

**AN ANALYSIS ON TEACHER'S STRATEGIES IN TEACHING  
READING AT THE SECOND YEAR STUDENTS  
IN SMA N 2 SIAK HULU KAMPAR**

**A THESIS**

*Intended to fulfil one of requirements for the Award of Sarjana Degree  
in English Language Teaching and Education  
University Islam Riau*



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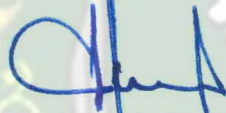
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**THESIS APPROVAL  
TITTLE**

**“AN ANALYSIS ON TEACHER’S STRATEGIES IN TEACHING  
READING COMPREHENSION AT THE SECOND YEAR  
STUDENTS IN SMA N 2 SIAK HULU KAMPAR”**

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READING COMPREHENSION AT THE SECOND YEAR STUDENTS  
IN SMA N 2 SIAK HULU KAMPAR**

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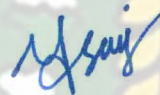
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I admit that this thesis writing purely derived from my own ideas, except some question (deliberately or un-deliberately) which were adopted or taken from various sources included in “references”. Scientifically, I took responsible for the truthfulness of the data and its content.

Pekanbaru, October 2020

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First, praise to **Allah S.W.T** who has given his blessing to the writer in completing this thesis entitled, **“AN ANALYSIS ON TEACHER’S STRATEGIES IN TEACHING READING AT THE SECOND YEAR STUDENTS IN SMA N 2 SIAK HULU KAMPAR”**.

The researcher would like to dedicate her deepest appreciation, love and thanks to her beloved parents **Sabri** and **Delvianti**, for my brothers **Agung Rahmat Firmansyah**, **Muhammad Al-Fadhila** and **Imam Al-Tasyri** who always give much love, prayer and always stand by her side.

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

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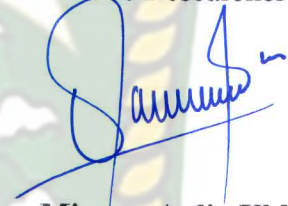


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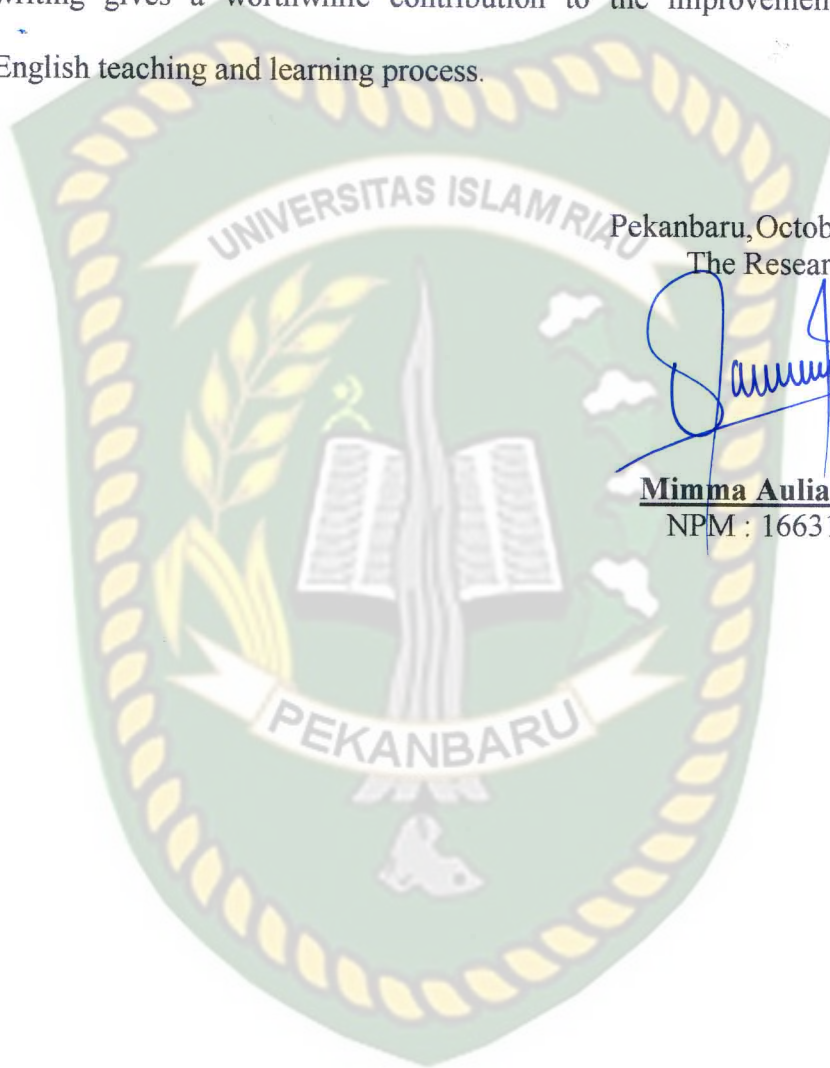


Finally, the researcher release that this thesis is still far from being perfect. Therefore, constructive criticism and suggestions are expected from the reader for perfection of this thesis. However, I hope that this writing gives a worthwhile contribution to the improvement of the English teaching and learning process.

