AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION AT SMAN 2 TUALANG

A THESIS

Intended for Fulfill of the Requirements for the Award of Sarjana Degree
In English Teaching and Education
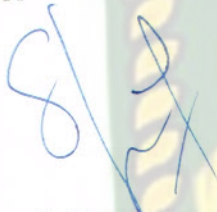
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FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS ISLAM RIAU

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2020

THESIS APPROVAL

AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION AT SMAN 2 TUALANG
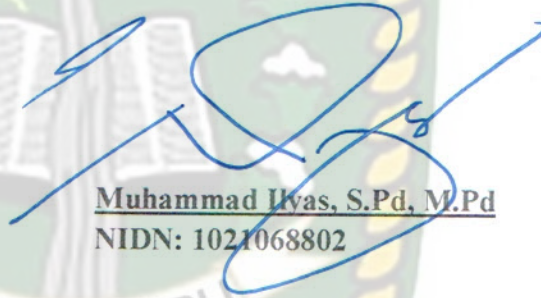
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LETTER OF NOTICE

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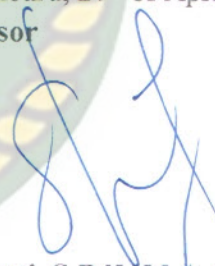|	
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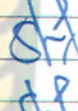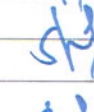Pekanbaru, 20th of April 2020
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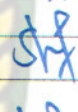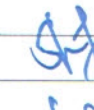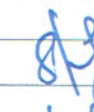
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THESIS GUIDENCE AGENDA

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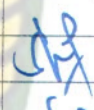| No	Date	Guidance Agenda	Signature
1	November 28th 2018	Constructing the title and reason	
2	February 26th 2019	Revised Chapter I	
3	May 16th 2019	Revised Chapter II and III	
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DECLARATION

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

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

Pekanbaru, 20th of April 2020

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ABSTRACT

YANI SAFRIDA, 2020, An Analysis of Teachers' Strategies In Teaching Reading Comprehension at SMAN 2 TUALANG .

Keyword: An Analysis, Teacher's Strategy, Reading, Qualitative Research.

The aim of this research was to find out there teachers' strategies by English teacher at SMAN 2 Tualang.

The design of this research was descriptive, the research was qualitative approach. The total population in this research was two teacher which is teacher A and teacher B. The sample of this research was students at SMAN 2 Tualang in class XI/1, XI/3, XI/5 and X/5. The researcher was doing observation in the classroom, interviews the teacher and documentation..The data were identified, described, and analyzed by using observation and the interviews.

The result showed that the English teachers' applied four strategies in teaching reading comprehension at SMAN 2 Tualang, the strategies were cooperative learning, reciprocal teaching, qars, and summarizing. The teacher applied the strategies students to help students become active during teaching learning process. The strategies could help the students become more active in the teaching and learning process, because the implementation of those strategies was appropriate.

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This thesis intended to fulfill one of the requirements of Sarjana degree in English study Program, Languag, and Art Department Teacher Training and Education Faculty, Universitas Islam Riau. In writing this thesis the writer faced many obstacles. However, the writer could pass all of them because the writer received a lot of guidance, support and valuable advices from many people. Therefore, the writer would like to give the best gratitude to:

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Though, the writer has limited skill and knowledge in completing this thesis. It might be possible that the thesis has lot of mistakes and it is still far from being perfect. Therefore, constructive advice, critics and valuable suggestion are expected. The writer hopes that thesis could be useful for the development of education, especially for English study program Universitas Islam Riau. Thank you.

Pekanbaru, 20April 2020

Yani Safrida
NPM: 156310706

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English as an international language is spoken in most international events and is used as the medium of information flow on science, technology and culture. Success in teaching English is the dominant that the English teacher should be attention, to especially in teaching reading. Through reading, one can improve the experience, develop new concepts, solve the problem, broaden his horizon of thinking, and increases knowledge, which is needed to the times and change the world, but the importance of reading comprehension ability has not been recognized by a large number of our society, a large number of population is still classified as poor readers in reading comprehension ability.

In reading comprehension, message will be delivered in the reading is the most important element in written form, student must be able to know the messages or important points contained in the text, because the main purpose of reading is to know the thoughts expressed in a print or reading material. Therefore, reading comprehension ability is a way for students so that students have good skills in reading. However, the problem of how a teacher made them understand the reading.

Based on the junior high school curriculum, reading is one of the four skills in studying English. Reading is one of the four skills in studying English. Reading

consists of narrative, descriptive, procedure, news item, recount, and anecdote. The purpose of the student learn reading, they have to know basic competence and achievement indicators in reading. Basic competence of reading: understand transactional discourse, interpersonal discourse, and oral monologue especially in the forms of descriptive, narrative, anecdote, analytical exposition, and hortatory exposition using oral language variation. And achievement indicators: student can read continuous story, student can identify rhetorical moves of a text in the narrative, descriptive, and anecdote form, students can identify main ideas, supporting ideas, and detailed information of the text, and students can identify and use the tenses.

For students from elementary to university level, reading is something that has to be done. They have to read their compulsory books or other materials related to their lesson. For students who are studying language skill (listening, speaking, and writing). According to Kustaryo, (1998) mentioned that it is certainly not easy to present the English reading for Indonesian student whose language system is different. Reading is a complex process which involves not only the read the text but also their experience to comprehend it. Because of its complexity, many teacher of English at junior and senior high school find difficulties in all teaching reading and prefer teaching structure to reading. Based on all reason above, the writer think about good strategies from English teacher which can improve students reading comprehension. Therefore, researcher is interested in title" An analysis of teachers' strategy in Teaching Reading Comprehension at SMA N 2 TUALANG".

A major problem less skilled readers have while reading is that they do not often involved in comprehension monitoring. That is, they do not notice that they do not understand what they are reading. Therefore, these less skilled readers should take a more strategic approach to reading. According to Farrell, (2002) mentioned that English teachers must have one activity that has many strategies when teaching reading comprehension to their students. Prediction is linked to the strategy of activating prior knowledge. Prediction creates anticipation and gets students thinking about previous experiences they may have had about the topic before they read about it. Research has shown that good readers use prediction as they continue to read into a story by search to confirm or adjusting earlier made intuitions about the topic. So prediction works before and while reading.

Prediction asks students to guess what will happen next in the story (from chapter headings and sub-headings). Prediction involves the readers in active interaction with the text by making them think about what they have read and what they will read next. The following steps may be useful for teachers to consider when designing exercise or activities for prediction: step one is prepare a text on the overhead projector, step two show the students the title or picture or first line or firs paragraph. Have students predict what the text is about or what is going to next happen. Teachers can use question such as "what do you think this text about? Why? Can support your statement?"

The purpose is not getting the correct answer but to encourage student thinking and participation. Teacher then write student responses on the board and then show

the next section teacher the correct and to confirm or reject student response. The teacher checks the student's responses. The purpose of training students in using prediction are as follows: it motivated the student, it increases comprehension, it helps students to share peer knowledge or reasoning process and gives responsibility of comprehension to the students.

1.2 Identification of the Problem

Related to the background of the study, there some problems that many arise. The writer identifies the problems as follows:

The first factor is students. The students thought that reading English was difficult. They difficulties to understand text reading English. The students lacked know vocabulary because they were not memorizing the meaning of the English word. Therefore, they preferred to be silent when the teacher gives questions related to the meaning or purpose of the English text. In addition, the students had difficulties in pronunciation when the reading English text and lacked vocabulary mastery. They often not understand in English text.

The next factor related to the teacher. Good strategy is the ways to make students interested to improve students reading comprehension. Media which were considered powerful to attract the students' attention was absent in teaching and learning process. Thus, the students were easily bored, not interested and motivated during their learning. The teacher always asked their students to read a text and do LKS which did not provide the students mastery in reading comprehension.

In this case the researcher tried to analyze strategies used by English teachers in teaching reading that could be effective strategies for English teaching reading comprehension, especially for improving students reading comprehension.

1.3 Focus of the Problem

The researcher focused in strategies of teachers used in teaching reading comprehension at SMA N 2 TUALANG.

1.4 Research Question

Based on the title that researcher have, the research make the formulation of the problem in this research:

What strategies are used by teacher for teaching reading comprehension at SMA N 2 TUALANG?

1.5 Objective of the Research

The need of the research are expected

To know the strategies used by the teacher of teaching reading comprehension at SMA N 2 TUALANG.

1.6 Significance of the Research

The finding of the research is expected to give valuable contribution to the followings:

1. For English teacher: the result of this research is expected to be useful for the teachers in choosing suitable strategies in teaching reading comprehension. And the teacher can change the good strategies to teach their students.

