting learning strategy should applied by the teachers' in the teaching reading. Hence, the writer decided to apply english teacher strategies in teaching reading comprehension at SMA N 14 Pekanbaru"

1.4 Formulation of the Problem

From the identification and limitation of the problem, the problem is formulated as follow : What are the strategies used by teacher in teaching English reading at SMAN 14 PEKANBARU?

1.5 Objective of the Research

The researcher aims to find out the teachers strategy in teaching reading comprehension at the SMA N 14 Pekanbaru. Based on the statements of this research are:

1. To find out what strategies that used by the teacher in teaching reading comprehension at the SMA N 14 pekanbaru.

1.6 Significance of the Research

1. Theoritical Significance

This research will give contribution for students, teachers, and future research, and give some information about English teacher strategies in teaching reading comprehensio. And the results of this study is may help teacher to improve their strategies in teaching reading comprehension.

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2. Practical Significance

for the students, the findings of the research can be used a new reference to learn English, especially reading. They can know kind of the teacher teaching strategy and they can choose one of the strategies that use by the teachers to comprehending reading.

For English Teacher, the findings are expected to be useful contributions that can be transferred to learners based on their characteristic. By considering each students' may employ different strategies the teacher can take one of the strategies in teaching reading for comprehend to their students.

1.7 Definition of the Key Terms

In order to avoid misunderstanding about some terms used in this research, the definition of terms should be given clearly as follows:

1. Reading

Reading is the complex cognitif process of decoding symbols to derive meaning. It is a form of language processing. Collins English Learner's Dictionary argued that reading is an act of looking and understanding point. This is very true because the use of vision is needed in reading in order to understand several words in a sentence and make them meaningful. Same goes to each sentence in order to understand the whole text.

2. Reading Comprehension

Reading comprehension is as the comprehension about the idea of reading material. Comprehension of reader in finding the idea of the text, it will give the impact in learning process. The learning process will be fast if the reader can be

easy to comprehend or understand the text. On the contrary, if the reader is difficult to understand the text so it will make slow learning process.

3. Teaching Strategies

Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and outline of planned tactics, necessary to implement the strategies (Stone and Morris, in Issac,2010). Teaching strategies, also known as instructional strategies, are method that teachers use to deliver course material in ways that keep students engaged and practicing different skill sets.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Reading

2.1.1 Definition of Reading

Reading is one of the four language skills beside speaking, writing and listening. Reading has been decide the firts main goal in the language problem. The four-language skills are closely one another. Principally the definition of reading are the same. Reading doesn't mean just looking at words but also more than an interaction between a reader and a text.

Reading is activity to add information to the reader in reading the text. Reading activity people can get many information and knowledge from many sourch such as: book, article, newspaper, magazine. Moreover, reading also provides many advantages, especially to students such as gaining a lot information, improving their knowldege, solving a new problem and getting the new ideas by understanding their reading. When the students read the book, they will open their mind to receive new information and knowledge that can be applied in their mind their daily life. Reading also necessary to students to improve their critical thinking, when they read a text they will combine their background knowledge and their brain to find the new ideas.

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Reading is one of the language skill that learners should master, however rreading profiency is difficult without having adequate skills and comprehension (Spivey & Cuthbert, 2006).

According to pang, et al (2003), reading is an activity to understand written texts. Moreover, Snow (2002, p. 11) describes reading comprehension as "…the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading."

According to Heilman (1981; 265) reading is a process of making sense of written ideas through meaningful interpretation interaction with language. A good reader is one who understands what he reads, and the faster he able to get meaning from his reading the more efficient he is.

2.1.2 The Purpose of Reading

Reading is an activity with a purpose. Generally people may read in order to gain an information, verify existing knowledge, or in order to critique a writer's idea or writing style. People may also read for enjoyment or to entertain themselve. The purpose for reading also determines the appropriate approach to reading comprehension.

In particularly, the purpose of reading consist six purposes, they are : reading for general impression, reading for specific details, reading for main point in general, reading for selected main points, critical / evaluate reading, and reading for pleasure.

An important thing be considered about reading comprehension activity is having the goal or purpose in reading. Before starting reading something, ask yourself why you're reading it. In fact, there are many different purposes for reading comprehension. A reader reads a text to understand the meaning. Another reader reads a text to learn, to find out information, to be entertained. The purpose for reading is closely connected to a person's motivation for reading.

2.1.3 Types of Reading

According to Douglas (2000, p. 189), reading is one of the receptive skills in English that should be mastered by students. There are many types of reading:

1.) Preceptive. Involves attending to the components of larger stretches of discourse : Letters, words, punctuation, and other graphemic symbols.

2.) Selective. Involves the reader to certain one‟s reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language.

3.) Interactive, Stretches of language of several paragraphs to one page or more in which reader must, in Psycholinguistic sense, interact with the text.

4.) Extensive. Extensive reading applies to text of more than page, up to including professional articles, essays, technical report, short story, and books.

From all of the components above, it indicates the students‟ reading comprehension performances. To achive these reading performances purpose, we have to be active in kind of text. People cannot imagine that it is the same as develop oral language ability. As Nunan (1991:82) stated that developing reading

skill involves qualitatively different process. In the other hand, reading must become a habit to achieve it.

2.1.4 The Characteristic of Efficient Reading

When someone needs a succes in reading she/he must know well about the characteritics of efficient reading. According to Ur Penny(1993,p. 148), there are some characters of efficient reading, they are as follows:

1.) Language, the lnguage of the text is comprehensible to the learner.

2.) Content, the content of the text is accessible to the learners. They know enough about it to be able to apply their own background knowledge.

3.) Speed, the reading progresses fast: mainly because the reader has automatic recognition of common combination, and does not wash the time working about each or group of new words.

4.) Attention, the reader concentrates on the significants bits, and skim the rest, may even skip part he or she knows to be significant.

5.) Incomprehensible vocabulary, the readee takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surounding text, or ignores it and manages without using a dictionary only when these strategies are insufficient.

6.) Prediction, the reader thinks a head, hypothesizes and predicts.

7.) Background information, the reader has and uses background informaion to help understand the text.

8.) Motivation, the reader is motivated to read : by inteteresting content or a challenging task.

9.) Purpose, the reader is aware of a clear purpose in reading for example, to find out something, or to get pleasure.

10.) Strategies, the readers uses different strategies for a different kind of reading.

In conclusion, the main purposes of reading are to understand and to find out the information from the passage. To be able in understanding and finding the information, the readers should know the characteristic and skills above because to understand and to comprehend the contents are not easy.