Pekanbaru, October 2020  
The Researcher



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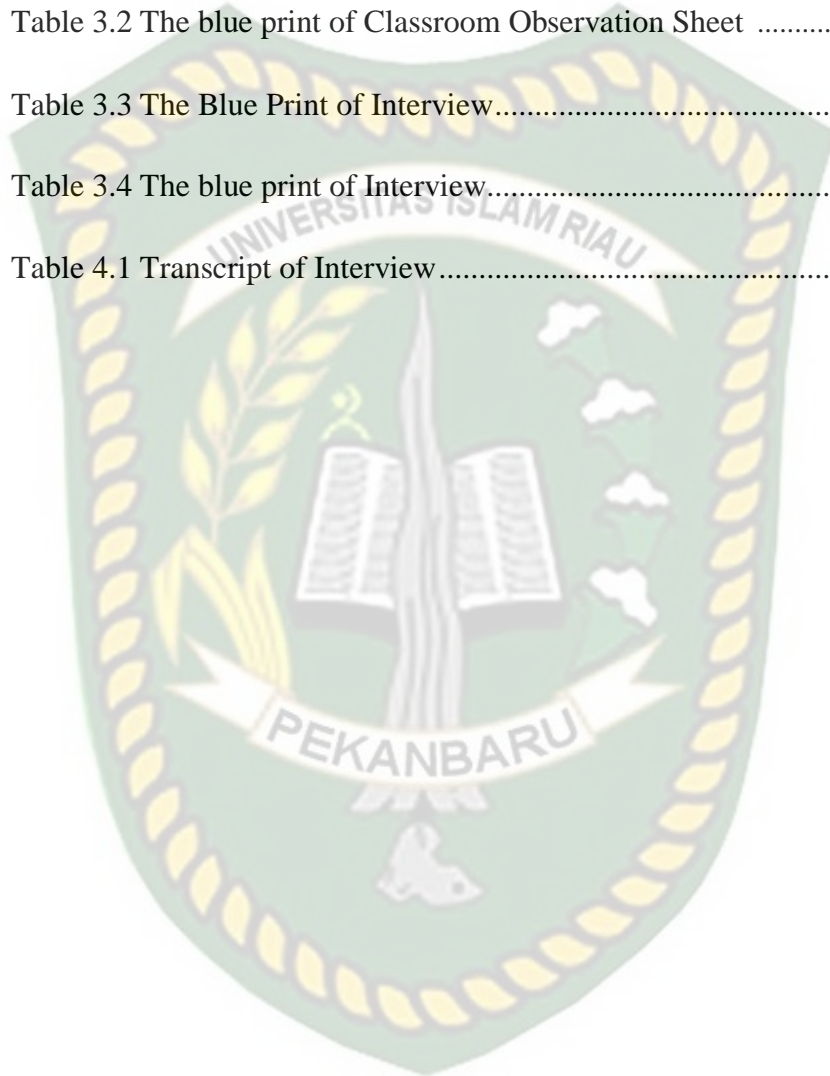


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## ABSTRACT

**MIMMA AULIA UHBAB. 2020. An Analysis On Teacher's Strategies In Teaching Reading At The Second Year Students In SMA N 2 Siak Hulu Kampar. Thesis**

**Key Words:** *Teacher's Strategies, Reading*

*The researcher analyzed this research entitle "An Analysis On Teacher's Strategies In Teaching Reading At The Second Year Students In SMA N 2 Siak Hulu Kampar" to find out the teacher's strategies in teaching reading comprehension at one of Senior High School in Kampar. This study is aimed to find out teachers' strategies in teaching reading at SMA N 2 Siak Hulu. It was conducted to get detailed information about the strategies used by teacher in teaching reading.*

*The method of this research was qualitative research. The subject of this research was an English teacher in SMA N 2 Siak Hulu. This study employed a qualitative research design which is included as a case study using two data collection techniques; Observation and Interview. Interview were used to support the data gathered from classroom observation. All of the data were analyzed by using three major phases of analyses: data reduction, data display, and conclusion drawing.*

*The final result of this research, the researcher found there are two strategies that used by the English teacher ; Finding the Difficult and QARs (Question Answer Relationship) strategy. The teacher able to know how far her students understand what the teacher has given to them. And the teacher able to know how far understanding of the student doing the task after read the text that has been given and the students guided to more focus on the text and understand what the content of the text.*

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the problem

Reading is one of the language skills that play an important role in foreign language acquisition . “reading perceives a written in the text in order to understand the contents. The understanding that result is called reading comprehension” , Richard (1992).

Grellet (1986) said, Reading skill is very important , especially for students who in learning to develop their skill in education and they also can apply in their daily life. by reading we can get some information , to increase our knowledge especially in education world , so reading is very important in academics.

Not only for the general people , reading is very important for English learners because reading can enlarge their knowledge , vocabulary , and some information. From reading , English learner also can learn about foreign language , people habit and culture. When learners want to learn about language , they have to learn about habit and the culture of those foreign peoples , it can help them to learn about those foreign language easily. A large amount of reading take places because it will help us to achieve some clear aim. Thus, for example we read road sign so that we know where we must go. We read the instruction a ticket machine because we need to know how to operate it. When wearing up a technical support company because we cannot make our computes or washing machine work, based on Harmer (2001).

Indonesian government absolutely realize with this situation. So , they decided English as a compulsory subject for formal schooling. English is a foreign



language used in a medium of instruction at school , many students think that English is the most difficult subject.