2. For students: to help the students overcome the problem in learning English.

3. For reader: give information to the other readers about the strategies how to improve student's reading.

4. To researcher as an English future teacher, experiences in language can be preparation to be a good teacher in the future and can be implemented to her students in the future. And the researcher hope the students can interesting with her strategies and can improve her students in reading comprehension.

1.7 Definition of the Key Terms

To avoid problem misunderstanding and misinterpretation of the research finding, the researcher would like to explain and define the key terms are used:

1. Teacher's strategy: In part students do not really understand the strategies taught or they never know at all strategy taught. They may also require students to identify important vocabulary words, answer short questions, or summarize certain parts of the text. Study guides can be used during or after reading. Training is a fundamental strategy for developing reading skills in academic settings Grabe, (2008) citied in Mistar, Zuhari & Yanti, (2016).

2. Reading Comprehension : is process of understanding reading the opinions or messages that the author wants to deliver intentionally May&Rizzardi,(2002) citied in Papatga & Etsoy, (2016).In other words, reading comprehension is a process by which the reader is made to understand a passage interesting in English reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

The teacher's strategy is one of the most important things in the teaching learning process. This study aims to find out the strategies of the teachers, so that students become more interested in their special learning process in English especially reading skill.

2.1.1 Nature of Reading Comprehension

Reading is one of the important skills beside listening, speaking and writing. The fundamental goal of any reading activity is to know the language and getting the meaning from the written message or to develop the students ability from the contains of the text.

Generally reading is a process of getting information from written words. To read a passage is usually to tell the purpose or to understand the idea of the writer. Reading is not simply a process of getting the meaning of the printed speech. It involves skills of the visual recognition of word. The readers interpret what they have read and comprehend. According to Nunan (2003 : 65-66) interaction influence process of readers combining information from a text own background knowledge to build meaning .It means that by reading students can increase their knowledge and get a comprehension about what they read. Reading also helps the students to explore what they have know about world and can get information that will be useful for them.

Furthermore, reading is unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author assumed to have intended. Reading is a process readers consider that information represented in the text and prior readers knowledge to get meaning from the text, Nunan (2003) citied by Habibah (2006).

In addition, Nichols, Rupley, Blair (2005) citied by Rasinski (2016) state reading is the ability to understand and respond to express ideas in writing. Mikulecky (2004), citied by Rahayu (2013)states that reading is the most basic skill asked in language learning because it affects other language skills such as speaking, listening, and writing.

The researcher concludes that reading is a process of getting the information or the message by the written words. Students must focus and concentrate when they read a text so that they can understand what the texts tell about. So, by reading students can increase their knowledge and get a comprehension about what they have read does not merely getting the information by the printed speech.

Snow (2002: 11) defines that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension has several elements such as: the reader who is doing the comprehending, the text that is to be comprehended, and the activity in which comprehension is a part.

Besides the definitions above, it can be concluded that reading comprehension is a tool to get comprehend about what have read and a tool to refresh

ideas, and also can understand many types of word and sentences which can improve comprehend. Reading comprehension also helps to know new information and how to make a good comprehension in reading with their own knowledge.

Reading is activity to analyze and interpret which is conducted by the readers to get information. The goal for reading activity is to know enough science concepts and to know the language, especially for students reading to be important skill because they get information from the text. It must be considered because the study of English as a foreign language around the world, reading is the main reason why students learn the language around the world, reading is important because it related to the issues of literacy and intelligences.

According to Tennant (2013) cited in Aliponga (2013), reading as recognition of words, from simple introduction of letters and how these letters form certain words until each word has meaning not only in individual letters, but also as part of a text. It means that students can use their productive skills, to be able to understand the text of a reading by understanding the said words.

2.1.1.1 Type of Reading Skill

Reading is bringing meaning and getting meaning from printed or written material. To the same extent reading should be stimulated when the students need to create the sense condition. In the words, the students will be guided to find the real answer of question they have in mind. Purposeful reading is encouraged by creating an interest in content, by trying in the new experience with personal background of the learning, by systematically extending the reading vocabulary.

According to Brown (2004:189),there are several type of reading skill follows as:

1. Perspective

Perspective reading tasks involve attending to the component of larger stretches of discourse such as letters, words, punctuations, and other graph emic symbols (bottom-up process).

2. Selective

Selective, in order to ascertain one's reading recognition of lexical, grammatical, of discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc. stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well.

3. Interactive

Interactive, included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. By that, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and description, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus on an interactive task is to identify relevant features lexical, symbolic, grammatical, and discourse within texts of moderately short length with the objective

of retaining the information that is processed. Top-down processing is typical of such tasks, although some instance of bottom-up performance may be necessary.

4. Extensive

Extensive reading applies to texts of more than a page, such as professional articles, essays, technical reports, short stories, and books. It should be noted that reading research commonly refers to "extensive reading" as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour.

2.1.1.2 The importance of Reading Skill

There is some reason why reading is important to get student to read especially reading English texts. Harmer (1998:68), states that there are some reasons why reading becomes so important. First, reading gives many exposures to student's language acquisition. The will unconsciously learn a new word, grammar and extract meaning of the world in contexts. When the read, they get many kinds of language exposures from many different kinds of texts, they repeat the exposures and easily memorize them. Second, reading texts provide a good model for English. A good model of text is important to be given in teaching English. Hence, it helps recognize the pattern of phrase, clauses, and sentences within the text.

Some important reading skills are in the following:

1. Scanning

Scanning is very high-speed reading skill. When scanning a reading, the reader has a question in his mind. Readers do not really read every word,

only words that answer the questions that are in the reader's mind. Practicing in scanning will help the reader learn to jump over unnecessary words so they can be read faster.

2. Previewing and predicting

There are two skills that essential for a good reader, review and predict. When gather information about a book by examining it is cover, readers are previewing first. The aim of previewing is to help readers to predict or make some "educated guesses" about what is in the book. Previewing and predicting before you read can make a big difference. Readers can get some ideas about what will be read. That way the reader can start processing information far more quickly.

3. Skimming

Skimming is reading a reading in a high-speed way that can save the reader time. Readers need to skim to get general understanding of a section or book.

4. Making an Inference

Sometimes the topic of a text may not be stated directly. Therefore, readers must look for clues and try to guess is about that part.

5. Summarizing

Summarizing is the retelling the important part of a passage in a much shorter form.

Reading can give some Advantages for reader. According to Clack & Rumbold (2006 : 8), the pleasure of reading does not affect reading increases reading comprehension. There are four advantages of Reading:

1. general knowledge

2. a better understanding of other cultures

3. Community participation

4. a greater insight into human nature and decision making

According to Harmer (1998:68), reading is useful for other purposes too. Exposure to English provided students understand it more or less is a good thing for language students. He also added that reading texts could help writing and provide opportunities to study language: vocabulary, grammar, punctuation, and the way construct sentences, paragraph and texts.

Every activity done by someone has certain purpose. Reading also contains aims. Generally, the purpose of reading is classified into:

1. getting general information from the text

2. getting specific information from the text

3. reading for pleasure of interest

4. reading to compare the information with the reader's own knowledge

5. reading is as social control

2.1.1.3 Component of Reading

Understanding of reading is often adopted from the point of view of individual differences in efforts to explain processes and components that might distinguish skilled and less skilled readers, called 'poor in understandings', Oakhill, Cain,& Bryant(2003) citied by Meneghetti, Carreti, De Beni, (2006). Poor comprehension is mostly of individual with average IQ and there is impaired in understanding the meaning of a text.

Based on the explanation above, there are several components of reading with an explanation of components. The component are important elements of the definition of reading and can get a guide to understanding how to reading process is taught based on the following components.

1. Main Idea

Statement of the main ideas is the statement under which all other material in the paragraph, examples, reasons, facts, details and other evidence can fit. Reading comprehension is finding the main idea tells the readers something about the topic. It is located in the beginning in middle or in the last paragraph.

2. Detail/ Factual Information

A paragraph contains facts, statements, examples– specifics which guide us to a full understanding of the main idea. They clarify, illuminate, explain, describe, expand, and illustrate the main idea and are supporting details such as person, place, time, and events usually appear with wh questions.

3. References

Reference is resource that is used as a start the theme, but rather provide information that is more compact when start exploring the topic. In order to avoid repeated words or phrase, the author use reference word and being able to identify the words or phrase to which they refer to help the reader understand the reading.

4. Vocabulary in context

In vocabulary consisting of words that are understood when listening or reading, and when words that spoken is not understood usually written as one that helps make it easier for someone for better understanding. To find the meaning of vocabulary can be done by the readers by guessing it in context.