2.2 Reading Comprehension

Reading comprehension, which is defined as the ability to construct meaning from interacting with a text, is critical for students to succeed in today's educational settings (Snow, 2002).

Feuerstein and Schcolnik (1995) state that new reading comprehension approaches recently emphasize the process of reading than the product after reading.

A reader who wants to be a high proficiency reader should be able to comprehend the main idea, guess word meanings, find details and information, and make inferences (Mikulecky & Jeffries, 1996).

2.2.1 The Components of Reading Comprehension

According to Syafi'i (2007, p. 2) there are several skills in reading comprehension. In this case, students should understand the components of reading, they are:

a) Main idea The main idea of a paragraph is what the author wants you to know about the topic. Identifying the topic can generally help the reader to understand the main idea. The main idea makes a particular statement or emphasizes a special aspect of the topic. The main idea is usually expressed as complete thought, and the main idea usually indicates the author's reason or purpose for writing and the message he or she wants to share with the reader. The main idea is not only in the beginning of the paragraph, but also in the middle and at the end of the paragraph. Main idea can be worded in many ways. For example, the following questions are asking for the same information:

   (1) What is the main idea?,

   (2) What is the subject?

   (3) What is the topic?

   (4) What would be a good title?

b) Supporting Sentences Supporting sentences/supporting details should also help you from an impression that will reveal the topic. The support can take the form of examples, reasons, statistics, explanations, or simply relevant information. It also supports main idea in order that all contents of text can be understood easily

c) Making Inference/Concluding Sentences The problem including in the test of English as a foreign language is making inferences.

In this question type, you need to use the evidence that you have to make an inference. It means that after you have evidence from reading a passage, you can make a logical 12 conclusion based on the conclusion based on the evidences; it can be about the author's viewpoints.

King and Stanly (1998, p. 331) stated that there are five components that may help students to read carefully:

1) Finding factual information Factual information requires readers to scan specific detail. The factual information questions are generally prepared for students and those which appear with WH-questions word. There are many types or questions: reason, purpose, comparison etc. in which the answer can be found in the text.

2) Finding main idea Recognition of the main idea of the paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remember the content later. The main idea of paragraph is what the paragraph develops. An efficient reader understand not only the ideas but also the relative significance as expressed by the author, in other words, some of the ideas are super ordinates while another is subordinate.

3) Finding the meaning of vocabulary in context It means that the reader could develop his or her guessing ability to the word which if it is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and

the topic of the text that is read. The words have been nearly equivalent meaning when it has it or nearly the same meaning as another word.

4) Identifying references In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you use it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it that repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. References words are usually short and very frequently pronoun, such as; it, she, he, they, this etc.

5) Making inference from reading text Inference is skill where the reader has to be able to read between lines, King and Stanly divide it into main attentions, draw logical inferences and make accurate prediction.

2.2.2 Strategies for Reading Comprehension

Reading comprehension is primarily a matter of developing appropriate cultural schemata, According to Brown (1994,p. 291) Following are ten strategies for reading comprehension:

1.) Identify the purpose in reading Efficient reading consists of clearly identifying the purpose in reading something. When we are reading something, we have to know what purposes that want to rich in reading. By know the purpose of reading, we know what we ,,re looking for and can weed out potential distracting information. Whenever in teaching a reading technique, make sure the students know the purpose in reading something.

2.) Use graphemic rules and pattern For the beginning levels of learning English, one of the difficulties students encounter in learning to read is making correspondences between spoken and written English. In some cases, learners have become acquainted with oral language and have some difficulties in learning English spelling conventions. They need to be given more explainations about certain English orthographic rules and peculiarities. Consider how you might provide hints and pointers on such patterns as these: a.) "Short" vowel sound in VC patterns (bat, him, leg, wish, etc.) b.) "Long" vowel sound in Vce (final silent e) patterns (late, time, bite, etc.)

3.) Use efficient silent reading techniques for relatively rapid comprehension In teaching beginning level students, this particular strategy will not be applied because they are struggling with the control of a limited vocabulary and grammatical paterns. In intermediate to advanced level students do no need tobe speed readers, but help them to increase efficiency by teaching a few silent reading rules: a.) You don"t need to "pronounce" each word to yourself b.) Try to visually perceive more than one word at a time. c.) Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning through its context.

4.) Skimming Skimming consists of quickly running one"s eyes across a whole text (an essay, article, or chapter, for example) to get the gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic or message, and possibly some of the developing or supporting ideas.

5.) Scanning The most valuable strategy for reading comprehension is scanning, or quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The main purpose of scanning is to extract certain specific information without reading through the whole text.

6.) Semantic mapping or clustering The strategy of semantic mapping, or grouping ideas into meaningfull clusters, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

7.) Guessing This is an extermely broad category. Learners can use guessing for some purposes. a.) Guess the meaning of word b.) Guessa grammatical relationship c.) Guess a discourse relationship d.) Infer implied meaning e.) Guess about a cultural reference f.) Guess content massage

8.) Vocabulary analysis One way for learners to make guessing pay off when they don"t immediately recognize a word is to analyze it in terms of what they know about it. There are several techinques that is very useful:a.) Look for prefixes b.) Look for suffixe c.) Look for roots d.) Look for grammatical contexts that may signal information e.) Look at the semantic context

9.) Distinguish between literal and implied meanings Not all language can be interpreted appropriately by attending to its literal, syntactic surface structure

makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

10.) Capitalize on discourse markers to process relationships There are many discourse markers in English that signal relationships among ideas as expressed through phrases, clause, and sentences. A clear comprehension of such markers can greatly enhance learners" reading effiientcy

2.3 Teachers Strategies

2.3.1 The definitions of Teachers strategies

Strategy is a method or planned way to do something with the aim of achieving good results. As for teaching, the strategies used must be planned to get the best things. Teaching strategy refers to the pattern of teaching that serves to achieve results, so that the teaching strategy is certainly a planned plan and is determined by a deliberate method and of course it must be the best.

Teaching means giving instructions to someone to do something or to know something. Teaching process is the process of teacher's knowledge transfer to students or from one person to another.

Teaching strategies carried out in the classroom are activities that must be done by teachers and students. Which means the relationship between students and teachers must be good, so that learning objectives can be achieved effectively and efficiently. Teaching strategies can help students receive learning and improve the teaching-learning process so as to create an interactive learning environment. That is why the teacher's strategy in teaching must be effective in achieving the planned objectives. In other words, teaching strategies are also

approaches to teaching students. So the teacher must explain the methods and ways the teacher uses to explain learning.