The goal of teaching and learning is to produce and comprehend language that are spoken and written. some people think that successful English learner is a person who can speak english fluently. They do not know that a person who is success English learner is a person who master in all of English skills. In teaching and learning process, most of the teachers in Indonesia have a problem one of them is the strategies.

According to Harwood (2010), English language teaching (ELT) educators face the challenge of teaching in second language readers the skill needed to successfully comprehend reading materials. Especially they need to develop appropriate materials to explicitly teach second language readers how to foster these many skills.

This research was in Senior High School SMAN 2 Siak Hulu that was located in Kampar , Riau . The students of this school are from Kampar and Pekanbaru . The students usually used Ocu language in daily activity and Bahasa sometime. The English teachers in this school are three people. And only one teacher who teach in eleventh grade.

In SMA N 2 Siak Hulu the students' capability to comprehend the text is still have needed the guidance from their teachers it shows when the student read the short text the students always asks the difficult vocabulary to the teacher even there's also students are quiet but they have not understand what they have read. This situation is the student and teacher problem how they improve the students mind set and capability to increase the students' motivation and comprehension in reading English.

Based on statement above , the teacher has to have a strategy to make the student's ready to read. 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 learning activities sometimes , there are factors to affect students'

reading English in classroom. One of the miss they fail in comprehension in reading.

Finally , Based on the phenomenon above , showed that strategy in teaching and learning process is very important .In addition , teacher's strategy is one of crucial factor which influences to the success in teaching reading . From this reason the writer carry out a research under title "AN ANALYSIS ON TEACHER'S STRATEGIES IN TEACHING READING AT THE SECOND YEAR STUDENT'S IN SMAN 2 SIAK HULU KAMPAR"

## **1.2 Identification of the problem**

Based on the background of the study above , the problem can be formulated as follows:

1. The teachers is difficult to find the strategies in teaching reading comprehension
2. Most teacher have not been able to create an atmosphere of learning interesting and fun, so students are less motivated and feel bored in learning reading comprehension.
3. The teacher is difficult in choosing the appropriate strategies in teaching reading comprehension.

## **1.3 Focus of the Problem**

Althought, there are many problems that mentioned before involves in this research . The writer will focus on the strategy that are used by the teachers in teaching reading comprehension at the second year students' in SMA N 2 Siak Hulu Kampar. The writer wants to consider the teacher in this school do not mastery reading technique yet.

## **1.4 Research Questions**

1. What were the teacher's strategies used in teaching reading at SMAN 2 SIAK HULU KAMPAR?

## **1.5 Objective of The Research**

The objective of this research is to analyse and find out what the teacher's strategies in teaching reading for the second grade student at SMAN 2 SIAK HULU KAMPAR.

## **1.6 Significance of the Research**

The writer hopes that this research will have some benefits in the study of English especially in reading skill. And this research is expected to give some contribution for students, teachers, and future researchers . There are two kinds of benefits in the research , those are :

- 1) Theoretical Benefit
  - a) The result of the research can be used as an input in English teaching learning process especially in teaching reading.
  - b) The result of this research can be used as the reference for these who want to conduct a research in English teaching learning process.
- 2) Practical Benefit

The result of this research will be helpful for both students and teacher to reduce the problem in teaching learning reading. The result of this research will be expect to give some contributions for students , teachers, and future researchers. For the students , the finding of this research can use as a new reference to learn English , especially in reading . They can know kinds of teacher' teaching strategies and they can choose one of the strategies that use by the teachers to comprehend reading.

Final, this thesis will give some contribution and information for our future researcher about strategies in reading used by the second grade students at SMAN 2 SIAK HULU KAMPAR.

### **1.7 Definition of Key Term**

To avoid a misunderstanding, the writer will explain key term with the subject of this thesis as the following are:

#### **1. Teaching strategies**

Teaching strategy is generalized plan for a lesson or a lesson which includes structures , desire learner behavior , in terms of the goals of instruction , and outline of tactics necessary to implement the strategy (stransser , 1964).

#### **2. Reading**

According to Tarihoran and Rahmat (2010), Reading defined as individual's total interrelationship with symbolic information. Reading is a communication process requiring a series of skills. Such as reading is a thinking process rather than an exercise in eye movements. Effective reading requires a logical sequence of thinking or thought patterns, and these thought pattern require practice to set them into the mind.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Reading

This chapter will presents about some related information topic of the recent study. This includes: definition of reading, the purpose of reading, approaches in reading, teaching reading, definition of reading, the strategies of reading, and types of reading.

##### 2.1.1 Nature of Reading

Definition of reading appears in various perspectives. Reading is meaningful interpretation of printed or written verbal symbols; it is a result on interaction between the perception of graphic language skill and knowledge of the world. Shortly , it can stated that reading is the process of interaction between the reader and written information by understanding the written language associated by the readers' language skills and knowledge of the world (Brown , 2004).

We try to discover what the author means while we build meaning for ourselves as a readers. Sometimes we use our own language or own thoughts, and our own views of the worlds to interpret what the author has written, these interpretations as limited by what we know, (Tarihoran, 2010)

Reading is useful for language acquisition. Provide that students more or less understand what they read, the more they read, the more they will get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. But teaching as a foreign language especially teaching reading is not easy (Harmer, 2007) By reading, students spend their time in good way, get new information, enrich their vocabulary, and also improve their sentence structure.