5. Summary

The summary is like paraphrasing form of original text, enabling it to produce thought, with shorter form. In writing a summary, one should focus on the report, on the most important of message from original report.

2.1.2 The nature of teaching reading

So, there are some teachers get confused to different between approach, method, technique and strategy. In this research, the researcher will explains one by one about that all and strategies of teaching as well.

2.1.3 Teaching Strategies

Teaching strategies is education strategy can be defined as a plan method, or series of activities designed to educational achieves a particular goal. Strategy can be defined as a plan that contains a series of activities designed to achieve specific educational objectives. Djamarah & Zain (2002 :5) state that the teaching strategy is

as a general pattern of teacher's activities in the realization of teaching and learning activities to achieve the goals outlined.

The strategies used by previous teachers should consider the situation, learning resources, needs, and characteristics of learners encountered in order to achieve specific learning objectives. A teaching strategy is a way of making decisions about an individual class, or even an entire curriculum, beginning with a key analysis variable in teaching situations. These variables include characteristics learners, learning objectives, and learning preferences from teacher.

2.1.3.1 The strategies of Teaching Reading Comprehension

According to Harmer, (1995:213) there are the important roles of teaches that have particular relevance if we are trying to get students to read well.

1. The teacher should be organizer, it means that a teacher needs to tell to the students exactly what their reading purpose and give them clear instructions about how to achieve it, and then how long they have do it.

2. The teacher is as an observer, it means that a teacher observes the students work.

3. The teacher is as a feedback provider: It means that when students have completed the task, a teacher can lead a feedback session to check that they completed the task successfully.

4. The teacher is as a prompter: it means that when students have read a text the teacher can prompt them to notice languages features in that text. On the other

hand, these roles needed to teachers to adopt when asking students to read in order to get students to read enthusiastically in class.

Based on the explanation above, it can be seen that in teaching reading in the classroom, the teacher should build up students' knowledge about the important of reading and set goal from their activities in reading, the teacher should give correction to students reading mistake directly or indirectly when students make incorrect in complete or answer the tasks.

There are several strategies to use by teachers teaching reading comprehension. Some teachers get confused in choosing the good teaching strategy especially when teaching reading. Every teacher should be having strategy self because all skill in English studies will easily understand by student if English teacher have strategy.

Many strategies can be used by English teachers, researcher will explain several strategies that can be used in teaching reading comprehension.

There are some strategies in teaching reading comprehension according to Vacca & vacca, (1999:53) citied in Sarjan, (2017).

1. Scaffolding

Scaffolding is help, support for students from people who are more mature or more competent, especially teachers which influences the use of higher cognitive mastery and enables the development of students' learning abilities.

Scaffolding allows teachers help diverse learner meaning and overcome difficulties in text-related learning situation. Scaffolding is as a process whereby a student is a helped to solve a particular problem beyond its developmental capacity

through the help of a teacher or other person with more ability. It can be concluded that the scaffolding is a support given by the teacher to students that encourages the development of students learning abilities so that there is an increase in the higher level material abilities needed with more complex problem solving. Bruner (1978) citied in Fernandez, (2002) states that scaffolding as cognitive support given by teachers to learners to help them solve tasks.

The characteristic of effective scaffolding is that learning must always be in ZPD Harman citied in Jalmo, (2009). Scaffolding is a process used by adults to guide children through their proximal development zones.

Procedure of scaffolding:

1. Explain learning material

2. Determine the zone of proximal development (ZPD) or the level of student development based on cognitive levels by looking at the value of previous learning outcomes.

3. Group students according to their ZPD

4. Provide learning tasks in the form of tiered questions related to learning material

5. Encourage students to work and learn to solve problems independently by groups

6. Providing assistance in the form of guidance, motivation, giving examples, keywords or other things that can lure students toward learning independence.

7. Directing students who have a high ZPD to help students who have a low ZPD

8.Conclude the lesson and give assignments

2. Think aloud

Think Aloud is a strategy that helps students on learning activities, aims to remember information that is more significant than 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 aloud strategy in understanding reading texts.

In this learning model, within each group of students are divided into two roles, namely as a problem solver (problem solver) and listener (listening and giving a solution to the problem solver). The use of Thinking Aloud Pair Problem Solving (TAPPS) learning models is expected to increase student learning activities, and stimulate student motivation, so that it affects the students learning outcomes, especially in the subject matter provided.

The steps in implementing of Thinking Aloud Pair Problem Solving (TAPPS) learning model Desriyanti, (2014) are as follows:

1. Students are divided into groups of two students

2. Students are asked to sit in pairs and face each other

3. Each group member determines who first becomes the problem solver and who becomes the listener

4. The teacher gives questions to each group

5. Those who act as problem solvers must read the questions clearly to the listener

6. Furthermore, before the problem solver gives his ideas about the problem, he must first make reasoning about the questions given by the teacher

7. After that, then the problem solver conveys the result of his reasoning to listener

8. Listener has the duty to listen to what is conveyed by the problem solver and understand each step, answer, and analysis provided

9. Listener is not allowed to add the answer to the problem solver because the listener here is only entitled to notify if there is an error in the analysis of the problem solver

10. If a problem or problem has been solved by a problem solver then they immediately exchange tasks. Problem solver becomes listener and listener becomes problem solver.

11. After they exchange assignments, the teacher gives a new problem that must be solved by a new problem solver. This is done so that each students has the opportunity to provide the results of their analysis and the opportunity to become listener

3. Reciprocal teaching

Reciprocal Teaching consists of a set of strategies that are first introduced and modeled by the teacher and then used by students in pairs or in small groups. According to Palincsar & Brown, (1984) citied in Pilten, (2016) mentioned that reciprocal teaching strategy is a systematic teaching activity that involves strategies that reinforce reading, such as:

    a. Predicting

    b. Clarifying

c. Questioning

d. summarizing

At the beginning of teaching, the teacher assumes the primary responsibility for teaching and demonstrating the strategies. Students slowly take over and practice these strategies with each other until they can work independently in their groups. The strategy is best used with "informational" non-fiction texts but can be adapted for narratives.

4. QARs

According to Raphael and Au, (2005) citied in Erdiana, Kasim, Junita, (2017) states that QAR is a reading comprehension strategy developed to clarify how students approach the tasks of reading texts and answering 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 class of students only see and read at a glance and understand further, students must focus on the questions given by the teacher about the reading text.

Strategies in teaching reading comprehension Successful reader can also read for though comprehension. This means they read to understand the total meaning of a passage. This kind of reading is often done in academic and other settings where complete comprehension is necessary.

There are some strategies in teaching reading according to Decoda literacy solutions, (2015:5:23).

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1. **Clarifying**

Clarifying belongs to a set of reading strategies called collaborative teaching, but it can also stand on its own. Clarifying is an 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 kinds of texts and need to take into account a variety of reasons for comprehension difficulties such as background knowledge, weak decoding skills, unfamiliar vocabulary.

2. **Click, Clunk**

Click, Clunk is a teaching/learning strategy that students use to signal comprehension difficulties to themselves and the teacher. Students simply read silently and then say "click" for each word they understand and again for each sentence or passage and "clunk" whenever they encounter a word, phrase, sentence or passage that they don't fully understand.

Students click and clunk while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understandingAbidin&Riswanto, (2012). Click refer to portions of the text that make sense to the reader: "Click," comprehension clicks into place as the reader proceeds smoothly through the text. When a student comes to a word, concept or idea that does not make sense, "Clunk"

comprehension interference. For example, when students do not know the meaning of a word, it is a clunk.

3. Predicting

Predicting belongs to a set of strategies called reciprocal teaching or collaborative teaching. According to Gather, (2004) citied in wulandari, (2017) states that making predictions is a strategy in which readers use information from a text such as: titles, headings, pictures, diagrams, and their own personal experiences to anticipate what they are about to read or what comes next. After making a prediction, students read or listen to a text and either confirm or revise their predictions.

4. Role Plays

Students work in pairs or small groups to act out a situation. Each student has a role. Role plays can be simple or complex.According to Tompkins,(1998) citied in Krisdiana, Irawati, & Kadarisman, (2018) Stated that his strategy encourages thinking and creativity, makes it easy students develop and practice new languages and become hard skills in a relatively non-threatening environment, motivation and student involvement requires a process to occur learn, and simulate real life situations and to train students to describe what they will do when situations occur in real life. The purpose of a role play is to give students an opportunity to work with others to act out a situation and explore how others may think, feel or respond in a situation. Role plays are meant to build communication skills as well as problem solving skills.