Teacher strategies in teaching is the ways that teachers use in teaching reading to attract students' attention to learning reading in the classroom. There are many strategies that teachers can use when they are teaching reading comprehension. Some of them are by using authentic material and approaches, reading aloud in the classroom, comprehension question. Before teaching in the class the teachers must check up the difficult level of the text. In addition, teachers also may use other strategies such as developing vocabulary of children, not continue reading without understanding, grasping the heart of matter, using contextual clues, teaching reading strategies, visualizing what is written, providing a variety of reading purpose, identify texts and tasks, and so on. Factually, as seen that there are many teachers do not know how to teach English, especially in teaching reading comprehension. Skills at reading text makes it easier for someone to accept and know the meaning of what is read.

The researchers chose this research because they want to learn how a good strategy for students so as to overcome the weaknesses experienced by students when learning reading. Through this research, the researchers hope to learn a good strategy for teachers to perform in teaching reading so that students are able to receive learning well and quickly to overcome the difficulties of teachers in applying strategies in teaching reading. Based on the background of the problem, the researchers assume that the reading strategies undertaken by the teacher must be done to attract more students' attention so that the learning process in the

classroom can be accepted so that the teaching and learning process can be effective.

Apriyandini (2016) says that teaching strategies are among the main factors that help determine how and how well students learn foreign language.

Silver et al., (2007) state that strategies are different types of styles of plans teachers use to achieve the goals.

Raharjanto in Kvint (2011:2) states that strategy is important because the resources available to achieve the goals, and these goals are usually limited.

Faturrahman and Sutikno (2007: 3) stated that the strategy has an understanding of outlines the direction to act in an effort to achieve a predetermined goal in generally. In connection with teaching and learning, strategies can be interpreted as patterns general activities of student teachers in the realization of teaching and learning activities to achieve the goals outlined.

Besides, Syaiful Bahri Djamarah (2012:5) in his book stated that strategy is a method, whereas in general the strategy has an understanding of an outline for acting in an effort to achieve a predetermined goal.

Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline o planned tactics, necessary to implement the strategies (Stone, In Issac, 2010)

Furthermore, Issac (2010) that teaching tactics are that behaviour of the teacher which he manifests in the class i.e., the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learnt responses by extra activities and so on.

The teaching strategy results in a didactic approach to teaching and learning, combining and optimal organizing of the methods, means and forms of grouping of the participants (Cerghit,2006).

Smilansky (1968,1990) as cited in Perry (2001) defined teaching strategies as the way of a teacher to play with children. Moreover OECD (2010) Teacher strategy as a combination of process where the teacher manages the class and used all the facilities to enhance students' understanding.

According Nwcomb et al. (1986) and Tyler (1969) conclude that the teaching strategy must be learning on inquiry, investigation, and critical study in situations in which genuine purposes, needsand wants are experienced.

So that, teacher needs to have good strategy in teaching students, because it can affect the students ability which is the goals outlined. That is why teacher should become the professional one. As Kunandar (2009:54) also said that the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education, formal education, basic education and secondary education.

Because of the teacher tasks as educator is much, teacher should master a professionally-pedagogically aspect. If the teacher is great in this aspect, it makes the learning process towards the success of education which mean the success of their students for their future.

As Mufarokah (2013:1) said in her book that the teacher is one of the educational staff who is professionally-pedagogically a great responsibility in the

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learning process towards the success of education, especially the success of their students for their future.

But if it is linked to teaching and learning, Ahmadio and Prasety (2007:11) stated methods will be understood as a general pattern of student activities within the realization of teaching and learning to attain the goals printed.

2.3.2 Strategy in Teaching Reading

1. Intensive Reading

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. Intensive reading is related to further progress in language learning under the teacher's guidance. The aim of intensive reading is to arrive at a profound and detailed understanding of the text, not only of what it means, but also how the meaning is produced. For example, student read a text and spending an hour to analyze grammar point and difficult vocabularies. In this activity, the teacher and the student work together to explain the meaning of the text and to analyze word and grammatical, sentence by sentence.

Intensive reading requires students to identify the word, word meaning from them and determine an accurate reading scenario. Intensive reading practice can be considered as a starting point to be critical because it lets students recognize what a text says, what a text does and what a text means through its context, language and structure. Intensive reading has importan roles to play in helping learners gain fluency, first in critical area of vocabulary and word recognition and then in developing better reading comprehension skills. Intensive

reading practice can focus more intentionally on essential core vocabulary,patterns of text organization and types of text processing needed to adequately comprehend any text.

2. Extensive Reading

Extensive reading is a technique in teaching reading in which is defined as a situation where students read a lot of materials in their level in a new language, they read for general, for overall meaning, and for information at one with enjoyment (Day and Bamford, 2004).

The concept of extensive reading is exposing students to an input-rich and enjoyable enviroment, with the intention that their language knowledge will improve and their enthuasiasm to learn will develop naturally (Hedge, 1985, cited in Sheu, 2004)

Students are allowed to choose the books they read depending on their interests, and there is not always a follow-up discussion or work in class. In this way students are encourage to read for pleasure and should become better readers.

- Extensive reading out of class

teacher can do a lot to help students pursue extensive reading outside of the classroom. Having a classroom library and regularly encouraging students to borrow books to take home are some things which can help. If books are shelved in the classroom, students can also be given class time to browse and select books.

- Use of dictionaries

Reading becomes a chore if students think they have to stop and look up every word they do not understand in a dictionary. For this reason, dictionaries

should be avoided. Instead of interrupting their flow, students should be encouraged to jot down the words they come across in a vocabulary notebook, and they can look them up after they have finished reading.

3. Bottom-up

mukhroji (2011) states that the bottom-up strategies of reading assume that process of translating print to meaning begins with the print. The process initiated by decoding graphic, symbols into sounds. Therefore, the reader first identifies feature of letters, link these features together to recognize letters, combine letters to recognize word, and the proceeds to sentences, paragraph, and text level processing.

The process of deriving meaning from print in bottom-up strategies is tiggered by graphic information embedded in print. By applying the bottom-up strategies, readers start to process from the low linguistic level to the higher one. According to Mukhroji (2011) the readers start from identifying to recognize words, and then proceeds to to the phrase, sentences, paragraph, and then text level processing. The understanding is constructed based on the visual data that are on the page. It triggers from one linguistics step after another, beginning with the recognition of the letter and continuing to word-by-words, sentences-by senteces until reaching the top the meaningof the text being read.

4. Top-down strategies

The process of deriving meaning of the text in top-down strategies starts the reader's prior knowledge and experience to the print. By top-down strategies, reader start to process the text by applying the higher level stage.

In this case, readers start with the hyphotesis and prediction and attemp to verity them by working down the print stimuli. These strategies are in line who indicates that reading is a process that involves the use of available language cues selected from perceptual input on the basis of the reader's predictions.