According to Whorter and Kathleen (1992), reading is a routine activity in which individual words are combined to produce meaning. Students will be able to catch the ideas of the prints or the text by reading it carefully. Readers do the reading activity for the message stated in reading. Readers should have an active role in reading since readers also make a contribution in reading , students are thinking about the purpose and content of the text while reading it in order to get meaning of the text.

Reading is an interactive process that goes on between the reader and the text. A person may read Reading is an activity with a purpose (Hasibuan, 2007) The purpose for reading also determines as appropriate approach to reading comprehension. It means that before doing reading activity, a reader has to know what the purpose of reading itself to get the meaning what we are reading (Elizabeth, 2003). It is a complex activity that involves our thinking and perception after finishing reading text to reach an understanding of reading .

William et al (2002), defined that reading is the ability to draw meaning from the printed page and interpret this information appropriately. Then the comprehension itself is ability to understand something (Oxford, 2003). Thus Reading Comprehension is the power of understanding to read. Reading comprehension is defined as ability to comprehend a reading text. In this present day, this ability refers to subject ability to answer both factual questions with answer are directly and explicit in the question text.

Tony Buzan (1991) stated in his book, Reading is Understanding What the Writer intended, taking in the written word, and also the assimilation of printed information (Buzan , 1991). Reading is a process of extracting a message from a text which has been constructed by a writer using orthographic symbols, a writer encodes the message a reader decodes it (Murphy, 1997). Indeed, comprehension is the ultimate goal of reading which is defined as the understanding of what is beingread (Baker, 2008). Reading comprehension is an interactive process as a transaction between the reader and the author through the text. Moreover ,

comprehension is not something that happens after reading. It is the thinking done before , during , and after reading . The reader's capabilities , abilities , knowledge , and experiences affect the act of the reading (Supono , 2009).

According to Pang (2003), reading is an activity to understand written texts . Moreover , Snow (2002) describes reading comprehension as ...”the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consist of three elements : The readers , the text , and the activity or purpose for reading.” A reader who wants to be a high proficiency reader should be able to comprehend the main idea , guess word meanings , find detail and information, and make inferences ( Mikulecky & Jeffries, 1996) . Besides , having an adequate knowledge of vocabulary is needed ( Rubin & Thompson, 1994).

### **2.1.2 The type of Reading**

There are several types that known in common method of learning :

#### **a) Intensive Reading**

Intensive reading is used on shorter texts in order to extract specific information , Tarihoran (2010). Use intensive reading the studies will understand of the passage and everything when they are reading.

#### **b) Extensive Reading**

According to Tarihoran (2010), Extensive reading is used to obtain a general understanding of a subject and includes reading longer text for pleasure , as well as business books. The used of extensive reading skills are in improve students general knowledge of business procedures.

#### **c) Aloud Reading**

According to Venktes , only those text should be read aloud , which have been written to read aloud like poetry , dialogue , and the other type , Praveen (2008) . reading aloud also play important role in teaching English and aloud reading is part of reading skill which related with students experience in mastering their oral language.

d) **Silent Reading**

This type is done by students in the class , they are supposed to read the passage silently the main purpose of this reading is how the students can obtain the information from the printed page efficiently , rapid and fully understand.

According to Alderson (2000), “silent reading should be encourage to develop automaticity, confidence and enjoyment” . To check wheter the learners understand what they have read , the teacher can test them by giving question based on the text. Writer assumed that the silent reading is the method which reading process are held silently by the reader.

**2.1.3 Process of Reading**

Skilled reading a highly complex capability involving mercy component processes and extensive knowledge in order to determine the type of instruction children need , it is important first to consider what is actually involved in the process of reading and comprehending text. Such basic information provides clear pointers to what children need to be thought , Westwood (2001)

Effective reading requires a logical sequence of thinking or thought patterns , and these thought patterns require practice to set them into the mind. They may be broken down into the following into the seven basic processes:

- a) Recognition : registration the readers' knowledge of the alphabetic symbols.
- b) Assimilation : the physical process of prospection and scanning.



- c) Intra-integration : basic understanding derived from the reading material itself, with minimum dependence on past experience , other than knowledge of grammar and vocabulary.
- d) Extra-integration : analysis criticism , appreciation, selection, and rejection . these are all activities which require the reader to bring his experience to bear on the task.
- e) Retention : this is capacity to store to information in memory.
- f) Recall : the ability to recover the information from memory storage.
- g) Communication : this represents the application of the information and may be further broken down into a less for categories , least 4 categories , which are : written, communication, spoken communication through drawing and the manipulation of objects , thinking ( this is another word for communication with self), Tarihoran (2010).

#### **2.1.4 Reading Purpose**

The main purpose of reading is to get message that provided for reader by writer. Every students has their own purpose to read something. To determine in which type you include, this is type of reading purpose:

- a) Reading for pleasure.
- b) Reading for a general impression.
- c) Reading for organizing reading and study.
- d) Reading for learning content or procedure.

Rivers and temperly in David Nunan's book , Nunan (1999) suggest that there are seven main purpose for reading :

- a) To obtain information for some purpose or because we are curious about some topic;
- b) To obtain instruction on how to perform some task for our work or daily life;
- c) To act in play;

- d) To keep in touch with friends by correspondence or to understand business matters;
- e) To know what is happening or has happened;
- f) For enjoyment or excitement;
- g) To know when or where something will take place or what is available.