. They can't simply recite a memorized dialog. By putting themselves in real situations, students learn to think about what they might say and gain practice

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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 texts. They also useful in having students act out sticky or stressful situations that are part of their daily lives.

5. Summarizing

According to Perin, (2002) citied in Murniyati, (2018) states that summary is a mixture of reading and writing. Writing a summary of a text can help students connect the essence of ideas, process thoughts, rephrasing and restructuring them in their own words.

Summarizing is a challenging task for most struggling readers, and is often preceded by practice in retelling and note taking. Summarizing requires that students first get the gist of a reading and then distill key points in the reading. Summarizing requires that students develop a shorter version of a longer piece that includes both the main points and essential details. Most readers have with summaries, since they may not have the literacy skills required to distill and restate ideas. To start, they may need a chance to practice paraphrasing and retelling a short text in their own words.

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

6. Think-Pair-Share

Think-Pair-Share is designed to have students think about a topic, then pair with another student and share their 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 can be adapted for all levels. It can easily be implemented in large classes.

Think-Pair-Share allows students to think about a response before sharing their ideas with another student or the class. Students are often more willing to share an idea with a partner than speaking up in class. This strategy allows them to try out their ideas in, one hopes, a supportive dialog 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 are asked to report out to the whole class, more confident students 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.

Furthermore, according to Chair, (2000: 45) there are some strategy in teaching reading comprehension:

1. Cooperative learning

Cooperative learning is a kind of teaching strategies that commonly used in the classroom. According to Brown, (2001) citied in Patama.A, (2013) states that cooperative learning is one strategy that involves students to work together in pairs or groups and they share information.

Having peers instruct or interact over the use of reading strategies leads to an increase over the learning of the strategies, promotes intellectual discussion, and increases reading comprehension. This procedure saves on teacher time and gives the students more control over their learning and social interaction with peers.

2. Multiple Strategy Instruction

Taken together, the evidence supports the use of combinations of reading strategies in natural learning situations. A common aspect of individual and multiple strategy instructions is the active involvement of motivated readers who read more text as a result of the instruction. These motivational and reading practice effects may be important to the success of multiple strategy instruction that is flexible as to which strategies are used and when they are taught over the course of a reading session provides a natural basis on which teachers and readers can interact over texts.

3. PLAN Strategies

PLAN is another strategy that is especially helpful for secondary students when trying to comprehend what they are reading in textbooks Educational Research,(2008) in Harvey, (2012). When using PLAN, students use a concept map that the teacher has created specifically for the reading selection it has some information about the selection already filled in and identifies other information that they students' needs to get from the text. The first step is predict, students make predictions about the text based on the title, subtitles, and graphics.

The second step is to locate. Students are required to locate the information requested on the concept map as well as identify the information already given to them on the map.

As students progress through school, they are asked to read increasingly complex information and graphical texts in their courses. Their ability to understand and use the information in these texts is keys to a student's success in learning.

Successful students have a list of strategies to use, and know how to use them in different contexts and also struggling students need explicit teaching of these strategies to become better readers. Psychologically, reading is a viewed as an interactive process between language and thought. There are some strategy for reading comprehension according to Shea& Roberts, (2016 :15).

1. **Pre-reading activities**

Pre-reading activities are interactional activities carried out before students conduct the real reading activities. In this stage, the teachers give an overview and are related to the topic and briefly explain the contents of the text.

Pre- reading is to tell students the purpose of reading and learning. Pre-reading activities are one of the activities aiming at facilitating the student's understanding about the reading text.

2. **During reading activities**

During reading activities are the activities that reader does while reading take place.When reading the reader can identify the main idea, find text details, make conclusions from the reading text, and recognize the pattern of discourse.

During reading activities are instructional activities that are going on while reading activities are happen.

3. Post – reading activities

Post-reading activities are the activities conducted by a reader after reading. Post-reading activities are instructional activities that the students and teacher do after reading, after reading the teacher gives feedback and makes a group. The function of this activity is to examine student's comprehension the text that has been read.
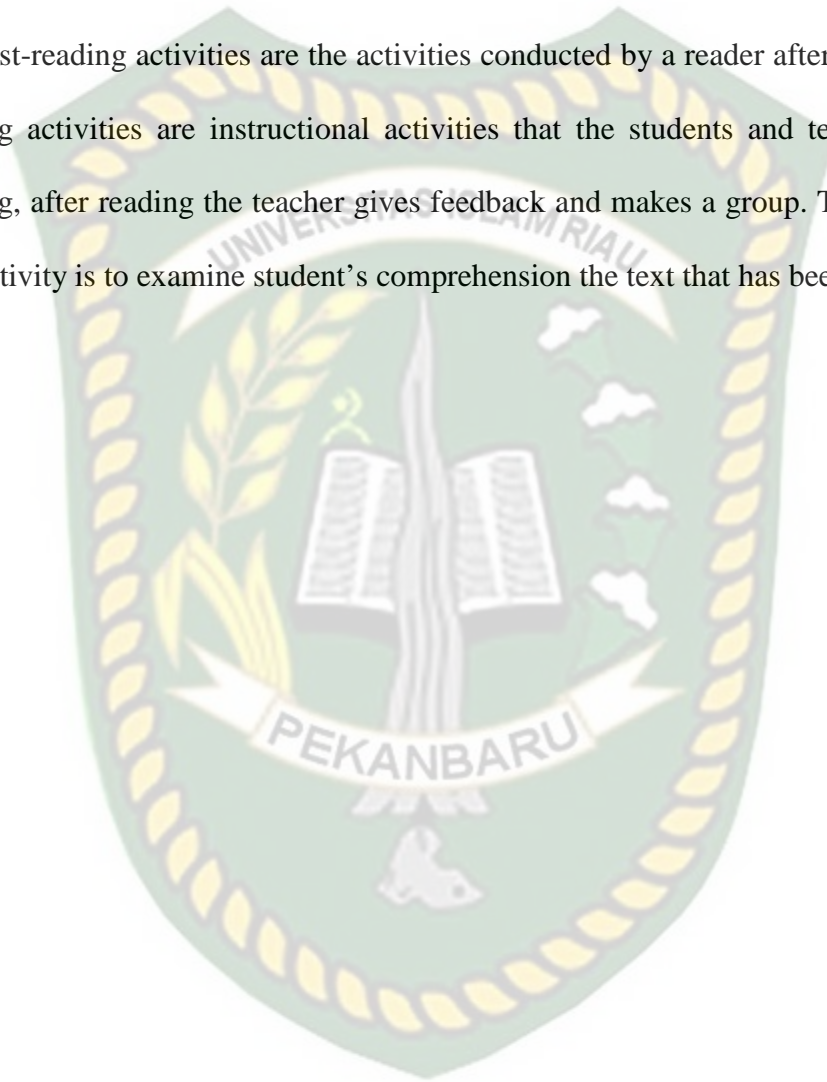
2.1 Relevance studies

To strengthen this research, there are relevant studies about reading strategies.

First, Antoni on (2010), this study was conducted under titled "to explore EFL teachers' strategies in teaching reading comprehension at one junior high school in Riau".This study employed a qualitative research design which is a case study using three data collection techniques; observation, interview and questionnaire. It can concluded that all of teachers have used teaching strategies to encourage the students in comprehend the text that formulated in the pre-, while, and post-reading. In the pre-reading stage, they conducted brainstorming, encourage of using dictionary, discussing on text types, and predicting.

Second, Ahmad at all on (2013), this study aimed to investigate Study on strategies for teaching speaking and reading comprehension skill in SMPN 01 Selong.This study employed a qualitative research design. Necessary data were gathered using open-ended question, classroom observation, interview, and questionnaire. The concluded the teachers applied three kinds of stages of teaching speaking and reading comprehension strategies in three stages; Pre-stages, Whilst-stage and Post-Stages.

Third, Ramadhon on (2018),this study was conducted underthetitle of "An analysis of strategies used by the English teacher in teaching reading comprehension of the second year students at SMP Negeri 27 Pekanbaru." by this study employed a qualitative research design. Based on the result of analysis, the writer concludes the

are one teachers use strategy, they are ART in teaching reading at SMPN 27 Pekanbaru.