5. Skimming

Skimming is the other technique of fast reading. Skimming is the act glancing through a text for gathering a basic idea about that text. For instance, if you want to read an interesting article on the newspaper and you do not have enough time to read more than one article, you will skim through most of the article to decide excatly which article you want to read. Skimming will also save a great amount of your valuable time if you know how to skim a text efficiently. Furthermore, there are steps in skimming strategies, there are :

- Read the title
- Read the introduction of lead paraghraph
- Read the first paraghraph completly, if there are subheadings, read each one, looking for relationship among them,
- Read the first sentence of each remaining paraghrap
- Dip into the text to looking for clue words, proper noun, unusual words, enumeration, qualifying adjectives, typographical cues
- Read the final paragraph completly.

6. Scanning

According to Brown (2001:308) explains that scanning is the process of quickly searching for particular piece of information in a text. Scanning is very

important and useful skill for all readers, when the students learn to scan, they learn that they do obtain information from a text without reading every word.

Scanning is reading quickly through a text to find a particular piece of information. There are some activities in scanning. They find new for old, locate grammar feature, find a specified advertisment, compare details, check dates, shopping list, make words sets, and newspaper headlines. Scanning is far more limited since it our purpose. Scanning help the students only try to locate specific information and help them to follow linearity of the passage. It is usual to make use of these activities when reading a given text for instanc, we may well skim through more carefully.

According to Maxwell (1970) in Diaz, S & Laguado, J (2013:138) states with this scanning, the students look for specific information within a text such as dates, names, place, among others and to defined as the to locate specific facts and details quickly, is regarded as a desirable reading skill and is taught in most development reading course.

Table 2.6 Strategy of Reading

Strategy of Reading	
Intensive - Narrower area - Topic is given by the teacher - Activity after reading is easier - Students are tasked to find difficult words in the text	• Uses the grammar-translation approach where the teacher works with the learners, using the first language to explain the meaning of the text, sentence by sentence • Attention the grammatical forms, discourse markers • Focusing on the new vocabulary, grammatical forms, the purpose of the author and the problems of the text?
Extensive - Larger area - Topic the students enjoy - Activity after reading is more complex - Discourage overuse of a dictionary	• The students can be encourage to read extensively by setting up a class library, encouraging review writing, and incorporating reading of books into the syllabus, and dedicating some class time to quiet reading • Used to obtain a general understanding of a subject • Understanding the meaning of individual words is not all necessary • Learners reading text for enjoyment and to develop general reading skills.
Bottom up - Decoding - Encoding - Using capitalization to infer proper nouns - Pattern recognition - Graded reader approach	• Incorporate the lower-level reading processes that teach students to construct meaning from the most basic units of language, including letters, letter cluster and words • The students start from identifying to recognize words, and then proceeds to the phrase, sentence, paraghrap, and then text level processing
Top down - Using background knowledge - Previewing and predicting - Guessing the	• The students predicted the information on the text, and the used their own background knowledge or experience to comprehend the text • The students have their purposes in their mind by guessing what the idea or content of the text is going to be

meaning of unknown words from context	about together with using their background knowledge to comprehend and overview text • Discussed that by using more top-down strategies in L2 reading	
Skimming	To get a general idea of the text • You do not read every word - Look at the chpater headings and sub headings - First and last paragraphs, illustrations, diagrams and the text beneath them • Fast reading of the text for the main idea but not the detail • Read the first sentence of each paragraph and last paragraph	
Scanning	To search quickly for particultural information- a name, a date or an event • Read carefully to get a strong Understanding of the material-look at topic sentences to identify main points in a paragraph, think over the points made and language used to help you show good overall understanding in response to question and in essays • Understand a text and make sense of it by recognising familiar words • Use headings etc to find relevant sections of the text to read for detailed information	

2.3.3 Students' Responses toward Their Teacher Strategies in Teaching Reading Comprehension.

This section discuses the data gathered from the clasrom observation that is focused on the findings about students' responses toward their teacher's

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strategies in teaching reading comprehension. In general the students responded positively to their teachers' strategies. Their responses can be categorized into low-level asociation and partly formed knowledge structure as they are proposed by (Langer, 1982 as cited in Tierney, 190). In this case, Langer sugests that students with litle knowledge will ned direct instruction in concepts. So, from this interaction, it sems that although the students' responses have shown a low level asociation response which ned direct instruction in concepts, the students have understod enough to the teachers' questions. Then, Langer also sugests that students with some or much knowledge may ned some teacher guidance but probably quite capable of the reading selection. Regarding two terms above, it can be said that here two levels of students' responses; a low level asociation response which ned direct instruction in concepts and some prior information level which may ned some teachers' guidance.

2.3.4 Strategies in Teaching Reading

There are some strategies in teaching reading that used by English teacher in teaching reading, such as:

- **Reciprocal Teaching**

Reciprocal Teaching is the strategy to develop skills that used by the teachers with four skills strategies to read the text, namely question generating, clarifying, predicting, and summarizing, so the students will easily understand the meaning of the texts. Palinscar & Brown (1984) stated that reciprocal strategy is a guided reading strategy that encourages students to develop the skills that effective readers and learners do automatically (Prediction, question as you go,

clarify, summarize and respond to what they are reading). Students use four strategies on a common text, in pairs or small groups. The teacher will divide students into several groups, with different abilities then the teacher will appoint one student as the group leader. The group leader has the duty to ensure that all group members carry out their respective duties as instructed by the teacher.

- **QAR**

QAR is a reading strategy through understanding and analysis of questions. In other words this strategy guides students to understand the questions in order to get an information in a reading itself. So that in practice in the classroom students only glance read the reading text and to understand further the focus of the students is the questions given by the teacher about the reading text. QAR is a simple strategy to teach students as long as you:

1. Depend on your students, you may choose to teach each type of question individually or as a group. Explain to students that there are four types of questions they will encounter. Define each types of question and give an example.

2. Read a short passage aloud to your students.

3. Have predetermined questions you will ask after you stop reading. When you have finished reading, read the questions aloud to students and model how you decide which type of question you have been asked to answer.

4. Next, show your students how to find information to answer your question (i.e., in the text, from your own experiences, etc.).

5. After you have modeled your thinking process for each type of question, invite students to read another passage on their own, using a partner to determine the type of question and how to find the answer.

6. After students have practiced this process for several types of questions and over several lessons, you may invite students to read passages and try to create different types of questions for the reading.