Reading has some process and purposes. As have explained in above about process and purpose of reading. Those basic can help us in learning reading and understanding a text. Beside that there are some purposes of reading for instance reading for pleasure , reading for a general impression and etc. those process and purpose of reading can help us to add knowledge about English.

## **2.2 Strategies of Reading Comprehension**

In Naf'an Tarihoran (2012) , 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

### **1. Skimming strategies**

Skimming is used to quickly gather the most important information, or “gist”. Skimming allows you to read through all the information quickly and remember a small summary or “get the gist” of the writing.

Advantages and disadvantages of skimming strategies:

- a) Improve other reading rates-learning to skim rapidly can help you improve your speed for study reading and average reading as well.
- b) Keeps you informed-use skimming to building background knowledge. Skimming will helps you keep informed in political affairs or other areas when you don't have the time to read very much.
- c) Cannot skim for pertinent information.
- d) Lots of words substitutions , omissions and invented words.

## 2. Scanning strategies

Scanning used to find a particular piece of information. This type is used when a person tries to find a specific item. When scanning people often focuses on the author's use of organizers such as bold print , lettering, numbering, colours, signal words such as first, second, and so on.

Advantages and disadvantages of scanning strategies :

- a) The purpose of scanning is to just simply know what the passage is talking about, who is the characters and some other information that is more of general.
- b) In scanning , you know what you are looking for , so you are concentrating on finding a particular answer.
- c) Cannot re-tell parts of the story , prediction skills are weak.
- d) Reading is slow and deliberate.

From those theories and definition , the writer can get summary that there are some skill types of reading those types can help us to learn reading well, beside that can help in understanding a text. The writer chose scanning reading to use in teaching reading comprehension.

## 2.3 Teaching

### 2.3.1 Definition of Teaching

Teaching is defined as showing or helping someone to learn how to do something, giving instruction , guiding in the study of something , providing with knowledge , causing to know or understand (Brown, 2000).

Teaching is a complex activity , and yet most of us have not received formal training in pedagogy. Furthermore, teaching is a highly contextualized activity because it is shaped by the students we have , advancement in our respective fields , changes in technology, and so on.

Therefore, our teaching must constantly adapt to changing parameters, although this realization can be overwhelming for some, it can also help us reframe our approach to improving our teaching because it means that we need not expect a static perfection, but a developing mastery of teaching. Learning to improve one's teaching is a process of progressive refinement, which like other learning process, is informed by the learning principle (Mayer, 2010).

For the statement above, the writer assumed that teaching is education activity. Teaching helps someone how to do something and make them understand the new knowledge. Achieving new knowledge is the goal of teaching.

### **2.3.2 Teaching Process**

According to Jeremy harmer (2008), teaching is not an easy job, but it is 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 is best teaching can also be extremely enjoyable.

The focus here is on the teaching practices that occur within a program, how these can be characterized, and how quality teaching can be achieved and maintained. Jack C Richard (2001) In language programs, teaching models are often based on particular methods or approaches. For example:

1. The communicative approach : the focus of teaching is authentic communication; extensive use is made of pair and group activities that involve negotiation of meaning and information sharing. Fluency is priority.
2. The cooperative learning model : students work in cooperative learning situation and are encouraged to work together in common task to coordinate their efforts to complete tasks. Reward systems are group oriented rather than individually oriented.
3. The process approach : in writing classes, students take part in activities that developed their understanding of writing as process. Different stages in



writing process  
(planning,generating,ideas,drafting,reviewing,revising,editing)from the focus teaching.

4. The whole language approach : language is taught as a whole and not through is separate component. Students are taught to read and write naturally , with a focus on real communication ; authentic ;texts and reading and writing for pleasure.

Based on the explanation above about teaching process, actually all models above related each other but the writer choose cooperative and communicative approach because this process more effective to apply in class , this process makes students work in cooperative learning situation and are encouraged to work together on common tasks and to coordinate their efforts to complete the tasks.

## **2.4 Strategy in Teaching**

### **2.4.1 Syllabus**

According to Penny (1991), A syllabus is a document which consist, essentially, of a list. This list specifies all the things that are to be taught in the courses for which the syllabus as designed, it is therefore comprehensive.

The characteristic of a syllabus:

1. Consist of a comprehensive list of content items (words, structures , topics) and process item (tasks,methods)
2. Is ordered (easier, more essential item first)
3. Has explicit objectives (usually expressed in the introduction).
4. Is a public document.
5. May indicate a time schedule.
6. May indicate a preferred methodology or approach.
7. May recommended materials. (Penny, 1991)

### **2.4.2 Curriculum**

In developing goals for educational programs , curriculum planners draw on their understanding both of the present and long-term needs of learners and of society as well as the planers' beliefs and ideologies about schools, learners, and teachers. These beliefs and values provide the philosophical underpinnings for educational programs and the justification for the kinds or aims they contain, (Penny, 1991)

The purpose of aim statements are :

1. To provide a clear definition of the purpose of a program
2. To provide guidelines for teachers , learners , and materials writers
3. To help provide a focus for instruction
4. To describe important and realizable changes in learning, (Penny, 1991)

#### **2.4.3 Lesson Plan**

In Wikipedia , a lesson plan is teacher's detailed description of the course of instruction , or learning trajectory' for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details will depending on the preference of the teacher, subject being covered , and the needs of the students. There may be requirements mandate by the school system regarding the plan.