2.4 Conceptual Framework

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┌──────────┐  ┌──────────┐        ┌──────────────┐
│ Listening│  │ Reading  │───────▶│   Teaching   │
└──────────┘  └──────────┘        │   Strategies │
                                  └──────────────┘
┌──────────┐  ┌──────────┐         │          │
│ Speaking │  │ Writing  │         ▼          ▼
└──────────┘  └──────────┘  ┌────────────┐ ┌────────────┐
                            │ Vacca&vacca,│ │ According  │
                            │    1999    │ │ some expert│
                            └────────────┘ └────────────┘
                            ┌────────────┐ ┌────────────┐
                            │ Scaffolding│ │    QARs    │
                            └────────────┘ └────────────┘
                            ┌────────────┐ ┌────────────┐
                            │ Think-aloud│ │Cooperative │
                            └────────────┘ │  learning  │
                            ┌────────────┐ └────────────┘
                            │ Reciprocal │ ┌────────────┐
                            │  teaching  │ │  Role play │
                            └────────────┘ └────────────┘
                                           ┌────────────┐
                                           │    PLAN    │
                                           └────────────┘
                                           ┌────────────┐
                                           │ Think pair │
                                           │   share    │
                                           └────────────┘
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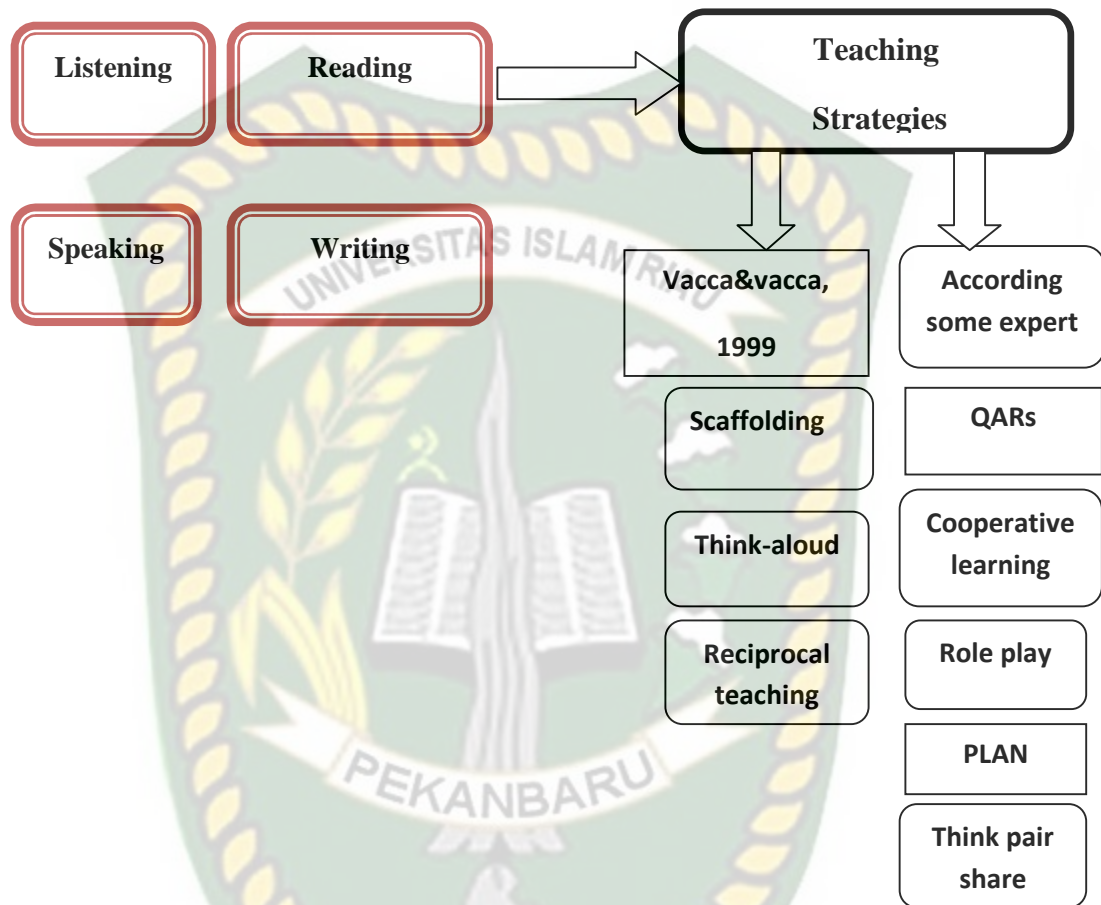
CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research is qualitative approach which is related to descriptive research, in this research has one variable and also on the strategies used by the English teacher in teaching reading at SMA N 2 TUALANG. The researcherconductedinterview, observation, and described the English teacher strategies teaching reading in the classroom. This research is a kind of qualitative approach.

3.2 Source of data

The population of the research is the English teachers at SMA N 2 TUALANG. The participant in this research is two of English teacher, the researcher analyzed that strategies used by the teacher at SMA N 2 TUALANG.

Table.3.1 The Participant of The Research

No	English teacher	Class
1	Teacher A	XI IPA 3
	15 years in teaching English subject	XI IPA 1
	Graduated from Universitas Riau	XI IPA 4
2	Teacher B	X IPA 3
	15 years in teaching English subject	X IPA 5

	Graduated from Universitas HKBP Nonmensen Medan	X IPA 5

3.3 Instrument of the Research

The instrument of the research is the tool to collect the data from the respondent of the research. The instruments of this research are observation, interview, and documentation. The researcher used interviewed and observation to got some information about the strategies in teaching reading comprehension at SMAN 2 TUALANG.

3.3.1   Observation

Data analysis took into place from the observation of the activities of the students and the teacher in classroom. From the observation, the researcher wants to know the strategies that teacher use in teaching reading. The researcher used the table of observation to analyze the activity students and strategy used by the teacher.

Observation is one of the first steps that help researchers to collect data or information. The researcher collects data through systematic records, events, objects, and things that the researcher found during observations, which are needed to support the research being carried out Sarwono, (2006 : 224).

Table.3.2 Observation Sheet

OBSERVATION FORM IN TEACHING READING

	Teacher's Activity	Student Activity
Pre – Activity	-The teachers' check absents and attendance list, greeting to the students and did brainstorming before teaching learning.	- The students greeting for the teachers and open book for teaching and learning process. -The students listening what the teachers said.
Whilst- Activity	-The teacher give a question about the material last week and the teacher give some example and explain about the next material.	-The students answer the question and pat attention to the teacher explain
Post- Activity	-The teacher asked student makes a conclusion about the text and write the important information and presentation in front of class.	- The students focus the read in text and the students completed their task and their present in front of class.

3.3.2 Interview

The researcher wants to know used strategies reading comprehension that teacher with interview directly with teacher.The researcher conducted interviews to obtain detailed information.The researcher makes some questions, and the teacher answer the research questions. The researcher recorded the interview by recording audio. The teacher can explained about what the strategies the used, and the researcher can collect the data from the interview.According to Wallace (2007:124), the answer to these questions are usually recorded or written continue the analysis.

Table 3.3 Interview Guidelines

An analysis of teachers' strategy in teaching reading at SMA N 2 TUALANG.

Research Question	Questions
What strategies are used by teacher for teaching reading comprehension at tenth grade SMA N 2 TUALANG?	1. How do you teach reading in English class? 2. What strategies do you use in teaching reading? 3. Why is there using this strategy in reading learning? 4. In your opinion, how to determine the good strategy in learning English especially in teaching reading?

	5. How do you teach increase vocabulary to students in reading?
	6. Whether in choosing strategies in learning reading affects students?
	7. Do you always use strategies in teaching reading?
	8. How long have you been teaching English?
	9. While teaching English, how do you think student's skill are in reading?
	10. Do students always participate in classes in reading?
	11. How do you get your students to practice reading English?
	12. How do you motivate students to practice reading English texts when outside in the classroom?
	13. What kind of practice do you

give to students to improve their reading?

14. In general, what problems do you often faces when you teach reading English?

15. What difficulties are encountered when you teach reading and strategy use in reading comprehension?

16. How do you teach reading to be easy for students to understand?

17. How is the strategy in teaching students in structure use or vocabulary in reading?

18. Whether students experience difficulties understand vocabulary in reading?

19. Do you use English when interacting with students?

20. In teaching reading to students, what the difficulties to teach

	your students?