- **Scaffolding**

Scaffolding allows teachers help diverse learner negotiate meaning and overcome difficulties in text-related learning situation. Scaffolding is as a process whereby a student is helped to solve a particular problem beyond its developmental capacity through the help of a teacher or other person with more ability.

How to use the scaffolding strategy, there are six methods, such as :

1. The teacher gives students a simplified version of a lesson,assignment,or reading,and then gradually increases the complexity,difficulty,or sophistication over time. To achieve the goals of a particular lesson the teacher may break up the lesson into a series of mini-lesson that progressively move students toward stronger understanding.

2. The teacher describes or illustrates a concept, problem, or process in multiple ways to ensure understanding. A teacher may orally describe a concept to students, use a slideshow with visual aids such as images and graphics to further explain the idea, ask several students to illustrate the concept on the blackboard,

and then provide the students with a reading task that asks them articulate the concept in their own words.

2. Students are given an examplar or model of an assignment they will be asked to complete. The teacher describes the exemplar assignment's features and why the specific elements represent high-quality work.

3. Students are given a vocabullary lesson before they read a difficult text. The teacher reviews the words most likely to give students trouble, using metaphors, analogies word-image associations, and orther strategies to help students understand the meaning of the most difficult words they will encounter in the text.

4. The teacher clearly describes the purpose of a learning activity, the directions students need to follow, and the learning goals they are expected to achieve. The teacher may give students a handout with step-by-step instructions they should follow, or provide the scoring guide or rubric that will be used to evaluate and grade their work.

5. The teacher explicitly describes how the new lesson builds on the knowledge and skills students were taught in a previous lesson. By connecting a new lesson to a lesson the students previously completed, the teacher shows students how the concepts and skills they already learned will help them with the new assignment or project (teachers may describe this general strategy as "building on prior knowledge") .

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- **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 Them and control the students in completing each step of the way think alouds strategy in understanding reading texts and teachers maketheir thinking explicit by verbalizing their thoughts while reading orally.

How to use the think-aloud strategy, there are five step, such as :

1. Begin by modeling this strategy. Model your thinking as you read. Do this at points in the text that may be confusing for students (new vocabulary, unusual sentence construction).

2. Introduce the assigned text and discuss the purpose of the Think-Aloud strategy. Develop the set of questions to support thinking aloud (see examples below)

   a. What do I know about this topic?

   b. What do I think I will learn about this topic?

   c. Do I understand what I just read?

   d. Do I have a clear picture in my head about this information?

   e. What more can I do to understand this?

   f. What were the most important points in this reading?

   g. What new information did I learn?

   h. How does it fit in with what I already? Know?

3. Give students opportunities to practice the technique, and offer structured feedback to students.

4. Read the selected passage aloud as the students read the same text silently.

5. Demonstrate how good readers monitor their understanding by reading a sentence, reading ahead to clarify, and/or looking for context clues. Students then learn to offer answers to the questions as the teacher leads the think-aloud.

2.3.5 Strategy of Reading Comprehension

Adler C.R, 2001 stated that reading comprehension strategies are conscious plans-sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. Adler C.R making seven strategies here appears to have a firm scientific basis for improving text comprehension.

a. Monitoring comprehension

Students who are good at monitoring their comprehension knows when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise.

b. 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.

c. 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.

d. Answering questions

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.

e. Generating questions

By generating questions, 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.

f. Recognizing story structure

In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, and resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.

g. Summarizing

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

1. Identify or generate main ideas.
2. Connect the main or central ideas.
3. Eliminate unnecessary information.
4. Remember what they read.

2.3.6 Teaching Reading

Teaching is a complex process, it does not only give the information from the teacher to the students. There are many activities that can be doing especially when the process of teaching and learning in the classroom. According to Jaremy Harmer, teaching is not an easy job, but it is a necessary one, and can be very rewarding when the teacher see our students progress and know that we have helped to make it happen. It is true that some and students can be difficult and stressful as times, but it also worth remembering that it is best teaching can also be extremely enjoyable, (Harmer, 2008). Regarding to some explanation of the teaching, the researcher concludes that teaching is the activities and manage the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose. Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the first time. A second aspect of teaching refers teaching learners who already have reading skill in their first language.

In the classroom, reading is one of ways to make the students understand in teaching – learning process. Every student has different character, so the teacher is expected to present some ways to make the student interesting to conduct their lesson. The strategy of teaching reading which the teacher is present one of ways in the classroom. The first is summarizing. Summarizing is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. Webster's calls a summary the "general idea in brief form"; it's the distillation, condensation, orreduction of a larger work into its primary notions. Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way.

Teaching students to summarize improves their memory for what is read. Summarization strategies can be used in almost every content area. The second is questioning. Questioning is one of the most important dimensions of teaching and learning. It gives tutors the chance to find out what students know and understand, and it allows students to seek clarification and help. The third is skimming. Skimming is aimed at getting quickly the main ideas and the purposes of reading selection (Cahyono et al, 2011). The fourth is scanning. Scanning is quick reading to find the general idea, scanning is quick reading to locate specific information. From the statement above, it is clear that the strategies influence for the students' learning in reading comprehension. So, it can be concluded that strategies is important for students to learn reading.

TEACHERS STRATEGIES IN TEACHING READING COMPREHENSION AT SMA N 14 PEKANBARU

Figure 2.4 Conceptual Framework

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                        ┌──────────────────────┐
                        │ Analysis (Observation│
                        └──────────────────────┘
                         /                    \
        ┌──────────────────┐          ┌──────────────────────┐
        │ English teacher  │          │ Reading Comprehension │
        └──────────────────┘          └──────────────────────┘
                 │                               │
        ┌──────────────────┐          ┌──────────────────────┐
        │ Teaching         │          │ Strategy of reading  │
        │ Strategies       │          │ comprehension        │
        └──────────────────┘          └──────────────────────┘
```

| Monit oring compr ehensi on | Metac ogniti on | Graph ic & seman tic | Answ er& quest ion | Gener ating & questi on | Summ arizin g |

```
        ┌──────────────────┐
        │ Strategies       │
        │ in teaching      │
        │ reading          │
        └──────────────────┘
            │
        ┌──────────────────┐
        │ Intensive        │
        │ reading          │
        └──────────────────┘

        ┌──────────────────┐          ┌──────────────────────┐
        │ Extensive        │          │ Strategies in teaching│
        │ reading          │          │ reading               │
        └──────────────────┘          └──────────────────────┘

        ┌──────────────────┐          ┌──────────────────────┐
        │ Bottom up        │          │ Scaffolding           │
        └──────────────────┘          └──────────────────────┘

        ┌──────────────────┐          ┌──────────────────────┐
        │ Top down         │          │ Think aloud           │
        └──────────────────┘          └──────────────────────┘

        ┌──────────────────┐          ┌──────────────────────┐
        │ Skimming         │          │ Reciprocal Teaching   │
        └──────────────────┘          └──────────────────────┘

        ┌──────────────────┐          ┌──────────────────────┐
        │ Skimming         │          │ QARs                  │
        └──────────────────┘          └──────────────────────┘
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The diagram above shows that the framework of the concepts will construct in this research. Analysis English teacher and reading comprehension. In observing English teacher there are strategies in teaching reading and strategies in teaching reading comprehension will be analysis by the researcher. The concept of reading comprehension will be analysis strategy of reading comprehension. In conclusion, the researcher analysis when the teacher teaching reading comprehension after that the researcher analysis the concept above.