A lesson plan is the teacher's guide for running a particular lesson , and it includes the goal will be reached (test, worksheet, homework etc.)

English lesson plans for learners of english as a foreign language. The lesson plans include a step-by-step guide through the lesson , as well as a discussion of the lesson's theme and handouts for class.

#### **2.4.4 Using Media**

The use of media to enhance teaching and learning complements traditional approaches to learning. Effective instruction builds bridges between students' knowledge and the learning objectives of the course. Using media engages

students, aids students retention of knowledge , motivates interest in the subject matter , and illustrates the relevance of many concepts.

### 1. Using Powerpoint as Media

Powerpoint is a very popular tool among people who give presentations as part of their jobs . as well as for their support staff. With powerpoint, you can create visual aids that will help get the message across to an audience , whatever that message may be and whatever format it maybe presented in, Wempen (2004).

### 2. Using Textbook

Commercial textbook together with acillaries such as workbooks, cassettes, and teachers' guide are perhaps the commonest from teaching materials in language teaching.

Textbooks are used in different ways in language programs. For example a reading textbook might be the basis for a course on reading skills , providing both a set of reading texts and exercises for skill practice.

## **2.5 Teaching Reading for Senior High School Students**

### **2.5.1 Definition of Teaching Reading**

Teaching reading is a a complex of ctivities to help students learn to read a few words or sentence in order to find understanding in the text into the knowledge of the meaning of the texts. It starts from teaching students how to read and learn , how to find the main ideas, the key ideas , topic , as well as understanding of the meaning of the text. This is not a simple thing done by teacher , the teacher should have the right strategy in guiding the student to understand the text and gain knowledge from reading it. In teaching reading teacher should understand about their own reading strategies and learn from what

they read it so that they can teach well to improve students' reading comprehension.

According to Serravallo (2010), Teaching reading is a process that uses the knowledge, strategies and skills to find the meanings of the text. Therefore, Serravallo states that “ to be a good teacher of reading , we need to know the student's tricks.”

So as the teacher , we need to understand everything from the choice of the student book for how he understand every page. We need to know how he is, what he did so that we can help him . when they engage with the text and think with more sophistication. We need to properly assess the teaching and make decision based on that assessment.

Students will be able to get benefit from the knowledge of what they read, and in the end they can develop that knowledge. Good teaching enables students are expected to read or write a short text unit with the main purpose of practicing the skills in accordance with the existing rules so that the realization of learning targets.

### **2.5.2 Technique in Teaching Reading**

In the reading skill that working with texts there are pre-reading instruction , during reading instruction, and post reading instruction. In pre-reading instruction, teacher ask students to review their memories related to the text , and make short discussion related to the title of the text , so the students are able to predict the topic of the text that they will read , during reading process instruction, the teacher observe the students ask about difficult vocabulary , or the correct pronunciation of the words. Post reading instruction , the teacher ask students to give the summary about the text by using their own words, teacher ask students to give their opinion about the text or let the students figured out the character of the text , moral value or the plot story of the text.



According to (Moreillon, 2015) “Reading comprehension strategies are tools that proficient readers use to solve the comprehension problem they counter in text.” Psychologically, reading is viewed as an interactive process between language and thought. There are three kinds of activities : pre-reading activities, during reading activities, and post reading activities.

### **1. Pre-reading activities**

Pre-reading activities are interactional activities carried out before students conduct the real reading activities. In pre-reading activities, activation is concerned with the student's background knowledge, objectives of reading class, learning activities, and motivating the students. In this stage, teachers try to activate the students' schemata related to the topic or explaining briefly the contents of the text.

Pre-reading is to tell students the purpose of those reading and learning activity. Pre-reading is also to motivate the students. Motivation in reading attracts students; attention the text. The activities of pre-reading are activities aiming at facilitating the students' understanding about the reading text.

### **2. During reading activities**

During reading activities are the activities that reader does while reading take place. Mukhroji (2011) mentions that while reading includes :

- a) Identify the main idea
- b) Finding detail the text
- c) Following sequence
- d) Inferring from the text
- e) Recognizing the discourse patterns.

During reading activities are instructional activities that are going on while reading activities are happening. According to Mukhroji (2011), five activities to do while reading. The first, readers identify main idea of the text and identifying topic sentence through skimming. Second, readers follow a sequences by relating

items in particular order or process . Fourth , readers infer from the text by trying to understand the text using their schemata and experience. Fifth , readers recognize the discourse patterns to understand the text holistically.

### **3. Post-reading activities**

The following are important after-reading strategies: deciding on the texts important after message or main idea determining theme. Then summarizing and synthesizing.

Summarizing is to make short statement giving only the main information about something without giving all the details (Longman, 2007) . synthesizing, is to combine different ideas , experience , or piece of information together to make something new.

The writer assumed summarizing is the students make a short general conclusion about the text from the beginning until the end of the text. Synthesizing is the students should take specific information of the text such as the main topic of the text , and the information message of the text involving character or moral value.

According to Tankerslay (2003) said that: “after reading a text , we want students to focus on clarifying their understanding and connecting the new knowledge to prior knowledge.”