3.3.3 Documentation

The researcher took the documentation of teaching learning process by strategy in SMA N 2 TUALANG. The documentations take form of pictures and lesson plans.
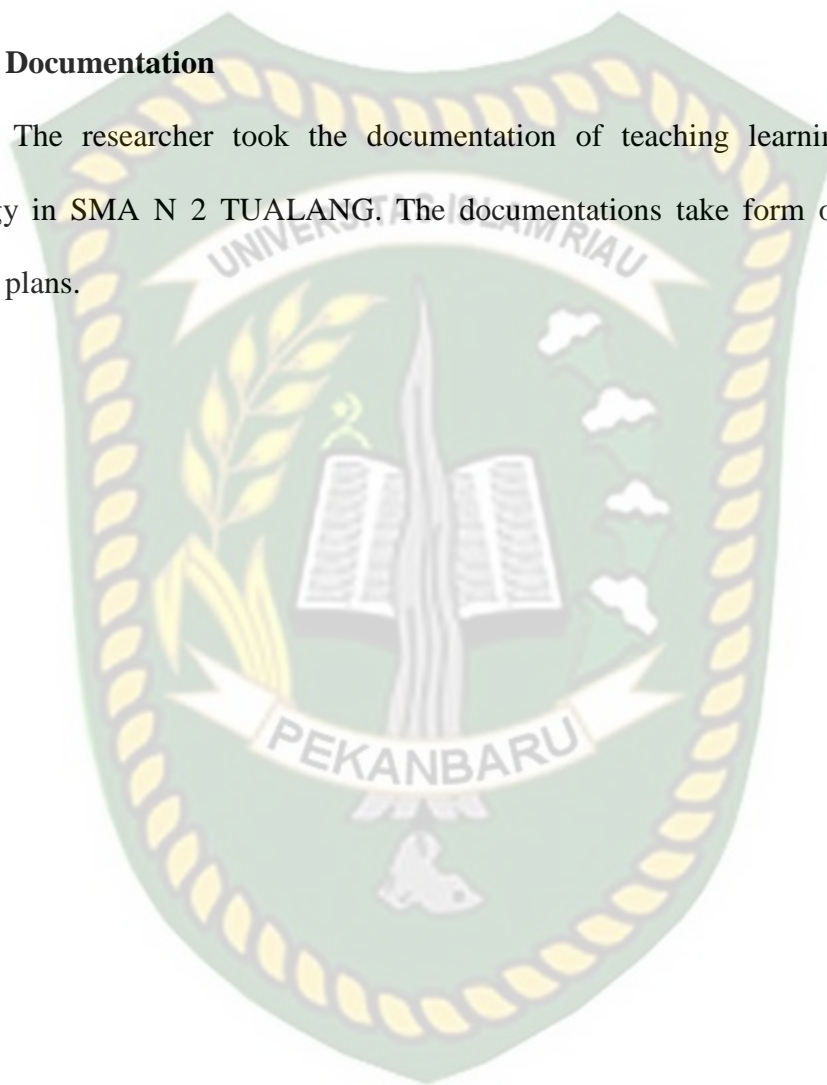
LESSON PLAN 1

School   : **SMAN 2 TUALANG**

Subject   : **English**

Class   : **XI**

Standard Competence

Understand the meaning in short functional text and monologue in the form of text exposition in the context of everyday life.

Basic competence

Understand and analyze social functions, text structures, and linguistic elements in exposition text in accordance with the context of their used.

Indicator

Analyzing expressions giving suggestions

Analyzing exposition text

Understand messages in exposition text

Strategies   : **Cooperative Learning**

Activity

1) The teacher gave a reading text to be discussed
2) The teacher divided the group. Each group consisted of eight people
3) The teacher gave the same reading text to each group. Then the teacher gave several times to discuss with their group
4) Finishing the discussion, the teacher gave feedback or asked the questions. Then the teacher asked the students to give score on their friend's performance

Source of Learning: English book

Evaluation

LESSON PLAN 2

School   : **SMAN 2 TUALANG**

Subject   : **English**

Class   : **XI**

Standard Competence

Understand the meaning in short functional text and monologue in the form of text exposition in the context of everyday life.

Basic competence

Understand and analyze social functions, text structures, and linguistic elements in exposition text in accordance with the context of their used.

Indicator

Analyzing expressions giving suggestions

Analyzing exposition text

Understand messages in exposition text

Strategies   : **Question Answer Relationship Strategy**

Activity

1) The teacher applied brain storming and students were listening the teacher instruction
2) The teacher gave a text with the same title to all students
3) The teacher asked the students to translate the text
4) The teacher gave twenty minutes to translate the text
5) The teacher asked one by one students what was the meaning the text in their own language
6) The teacher review about their material, and the teacher gave time for the students who did not understand about these text and hard vocabulary in the text.

Source of Learning: English book

Evaluatio

LESSON PLAN 3

School   : **SMAN 2 TUALANG**

Subject   : **English**

Class   : **X**

Standard Competence

Understand the meaning in short functional text and monologue in the form of descriptive text in the context of everyday life.

Basic competence

Analyzing social functions, text structure, and linguistic elements in simple descriptive texts to the context of their use.

Indicator

Identify the structure of the text and the elements of descriptive text

Mention the text structure and linguistic elements of descriptive text

Distinguish the structure of texts and linguistic elements of descriptive text

Strategies   : **Reciprocal Teaching**

Activity

1) The teacher divided the group. Each group consisted of five people
2) The teacher gave a text reading will to discuss
3) The teacher gave a different text reading to each group
4) The teacher gave five teen minutes to read and understand the text
5) The teacher gave a questions for each group about the text
6) The teacher called students' name randomly for each group for give explain, main ideas, summary, moral messages, and conclusion of the text

Source of Learning: English book

Evaluation

LESSON PLAN 4

School : SMAN 2 TUALANG

Subject : English

Class : X

Standard Competence

Understand the meaning in short functional text and monologue in the form of descriptive text in the context of everyday life.

Basic competence

Analyzing social functions, text structure, and linguistic elements in simple descriptive texts to the context of their use.

Indicator

Respond to spoken texts regarding descriptive text

Make descriptive texts

Demonstrating descriptive text

Strategies : **Summarizing**

Activity

1) The teacher gave a text to students
2) The teacher gave some questions about the text
3) The teacher asked the students to read the text
4) The teacher gave five teen minutes for students to read the text
5) The teacher asked students to find important things contained in the text and write in their own language

Source of Learning: English book

Evaluation

3.4 Data Collection Technique

In order to collect the data of this research, data observation and interview are considered as the most important for this research. This observation and interview were used to investigate the teacher's strategies in teaching reading comprehension. The researcher listed several questions about teaching strategies that teachers' use and gives to the students at SMAN 2 TUALANG, and they answered the question given.

The procedures for observation and interview are as follows:

1. The researcher carried out observation in the classroom after getting some information from the English teacher.

2. The researcher came into the classroom under the permission of the head master and the English teachers and observes the teacher strategies in teaching reading comprehension conducted by the English teacher.

3. The researchers filled the observation form and analyzed the strategies used in the classroom.

4. The researcher collecteddata rewritten in a paper in order to see teacher's strategies in reading comprehension.

5. The researcher took photo in teaching learning process in the classroom.

6. After the teacher finish in teaching, the researcher interviewed the teacher to answer the prepared questions. And the researcher recorded the interview by recording audio.

7. The researcher analyzed teacher strategies in teaching reading comprehension and the researcher would like to see whether how the teacher strategies are more dominant used by the English teachers reading comprehension.

3.5 Data Analysis Technique

Data analysis took into place from the activities of the students and the teacher in classroom to interview result analysis. From the observation the researcher wants to know strategies applied English teacher to teach reading. And the interview was doneto acquire related to detail information on strategies.

In this case, the writer asked some information to the teachers about the strategies used in teaching reading comprehension. The researcher transcribed the results of the interview then the researcher analyzed the transcript to got information in the form of classify information, teaching experience, character of students, problem in the classroom and how to apply the strategies that the teacher used.

CHAPTER IV

RESEARCH FINDING

In this chapter the researcher describes the data presentation of this study as well as the analysis of the findings. The findings described at this study of the strategy in teaching reading at SMA N 2 Tualang. The finding of the study gathered through observation, interviews, and also documentation.

4.1 Data Presentation

Finally, there are so many variations of technique in teaching reading comprehension that used at SMA 2 N TUALANG. The researcher found four strategies of teaching reading comprehension which are used by the English teacher. They were cooperative learning, qars, reciprocal teaching, and summarizing.

4.1.1 Cooperative Learning

The first meeting was conducted on 7th November 2019. In the first subject and the first English teacher namely Teacher A, she was an English teacher who taught at class IPA. In the first meeting, when she came to the class she gives greeting for her students and the students also greeting for her. The teacher opened the classroom by asking the students about their feeling today. And she asked students to pray together before studying. And after already finishing prayers the teacher asked about previous material. And the students answered her questions. After that, the

teacher talked about the next topic, the topic was about material analytical exposition text bullying, as one of the topic.

The teacher divided the students into four groups, one group consists of eight students. The teacher asked the students to read and discuss about the reading text and to present the main ideas, of the objectives and conclusions of the text in front of the class. The teacher gave the same reading text in each group based on their name of the group. The following steps done by the teacher were as follow:

1. The teacher gave a reading text to be discussed.

2. The teacher divided the group. Each group consisted of eight people.

3. The teacher gave the same reading text to each group. Topic about Analytical exposition. Then the teacher gave several times to discuss with their group.