2.5 Research Hypothesis

Based on the previous discussion, the research hypothesis can be presented as follow: An Analysis of Teachers' Strategy in Teaching Reading Comprehension At SMA N 14 PEKANBARU in the academic year of 2019/2020.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

Desigh of the research is descriptive qualitative design. Qualitative research is an umbrella term often used interchangeable with naturalistic inquiry, interpretivisit reserach, or constructivisit research. According to (Marshall C) qualitative designs are characteristized as "emergent", when studying a phenomenon about which little is known, qualitative design must be flexible and modifiable as new understandings emerge. In which the researcher would like describe the strategies of teaching reading that are used by the teachers at SMA N 14 Pekanbaru. This research haveonly one variable, it is strategies of teaching reading that are used by teachers.

The design of this research is descriptive qualitative with the direct observation, interviews, and documentation. Descriptive method is a method used to examine the status of human groups, an object, a condition, the thoughts, and the events that will occur (Sugiyono, 2008).

3.2 Source of Data

3.2.1 Participants

The population of the research is the entire English teachers at SMAN 14 Pekanbaru. There are three English teachers at the school.

The total sample of the research only two teachers at SMAN 14 Pekanbaru.

Table 2.5. Participant

Class	Name of Teachers
X4 and X5	Kesuma Hastuti, S.Pd
XI 2 and XI 3	Nurhaida, S.Pd

3.2.2 Location and Time of the Research

This research was conducted the engliaash teacher at SMA N 14 PEKANBARU in academic year 2019/2020. It is located at Tengku Bey Sei Mintan, Simpang Tiga, Kec. Bukit Raya, Peknabaru City, Riau 28282

3.2.3 Teachers and Students

The totally of teachers in Senior High School 14 Pekanbaru was 40 teacher with detail of 9 male and 31 female teachers that qualitification of S1. While the totally of the students in academic year of 2019/2020 Senior High School 14 Pekanbaru 826 students with detail of :

Table 2.7

Class	Students
X	254
XI	251
XII	321
Tottaly	826

3.2.2. Instrument of Study

The instrument is the tool used to collect the data from the respondents of the research, in this reseearch, the research uses two kinds of instruments to get the data from English teachers at SMAN 14 Pekanbaru; they are as in the following:

3.2.2.1 Classroom Observation

The observation in this research will be done deliberately, sistematically and related to social and physical phenomena. By doing observation, the researcher can see all the teachers strategy in teaching reading in the classroom.

According to Nunan (1992: 94) in (Nofika Devi: 53) the classroom observation there is a simulation recall. It is technique in which the researcher records and transcribes parts of a lesson and then gets the teacher to comment on what was happening at the time that teaching and learning took place.

Table 3.2. The Blue Print of Indicator of Study

Indicators	Sub Indicators
1.Word Analysis	a) Sight Word Recogni tion
	b) Spelling
	c) Orall reading

Table 3.2 The Blue Print of Indicator of Study

Indicators	Sub Indicators
2. SQ3R Technique	a) Survey
	b) Question
	c) Recite
	d) Read
	e) Review

3. Collaborative Technique Reading	a) Gruoped
	b) Provide
	c) Asked
4. Repeated Reading	a) Identify Words
	b) Memorize Words
	c) Repeated Words
5. K-W-L Chart	a) What we know
	b) What we want to find out
	c) What we learned
6. TELLS Strategy	a) Title
	b) Examine
	c) Look
	d) Setting
7. ART	a) Ask
	b) Read
	c) Tell
8. PLAN	a) Predict
	b) Locate
	c) Add
	d) Note

Table 3.3. The Blue Print of Classroom Observation Sheet

Indicators	Item	Yes	No	Note
1.Word Analysis a) Sight Word Recognition	Word they must recognize by sight			
b) Spelling	Identified the sounds and isolated the vowel sound in the word			
c) Orall reading	Read more than one word in a breath by scooping a series of words togethet with a pencil.			
2. SQ3R Technique a) Survey	Spend a few minutes surveying the reading to get a backgorund knowledge and an initial orientation.			
b) Question	Look at the first heading in the chapter. Turn it into a questions. Ask question to be answered in the reading.			
c) Recite	Once have read an initial section, look away and try to recite the answer to the question, using own words and examples			

Table 3.3. The Blue Print of Classroom Observation Sheet

Teachers' Strategies	Item	Yes	No	Note
d) Read	Read the first section of the reading assignment to answer the question			
	Test your memory by asking yourself the question that you have identified			
3. Collaborative Technique Reading a) Grouped	Grouped according to varifying reading levels.			
b) Provide	Provide a set of guidlines for writing their logs might include impromptu writing; not taking; or diagram drawing)			
c) Asked	Asked to write what they already know about the topic. As students read, they should record information learned or questions about the text. Recording may be written in a notebook, handout, or class-made journals. Students then enter their reaction after reading a text. Teachers should monitor entries, and clarify confusions.			

Table 3.3. The Blue Print of Classroom Observation Sheet

Teachers' Strategies	Item	Yes	No	Note
4. Repeated Reading a) Identify words	The tutor wrote down the missed words on the paper for review after the first reading.			
b) Memorize Words	The missed words were gone over in various random orders until the teacher felt the students had memorize the words			
c) Repeated Words	The students read the passage a second time, with the process being repeated and the teacher nothing missed words for a second time. After going over the missed list the second time, the teacher asked five comprehension questions that she/he had writted during the three repeated readings.			
5. K-W-L Chart a) What we know	What you know about the topic before reading.			
b) What we want to find out	List a series of question of what you want to know more of the subject, based upon what yyou listed in know.			