The writer conclude that , the post reading activity purposed to get the detail information such as moral value, main idea, and the students can more understand the content of the text. It means that through the process of pre-reading, during reading and post reading activity , it can help the students in understanding the text and the students are expected to be more active involve in the reading process.

## 2.6 The strategies of teaching reading of senior high school

According to Vacca (1999), there are several strategies that can facilitate the learning process of teaching reading

### 1. Monitoring Comprehension

Monitoring comprehension is a strategy used to focus on student's understanding in capturing the content in the reading text.

There are some important instruct from the teacher that students need to master in monitoring comprehension strategies :

- a) Pay attention to what they will understand from the reading text
- b) Identify what they do not understand
- c) Use appropriate strategies to resolve problems in comprehension. This strategy can help the teacher to know where the paragraph or word that less understand by the students when the students are reading text and can help the students ability to monitoring their reading comprehension.

### 2. Recognizing Story Structure

Students are required to 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. This strategy will make it easier for students to determine the concepts they will imagine after reading the text.

### 3. Question Answer Relationship

Vacca (1999). Explained that teachers can help students understand about the sources information when they respond to question. A reader will focus on two broad pieces of information resources , resources for answering questions; information in the text and information in the reader's head.

QAR procedures can be taught directly to students by reading teachers and can be enforced by content area specialists. The Question-Answer Relationship (QAR) strategy encourages students to learn how better to answer questions. Students are asked to indicate what information they used answer questions about textual explicit information (direct information expressed in text), textually implicit information (information implied in the text), or information entirely from the student's own background knowledge.

It is hoped that this strategy can make a good contribution in helping students and teachers to answer questions related to the reading text.

There are four differences question type:

a) "Right There"

Questions are located and can be found right in the text which asks students to find the one correct answer is located in one definite place as a word or sentence in the passage. Example :

Question : Who is Denny's Mother ?

Answer : Lila

b) "Think and Search"

Question are usually based on the recall of facts that can be found directly in the text . Answer are typically found in more than one place , thus requiring students to "think" and "search" through the passage to find the answer , for example :

Question : Why Lila was sad and angry?

Answer : His friend was living .

c) "Author and You"

Questions require students to use what they already know , with what they have learned from reading the text , for example :



Question: How do you think Lila felt when she found her friend?

Answer : I think that Lila felt happy because she had not seen Akbar in a long time .Because of I feel happy when I get to see my friend who lives far away.

d) “On Your Own”

Questions are usually answered based on students’ prior knowledge and their experiences. Reading the text may not be helpful to them when answering this type of question. Example:

Question : How would you feel if your best friend moved away ?

Answer : I would feel very sad if my best friend moved away because I would miss her.

#### 4. Generating Questions

By making analytical questions, students become active and aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that related to combine information different segments of the text. For example , students can be taught to ask main idea questions that relate to important information in a text (Larson, 1989).

#### 5. Summarizing Strategies

According to Wishon and Burks (1980) in Yuspar Uzer 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. Instruction in summarizing can help students :

- a) Identify or generate main ideas
- b) Connect the main idea

- c) Eliminate unnecessary information
- d) Remember what they read

#### 6. Memorizing Strategies

By memorizing strategies , students are encourages to study more and it can improve their English ability. La Garanderie in (Robin Brown, 1997:) . States that memorization open the future to the learning up.

#### 7. Game

Game usually used by English teacher when the students feel bored about the material , as we all know in the class some students not interest with English , they have that English lesson is very difficult to learn so makes the process of teaching learning feel bore. Most of them do not like learning process . So the English teacher have to has a game for their students in teaching reading , the teacher can use some games to increase their students motivate. A game can be used to promote critical thinking and reasoning . one of advantage of using games , as a teaching strategy , is that students have the opportunity for immediate feedback, through the discussion of correct answers and their rationales , Glendon and Ulrich (2005).

#### 8. SQ3R Strategies

According to Robinson (1946) in book effective study , SQ3R is a reading comprehension method named for its five steps: survey, question, read,recite,and review

If you're looking to be a more efficient reader . try the SQ3R Method . It's designed to help you read faster and retain more. SQ3R atands for steps in reading:

	S Q 3 R	
<p>1. Survey</p> <p>Scan the text and pay attention to :</p> <ul style="list-style-type: none"> <li>-layout</li> <li>-chapter</li> <li>-sections</li> <li>-graphs</li> <li>-pictures</li> <li>-highlighted</li> </ul> <p>Words</p>	<p>2. Question</p> <p>Ask yourself questions about the text.</p> <p>Ask yourself what you already know about the text and what your goal is.</p> <p>Try to understand what it is that the author wants to convey.</p>	<p>3. Read</p> <p>Read the text actively while keeping the previous steps in the back of your mind. Write down additional questions and try to answer asked questions.</p> <p>4. Recite</p> <p>Repeat (aloud) in your own words what you have read . ask yourself questions about the text, explain to someone what you have read and try to write a summary</p> <p>5. Review</p> <p>Read all the relevant parts again. Go through your notes and questions again. Pay extra attention to the diificult part.</p>

It might seems like it takes more time to use the SQ3R strategies , but you'll find that you retain more and have to reread less often.