4. The teacher asks students to understanding the reading text by the finding the main ideas, goals, messages contained in the text and conclusions of the text. The teacher asked the students to write what they find in the reading text and present in front of the class.

5. After the teacher explainthe steps, the students did what they teacher asked. The students' sitting is based on their group and discuss about their reading text.

6. Finishing the discussion, the teacher gave feedback or asked questions. Then the teacher asked the students to give score on their friend's performance. After that, the students received the scoring and get the result of the score.

The last, the teacher made conclusion and gave additional information about the reading text.

Balescu and Batrancel, (2016) state the advantages of group cooperative learning:

1. Students understand more easily if workingtogether in team.
2. They have more opportunities to develop critical thinking, show skills and improve their thinking skills.
3. They improve the way to speak more politely so that they have good communication skills.
4. Respect each other's work, thereby fostering self-confidence.

Moreover, Faulin & Sofendi (2013:12), state that cooperative group learning strategy comes from the concept of cooperative learning that is based on the constructivist approach where the role of the teacher is as a facilitator and it emphasized social interaction among one student and other student and students and teacher in a classroom. They assert that cooperative group learning techniques provides opportunities for student's to be more interactive and responsible in groups about information received in class so that they are able to solve the problem discussed.

The researcher interviewed the teacher about the strategy applied by the teacher in teaching reading in class and its weakness, she said :

"The Cooperative Group learning strategy easily to understand and familiar for the students because students prefer to study with groups, students become really read and understand the text because they feel they have responsibility for their assignment in their respective groups."

According to the teacher, this activity is one of the effective of strategy in improving the students' ability in reading. Because they have a sense of responsibility to complete their work in groups, they read and do not understand a word or sentence they will find out by consulting dictionary. It can help them to expend vocabulary. The students just answered question about the text and give conclusion in their own language, after that their work is finished, each group present the result of their discussion in front of the class.

Finishing, the teacher gave a score for each group. The teacher gave explanation in detail about the opinion that were discussed or explored, from the data was explained, the teacher encouraged to the students to take conclusion that related the topic. In doing discussion, the students shared to one another about meaning, vocabulary and understanding the text. And the researcher found that all of the teacher in the SMA N 2 Tualang namely Teacher A and Teacher B used the discussion strategy while teaching learning process.

4.1.2 QARs

In the second class, the teacher applied QARs, question answer relationship strategy and it was on November 19th 2019. The second meeting was taught by English teacher namely teacher A, she was English teacher who taught at class IPA. The teaching material is about analytical exposition. Here are the steps done by the teacher were as followed:

1. The teacher applied brain storming, students were listening the teacher instruction.

2. The researcher moved to the main session which was started by question answer relationship strategy.

3. The teacher gave text with the same title to all students.

4. The teacher asked the students to translate the text.

5. The teacher gave 20 minutes to translate the text.

6. After students finish the translation, the teacher asked one by one of the students what was the meaning the text

7. The students cannot answer the teacher question, and after that the teacher explained the right meaning of the text.

8. After everybody answered the question, the teacher reviewed about their material, and teacher gave time for the students who did not understand about these text and hard vocabulary in the text.

Teacher's Questioning Strategies

This strategy reveals seven points related to the questioning strategies:

1. The teacher used some types of questions in questioning the students

2. The teacher question the students in all session of teaching

3. The teacher used pauses to wait for students in responding her, the questions are related to the text such as, main idea, message or aims of the text, and conclusion.

4. The teacher repeated the questions in different or the same sentence

5. The teachers translated the question or mixed the question with Bahasa Indonesia and emphasized the question when the students seemed confused.

6. The teachers got closer to students when they could not answer the questions until three times.

7. The last, the teacher gave reward as reinforcement for students who answered the questions correctly.

According to Ernaini, (2018) question and answer relationship (QAR) help students to understand that answers come from one of two main sources information in the text and their knowledge. This strategy makes students to focus on understanding relationship between questions and answer taken from learning material. Using this strategy the teacher trains students to combine their knowledge prior students read and learn the material or text that the teacher provides. The

students often find it difficult when the teacher asks students to read and understand to find out information from the text.

In this research, a question and answer relationship strategy reveals to be relevant strategy to communicate with students in those classes. The teacher can ask question and the students answer the question of the teacher, it can improve their students to think and practice reading text. And the researcher found that all of English teachers at SMA N 2 Tualang used question answer relationship strategy.

4.1.3 Reciprocal Teaching

The third meeting was conducted 13th November 2019 through reciprocal teaching strategy. The learning process was facilitated by English teacher namely teacher B, she was English teacher who taught at class IPA and IPS. The material was descriptive text of place. This learning allows students together to overcome problems, tasks or homework that one done at specific place and on certain time by some people or students. They may interact, ask and answer, exchange ideas and explain and review about the material to their friends who do not understand.

Here are the steps done by the teacher:

1. The teacher divided the group. Each group consisted of five people.
2. The teacher gave a text reading will to discuss.
3. The teacher gave a different text reading to each group.
4. The teacher gives 15 minutes to read and understand the text.

5. Each group gives questions about the text, for example group 1 asks group 3 about the message contained in their text.

6. Each group worked to develop answers, and all members in their group worked together to give and explained their group responses.

7. The teacher called students' name randomly from each group can be chosen to give and explain to the class or to others.

8. At last, students were asked to explain, main ideas, summary, moral message, and conclusion of the text.

In reciprocal teaching, the teacher starts by modeling four teaching strategies that his students learned to use:

1. The teacher asked questions related to the text.

2. The teacher summarized the most important information from the text students read.

3. The teacher asked for clarification on each part of the text which might confused students.

4. The teacher estimated the information that might be in the next paragraph of the text.

These four strategies have been chosen because they both facilitated understanding and ownership potential for monitoring students' reading comprehension Palincsar, Brown, & Martin, (1987) citied in Bottomley & Harrisburg, (2007:3).

When asked about what they did after the group was shared with the names mentioned, she said:

"Make a group discussion with a name group. They discuss what texts we present to them, homework, individual working, decide on a meeting schedule, select the leader of group, present of the task, and etc: (Teacher A)."

In this research, a reciprocal teaching group strategy fitted the class because students discussed and improved their reading and team work at the group and they seemed enjoy working group. All of the students worked and tried to complete their task. The researcher found that the strategy used by both of the teachers.

4.1.4 Summarizing

The fourth meeting was conducted by using summarizing strategy. The researcher observed the teaching and learning process on 20th November 2019. The learning process was teaching English teacher namely teacher B. The teaching material is about descriptive text of place. Here were the following step done by the teacher is teaching reading comprehension by using summarizing:

1. The teacher gave descriptive text to students, text that tells about tourism.

2. The teacher gave some questions about the text to make students interested in the text.

3. The teacher gave the instruction to students to read the text and understand it.

4. Teacher gave 15 minutes for students to read the descriptive text.

5. The teacher asked students to find important things contained in the text and write it n their own language.

According to Susar & Akkaya, (2009), summarizing is one metacognitive strategy, leading to effective mental skills, and improves memory and understanding. Summarizing is an activity that can make students focus more on keywords and make it easier for students to find important information that they need to remember and write.

The researcher interviewed the teacher about strategy applied by the teacher in teaching reading in the class and it weakness:

"I see students more serious when reading, they will be more active to open a dictionary when they want to write words or sentences, this strategy makes them really active in reading activities in the classroom."

This activity is one of the effective of strategy in improving the students' ability in reading comprehension. The students just read of the text carefully so it is easy to understand the text. The students focused on keywords to get important information from the text. This strategy makes it easy for students to determine important ideas that need to be noted and remember.

In this research, summarizing strategy is the good strategy makes it easy for students to understand reading texts. This strategy it can improve their students to

think and practice reading. And researchers found that teacher A and teacher B used the summarizing strategies.

4.1.5 Cooperative learning

The fifth meeting was conducted on 25th November 2019. The fifth meeting was taught by English teacher namely teacher B, she was an English teacher who taught at class IPA and IPS. When she came to the class she gives greeting for her. The teacher opened the classroom she asked students to pray together before studying ad the teacher check the absent and attendance list, and after already finishing prayers the teacher asked about previous material. And the students answer her questions.

After that, the teacher talked about the next topic, the topic was about material descriptive text description of place, as one of the topic.The teacher divided the students into four groups, in one group consist of nine students. The teacher gave a descriptive text about place. The teacher gives the different text descriptive in each group. The following steps done by the teacher were as follow:

1. The teacher gave a descriptive text will be discussed.
2. The teacher divided the group. Each group consisted of nine people.
3. The teacher gave a different text to each group. The topic descriptive text talked about place.
4. Then the teacher gave several times to discuss with their group.