Table 3.3. The Blue Print of Classroom Observation Sheet

Teachers' Strategies	Item	Yes	No	Note
c) What we learned	Answer your question, as well as to list what new information you have learned.			
6. TELLS Strategy a) Title	Students are taught to look at the title of the selection and generate clues or guess what the material is going to be about.			
b) Examine	Students skim the passage and look for clues about the content			
c) Look	Students are supposed to look for important words that may be repeated often. This step is important because it may activate a student's prior knowledge.			
d) Look	When students look again, they are looking for words that they do not know the meaning of and are supposed to write these words down, and then find their meaning. This is because if a student does not know the meaning of the words, it will be extremely difficult for them to understand the content.			

Table 3.3. The Blue Print of Classroom Observation Sheet

Teachers' Strategies	Item	Yes	No	Note
e) Setting	Students are to read the passage again and look for innformation related to setting.			
7. Art a) Ask	Students are taught to read the selection's title and ask themselves questions abou the title			
b) Read	Students actually read the selection and stop at the end of each paragraph. At the end they are to aks themselves if what they are reading makes sense before continuing on. During this step they are to also underline any unknown words to look up or figure out their meaning form context clues.			
c) Tell	When students are finished reading, they are to tell themselves what they are read. Some teachers have the students write down a summary, tell a partner, or tell the teacher themselves what they have read. At this time, students go back and answer the question.			

Table 3.3. The Blue Print of Classroom Observation Sheet

Teachers' Strategies	Item	Yes	No	Note
8. PLAN a) Predict	Students make predictions about the text based on the title, heading, subtitles, and graphics.			
b) Locate	Students are required to locate the information requested on the concept map as well as identify the information already give to them on the map.			
c) Add	During this step, students must add additional information to the map that is not already on it.			
d) Note	In which students have to make additional notes on their map and identify wheter or not their original predictions were correct.			

3.2.2.2 Interview

Interview will be used to get information from sample of the research in relation to statements of the indicators of the research, which could not be obtained through observatory activities in the classroom at the time of learning and teaching process carried out by each English teacher.

To get reliable information from each English teacher upon the teachers' strategy in teaching reading. The researcher interviews each of them if some statements of the indicators are not see or find by the researcher during learning and teaching reading process in the classroom. The interviews is intent to back up data, which are obtained through observation.

So, all statements in the indicators of the research are covered through the observation and interview activities, which are conduct at any convenient time according to English teacher at SMAN 14 Pekanbaru.

3.3 Data Collection Techniques

To collection the data from sample of the research, the researcher follows the following procedures:

3.3.1 The Procedure of Interview

After having conducted observatory activities, the researcher follows the procedures of interview as in the following:

1. The researcher looks for the convenient time for each English teacher to have an interview

2. After getting a confirmation about the confenient time, the researcher comes to have an interview with each english teacher concerning the indicators of the research.

3. The researcher takes notes down as each english teacher gives comments upon each indictator being asked to each of them.

4. The researcher correlates between the results of observation and the result of interview for data of the research.

3.4 Data Analysis Technique

The researcher found found qualitative data from classroom observation and interview from the respondent (three English teachers at SMAN 14 Pekanbaru). And then, the researcher used this classroom observation and interview to describe, explain the data. The data used the sentences and it did not form numbers. The researcher organized the data in the structure that should be understand and understood easily

CHAPTER IV

FINDING AND DISCUSSION

4.1 Presentation of The Data

The main objective of this research is to know the teachers strategies, strategies in teaching reading at SMAN 14 Pekanbaru. The located at Tengku Bey Sei Mintan, Simpang Tiga, Kec. Bukit Raya, Pekanbaru City, Riau 28282. Thereofore, in the collection of the data, there are two kinds of technique have been used: Classroom observation Checlist and Interview

4.2 Classroom Observation Checklist

It is used to obtain data on observation was done by the researcher with seen the English teacher by noticing some observation checklist below. Here, the researcher observed the two teachers, strategies in teaching reading, especially at SMAN 14 Pekanbaru.

4.2.1   Result of observation, A strategies ART (Ask, Read, Tell) in Teaching Reading

Researcher have observation to English teachers at SMAN 14 Pekanbaru, the researcher found two strategies used by the teachers in teaching reading comprehension at SMAN 14 Pekanbaru. They used the SQ3R method and ART method. The first teachers is Mrs. Kesuma Hastusi, S.Pd, she used ART method for teaching reading comprehension at SMAN 14 Pekanbaru. The researcher observation on Monday, 04 January at 09.00. We can be seen from the observation checklist above, the teacher already did her strategies for give her

knowledge in teaching reading as long as teaching learning process in the classroom.

So, in the first time before continue the lesson her, the teacher ask to students about snow white, and teacher ask "did you ever here?" students answer "yes i did ever". And teacher said, now, this is about narrative text. And teacher ask, "do you know about narrative text?" becausee the students are confused, finally the teacher give stimulation and she answer narrative text is focus for specific participant. And the teacher said, there are three structure, after that the students answer orientation, and teacher ask the second? Students answer again "complication", and the three, teacher said? Students answer again "resolution". And then the teacher ask meaning about orientation, complication and resolution to students. After that the teacher said, please looked the story about Sura and Baya, and read. Than the teacher give examples how to read story in front of the class and using body language.

After the teacher give a example of Sura and Baya, the teacher order the students for read, and after that the teacher choose the students to ask and answer the question about the story, student (A) ask "what is the title of narrative above?", student (B) answer, "the title is about Sura and Baya". After that, student (A) ask, "how many characteristics in this text?" student (B) answer, "two characters, Sura and Baya"

After the answer and question season, the teacher said, now, choose the unfamiliar words and underline of the word, the teacher around of the students until students finished do it. And than, the teacher choose some students for

writed the unfamiliar words, the teacher said, now, "who know the meaning of the familiar words? Please rise your hand", after that teacher choose some students that rise hand them.

Because time is over for her subject, finally teacher prepare closed the subject and also the teacher give a home work to students for write down the summary of the story and than tell in front of the class for next meeting.

4.2.2 Result of observation, A strategies SQ3R (Survey, Question, Recite, Read) in Teaching Reading

Researcher have observation to English teachers at SMAN 14 Pekanbaru the researcher found two strategies used by the teachers in teaching reading comprehension at SMAN 14 Pekanbaru. They used the SQ3R method and ART method. Second teacher is Mrs. Nurhaida, S.Pd, she used SQ3R method for teaching reading comprehension at SMAN 14 Pekanbaru. The researcher observation on Monday 04 january 2021.it can be seen when the teacher prepare students to recieve the lesson and teacher review about last meeting. It is about narrative text. What did you know about generic structure narrative text? Some students raise their hand and explain to teacher.

After the teacher review about narrative, teacher give to students a story about fox and grape. Than the teacher give a simple narrative text about fox and grape, after that, teacher asks students to surveying reading to get a background knowledge.