5. The teacher asked the students to makes general structure of descriptive text and conclusion of the text.

6. The teacher asked students present in front of class. After the teachers' have done explain the steps, the students did what they teacher asked before. The students sitting based on their group and discuss about their topic.

7. Finishing discussion, the teacher gave feedback or asked question. Then the teacher asked the students to gives score with their friend's performance. The teacher makes conclusion, gave additional information about the topic discussion.

Moreover, Johnson (20008), State that cooperative learning is a type of group work that aims as the use of instructional small groups to help students work together to maximize studying alone and each other.

The researcher interviewed the teacher about the strategy applied by the teacher is teaching reading in the class and its weakness.

"The group discussion strategy easily to understand and familiar for the students, students find it difficult when given individual assignment but when they are give assignment working in groups they are very enthusiasm and easy to understand reading text."

This activity is one of the effective of strategy in improving the students reading comprehension. After that, the other group gave a score with the group will be present. And the students always prepare with the good performance with their skill.

Finishing, the teacher gave explanation and detail information about the opinion that had been discussed or explored, the teacher encouraged to the students to take conclusion that related the topic. And the researcher found that all of the teacher in the SMAN 2 MANDAU namely Teacher A, and Teacher B used the cooperative learning strategy while teaching learning process.

4.1.6 Reciprocal Teaching

The sixth meeting was conducted on 27th November 20119. The sixth meeting was teach by English teacher namely teacher A. she was English teacher who taught at class IPA. The teaching material is about analytical exposition. Here were the following steps done by the teacher in teaching reading comprehension by using reciprocal teaching:

1. The teacher showed the analytical exposition for the students. The example talked about bullying.

2. The teacher distributed the structure of analytical text.

3. The teacher explain about analytical exposition lesson, by giving the model of analytical text. The teacher's print out of the text and then copied for the students.

4. The teacher gave the instruction of the discussion material of analytical exposition activity.

5. The students listened to the teacher while reading the material of the topic form that they had got from the teacher at the beginning of class that day.

6. The teacher divided the students into nine group. Each group consisted of about four students.

7. The teacher asked of students to find important information general structure and then wrote it on the note book.

8. The teacher asked every groups to present analytical text in front of class.

9. The teacher asked students to give questions to another group about their material and discuss the answer together.

10. Students make conclusion about the material.

The effectiveness reciprocal teaching strategy is as follow Bottomly& Osborn (1993).

1. Teachers effectively use reciprocal teaching procedures to organize through all the class.

2. The teachers are very enthusiasts about the procedure and use it in another reading situation.

3. Teachers report that students generalize the effect of reciprocal teaching for other reading situations, especially the stories in their basic reading.

4. There is significant progress in students' grades and their writing.

The researcher interviewed the teacher how to conduct reciprocal teaching group strategy in the class:

I find the interesting things at the class, some discussion, make a group discussion with a name group. They discuss about the topic what we delivered for them, homework, individual working, decide the meeting schedule, select the leader of group, present of the task, and etc: (Teacher A).

In this research, all of the students have works and try to complete their task. And all the students have works and active in teaching learning process. Based the researcher observed teacher A and teacher B also used strategies in her classroom.

4.2 Data Analysis

4.2.1 The Implementation of Cooperative group learning

This researcher found that all most all students in the group were actively involved. The teacher asked students to sit in group, then each student was given ten minutes to read and understand the reading text that the teacher has given. The teacher informed that their score would be taken from their reading activity during the discussion to express their opinions about the reading texts. In this way students will be encouraged to better understand in reading and be more active while they were in discussion group.

The teacher gives students as many opportunities as possible to read and comprehension aims to improve students reading performance. This activity offers students the opportunity to exchange ideas, to express their idea as they know. Each group presented in front of the class about the result of their discussion and knowledge about the reading text such as the title of the text, main ideas, message, and conclusions from the text they discussed.

Finishing the discussion, the teacher hold feedback or asked question between students, the teacher gave the suggestion and additional more that was discussed. The teacher gave a score for each group. According the teacher, by doing this activity, the students would be familiar with new vocabularies when they got in discussion

activity. Besides that, to stimulate their thinking in order they are able to develop their knowledge and after that they can explore their idea in this opportunity.

4.2.2 The implementation of Question answer relationship strategy

Questioning was good for reading activities. It makes students active in the classroom. The teachers used questioning strategies in teaching classroom through applying some types of questions and using them in mostly session in teaching. It was found that the teachers applied more than one type of questions such as is out book questions (implied) and in book questions (explicitly). Open /closed questions were applied frequently in all session in teaching.

The questions strategy given by the teacher aims to encourage students to understand the text. The students answered questions based on the text. The strategy could improve students' understanding and interaction in answering questions. The aims of the used questions and answer strategies as a teaching device can be reached by doing and applying the questioning strategies in a good and appropriate way, and make the interaction and communication.

4.2.3 The implementation of Reciprocal teaching

The students formed groups that have been divided by the teacher. The teachers gave the topic of reading text. The teacher asked each student to read and comprehension the text. After students finish reading, the teacher asked them to summarize the text. Then students were asked to make questions related to the

text that has been summarized. This strategy encourages students to comprehension the contents of the text.

The teacher asked one student randomly from each group to explain again the contents of the text in their own language, for that student are required to be ready because the teacher chose students randomly. The last step, the teacher asked for opinions and conclusions from the result of each group's discussion. This strategy requires students to be and always prepare themselves event if they are in group.

4.2.4 The implementation of Summarizing

Summarizing reading activities makes students skillful using their own language. The students become more focused when reading text. The researcher found that all students repeated their reading. This strategy makes it easy for student to find important things contained in the text.

According to the teacher, by doing this activity, the students would be familiar with new vocabularies. They also listed further advantages such as durable vocabulary memory. After students finish summarizing they will more easily understand the contents of the text.

CHAPTER V

5.1 Conclusion

The researcher focused on the strategies applied by the English teacher in teaching reading comprehension. The locations of research at SMAN 2 Tualang, the participant of this research were teachers at SMAN 2 Tualang. The sample of this research was teaching classes by two English teachers. There are several points that can be forwarded for the conclusion of the research related to teacher in teaching reading. The conclusion could be described as follow:

a) There were 4 reading strategies used in teaching reading comprehension in SMAN 2 Tualang, namely Cooperative Group Learning, QARS, Reciprocal Teaching and Summarizing. They consist of group work learning activity and self-study activities. In cooperative group learning they can share ideas, allowing them to know something more. In reciprocal teaching they understand more easily the reading text, and summarizing makes it easy for students to remember important information to complete the assignment.

b) Cooperative group learning allows students an opportunity to express their opinions about the text, conveying what they understand about the text after reading the text. Students also can develop conclusion in their own

language so that they will be familiar with new vocabulary when they are involved in discussion activities.

c) Question answer relationship strategy helps students to answer questions based on the text provided, encouraging students to read and understand. This strategy also makes students able to categorize questions.

d) Reciprocal teaching strategy makes students active in the classroom. Improve students reading performance so that students are more independent and creative.

e) Summarizing strategy it makes students more critical in reading comprehension, making it easier for students to identify important ideas and information from the text.

f) This research also found that average of students reading comprehension was good, active and enthusiasm in teaching and learning process. They students can improve their vocabulary, comprehension in learning reading.

5.2 Suggestion

Based on the result of analysis and conclusion, the researcher would like to give suggestion not only the English teacher, but also for students of education.

1. For the teacher

   a) The teachers should find out the information about good strategy used in students' learning process to create lively learning.

b) Teacher must give students more often English texts and ask students to read in class, so students will be more familiar with English vocabulary and make it easier for students to understand English texts, and the teacher should give motivation to students to practice reading often not only in class but also in outside the classroom.

c) The teacher should give an interesting topic so that students are more curious and not bored in teaching reading, the teacher can use the media when teaching at classroom.

d) The teacher should find the characteristics of the students and the weakness of the students in reading comprehension.

2. For the students

a) The students should be confidence and not be ashamed when reading in class aloud and other students listening and try to understand English reading texts.

b) The students should master and rich vocabulary to easy reading and comprehending English texts provided by the teacher in the class.

c) The students should practice a lot in reading and comprehension the contents of English texts.

d) The students should pay attention when the teachers' gives examples of good reading and provides an explanation of how to comprehension about English text.

3. For the next researcher

      The researcher hope this research can give contribution and significant to the next researcher, who wish to work on the same topic can find the other some strategy to do teaching reading comprehension.

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