By the time students began to look a story and the first, teacher read the story with walked arround the class and make the students understood and answer

the question. After that, teacher asks, what is the story talking about? Student said, about fox want a grape. After that, the teacher give the keyword and translate of the story. Than teacher ask, who was the main characteristic this story? Students said, the fox. Teacher ask, where the story was take place? Students asnwer, in the forest. Teacher ask again, what did the fox try to reach? Because long time for answer the question, finally there are some one of the student answer the student, but she not louder her voice, student answer, a grape. Than, teacher said, i thing you can answer the question, but you are less confident, but it's ok, never time.

So, after that, the teacher give excercise to students, then, the teacher ask to students for closed the paper, and they just look the white board for answer the excercise. Finally teacher said, raise your hand and afteer that teacher choose the students one by one for the answer excercise. After some students finish answer the excercice, and then teacher choose some students for read the story nutil finish. After that, the teacher order all students for read together. So, that why, the aim for stimulate the students brave for used english language with louder and also, so that dont afraid and shy when they speaking english in the classroom.

Because time is over, finally teacher prepare closed the subject and she give a motivation for students for always reads.

4.3 The Result of Interview

So, the researcher to find out the additional information about the classroom observation that have been done, the researcher make some questions

that relevant with the indicators when teacher was teaching reading at SMAN 14 Pekanbaru.

4.3.1 ART Strategy (*Ask, Read, Tell*)

In the classroom Observation Checklist, the researcher saw Mrs. Kesuma Hastuti, S.Pd used most ART strategies teaching reading. So, the researcher ask to teacher about the some questions, "such as in teaching learning process sometimes there are students who play with their friends or maybe not paying attention in the class. If there are things like that usually what teacher does"*? teacher answer, if the students not paying attention to what a material, yea, actually so many techniques or strategies to make a students pay attention, in process learning we can using music maybe, sing a song together, games, focus as media, in order to make students focus.* What is the strategy that usually use by the teacher teaching reading?" *teacher answer, there are some strategy can make students pay sttention, but the first, we have know about the students characteristic, i always used ART strategy in my class.* "How the impact from using of ART strategies to students"? *teacher answer, there are some impacts of ART strategy for students, such us, ART strategy can made a students enjoy and fun, ART strategy can as students ability in english, by ART strategy, students become easy to understand in reading text.* What is the influenceof strategy that teacher use for students in reading?" *teachers answer, so many influence for students i thing, because there are strategy is one of strategy can make process teaching learning become enjoy and funm students easy to understand the reading text.* "what the teacher had use a media that makes the students become more interested again in learnig at the

classroom?" *teacher answer, i used infocus pictures and card, it's all defens the* *material.*

4.3.2 SQ3R Strategy (*Survey, Question, Recite, Read*)

In the classsroom observation, the researcher saw Mrs. Nurhaida used most of SQ3R Strategies teaching reading. So, the researcher ask to teacher about the some questions, such us "in teaching learning process sometimes there are students who play with their friends or maybe not paying attention in the class. If there are things like that usually what teacher does?" *teacher answer, actually every students has many characters, but some of them sometime busy with them self, so, i try to get the attention by calling him/her , and try to say the name and remember about them again, it is time to study but sometime i just call him, and than actually they know, their have change the attitude, when the students stay like that, so the teacher give something that students can interested to teacher, for examples please explain again about i have explain to them.*

"What is the strategy that usully use by the teacher reading? *Teacher answer, based on the situation or based on the topic.* "How the impact from using of SQ3R strategies to students"? *teacher answer, from this strategy i thing the students will get more understanding about the text, and will get news vocabulary more easy and than they can asnwer the question very quickly.* "What is the influence of strategy that teacher use for students in reading"? *teacher answer, the strategy is very influence the students, because from the strategy, they can try to understand the text and than they can love in vocabulary and finally they can knowledge achievement.* "What the teacher had use a media that makes the

students become more interested again in learning at the classroom?" *Teacher sanswer, like i using before, i used infocus, sometime i used some pictures also, and than based on the topic it is self, sometimes i used students it's self, maybe like i teach command, i am using the thing around them.*

4.4 The Interpretation of Data

In this research, there are two teachers. The first teacher used ART strategies in teaching reading of the SMA N 14 pekanbaru. In taught the students because in observation checklist saw where the points of each strategies teacher answer "yes". In the first observation of teacher in using ART strategies is 3 points, there are (1.a1, 1.b1, 1.c1). and then the second teachers used SQ3R strategies in teaching reading at SMAN 14 pekanbaru. In the second observation of teacher in using SQ3R strategies is 5 point, there are (1.a1, 1.b1, 1.c1, 1.d1, 1.e1).

So, the total points of strategies on teacher are ART strategies i 3 points and also total points of strategies on teacher are SQ3R strategy is 5 points. So, it can concluded that the teacher use most all of the indicators of strategy that her used in teaching reading in the classroom.

Here, the interview as additional information to know the reason of teacher why use ART strategy and SQ3R strategy. Teachers reason of using ART strategy and SQ3R strategy in teaching reading is the material that teacher used is suitable with the strategy and condition of the students.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data description of teacher strategy in teaching reading at SMAN 14 Pekanbaru could be conclude that the teacher have applied most of strategy's components, but some of the components still beed improvement.

Researcher found during the teaching learning process the teacher use two language, they are English adn Indonesian. Teacher tried to explain in English, but when students did not understand she translate in to indonesia. The teacher already used the suitable strategy for teaching reading, in order the students do not bored in the classroom, because they can understand the reading lesson.

With the ART strategy and SQ3R strategy, teacher succes to make the second year first students express the reading lesson and get the idea form the reading text. They can discuss fluently with their friends about the topic without many difficulties.

Finally the researcher conclude that from analysis of the teacher strategy in teaching reading of the first year students at SMAN 14 Pekanbaru, we may conclude there are two teachers use strategy (SQ3R and ART) in teaching reading at SMAN 14 Pekanbaru. Here, Mrs. Kesuma Hastuti, S.Pd used SQ3R and Mrs. Nurhaida, S.Pd used ART strategy, but them aim is same, because it is can make students easy to understand in learning process, because students often read the text and find out the translation of difficult word. So, it make students easy to understand the reading text.

5.2 SUGGESTION

Based on the conclusion above, the researcher would offer some suggestion 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 teaching learning process.

2. For the Student

   With the strategy's that use by the teacher, the students hope the students more understand about reading comprehension and enjoy with this lesson

3. The next researcher

   The researcher wishes that order 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 important in teaching and learning process. Therefore, that result will be more advantageous and be applied in a larger area.

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