## 9. Collaborating Strategy Reading

Teacher students to use comprehension technique while working cooperatively. Students technique include previewing the text; giving on going feedback by deciding “click” (I get it) at the end of each paragraph ; “getting the gist” of the most important parts of the text; and “wrapping up” key ideas. Finds out how to help students of mixed achievement levels apply comprehension strategies while reading content area text in small groups.

The teacher present the technique (preview,click, and clunk , get the gist , and wrap up) The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students’ involvement. Developed to enhance reading comprehension skills for the students with learning disabilities and students at risk for reading difficulties , CSR has also added positive outcomes for average and high average achieving students (Klingner & Vaughn, 1996).

## 10. Repeated Reading Strategies

First popularized by Samuels (1979) in Joshua Cohen , RR was initially designed for special needs students in first-language (L1) settings. The method was so successful that it is now used widely with developing L1 readers ,Kuhn and Stahl (2000).

RR works as a scaffold for struggling readers by providing them with short-term , achievable mini-goals such as completing a passage in faster time (speed) , increasing words read correctly (accuracy), and reading for a better understanding of the text (comprehension).

A mentally refarded elementary school students asks for a stopwatch for his birthday so that he can keep track of his gains in reading speed with each rereading of short paragraph he has selected. An adult with a history of reading failure continues to reread a passage after her tutor has left because for the first time she is reading with fluency. In junior high school , remedial reading



classroom , a group of students wearing earphones is rereading a story while simultaneously listening to it on a tape recorder. These situation share a little known that we called the method of repeated readings.

#### 11. K-W-L Strategies

K-W-L , Ogle (1987) stated that KWL is an instructional reading strategy that is used to guide students through a text. A strategy that helps students predicts and connects new information with prior knowledge. Students brainstorm with teachers records the ideas. Students list questions that come to mind. Students read the chapter to discover the answer to the answer to the questions posed.

K= What we know

W= What we want to find out

L= what we learned

KWL is intended to be an exercise for a study group or class that can guide you in reading and understanding a text. It can adapt it to working alone, but discussion definitely help it is composed of only three stages that reflect a worksheet of three columns with the three letters:

What we know	What we want to know	What we learned

a. K stands for Know

first stage may surprise you : think first about , what you know about the topic before reading . This advanced organizer provides you with a background support it .

- Brainstorm before looking at the next , think of the keyword , terms or phrase
- Record these in the K column of you chart until you cannot think of more
- Engage your group in a discussion about what you wrote in the K column.
- Organize the entires into general categories.

- b. W stands for Want

The second stage is to list a series of questions of what you want to know more of the subject , based upon what you listed in K.

- a) Preview the texts table of contents, headings , pictures, charts etc. Discuss what you want to learn
- b) List some thoughts on what you want, or expect to learn , generally or specifically. Think in terms of what you will learn , or what you want to learn about this
- c) Turn all sentence into questions before writing them down. They will help you focus your attention during reading.
- d) List the questions by important.

## 12. PLAN Strategies

PLAN is another strategy that is especially helpful for students when trying to comprehend what they are reading in textbook (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 student needs to get from the text. The first step is predict , students make predictions about the text based on the title , heading , subtitle and graphics. The second step is 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. The third step is add . during the step , students must add additional information to the map that is not already on it. The final step is note, in which students have to make additional notes on their map and identify whether or not their original predictions were correct (Educational Research, 2008)

## 2.7 Relevant Studies

To streng then this research, there are relevant studies about reading strategies:

Nofica Devi (2012) , An analysis of teacher strategies in teaching reading of the first year students of SMP PLUS YLPI PEKANBARU ,It is a descriptive qualitative research because it has one variable that is teacher strategy in teaching reading. Based on the result of analysis , the writer concludes that the first year teacher applied two teaching reading strategy , they are SQ3R and Repeated reading strategy.

Ahmad et all (2013) , “study on strategies for teaching speaking and reading comprehension skill in SMPN 1 Selong”. This study employed a qualitative research design. Necessary data were gathered using open-ended question , classroom observation , interview , and questionnaire.The result of this study revealed that three teachers applied teaching speaking and reading comprehension skills strategies in three stages ; Pre-stage, Whilst-stage and Post-Stages. From the three teacher observed , they employed various strategies in each stages with different reasons.

Nurman Antoni (2010) , This study is aimed to “explor EFL teachers’ strategies in teaching reading comprehension ot 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. All of the data were analysed by using three major phases of analysis ; data reduction, data display, and conclusion drawing and verification (Miles and Huberman : 1994).This study revealed that the teacher have used teaching reading comprehension strategies in three reading stage ; pre-reading , while-reading, and post-reading stage.

Guruh Idprismid Bekna Dhohir Syahri Romadhon (2018) , “An Analysis of strategies used by the English Teacher in Teaching Reading Comprehension of

The Second Year Students at SMP NEGERI 27 PEKANBARU”. It is a descriptive qualitative research because it has one variable that is teacher strategy in teaching reading. Based on the result of analysis, the writer concludes that the first year teacher applied two teaching reading strategy, they are SQ3R and Repeated reading strategy.

Nurul Hidayah (2016), “An Analysis of teachers’ strategies in teaching reading comprehension”. A descriptive Qualitative Research at Dian Nusantara Junior High School kec. Bandung Kab. Serang Banten. From the result of the research, the writer can conclude that is research shows that in teaching reading comprehension the teachers use various teaching strategies are : memorizing strategy, game strategy, discussion strategy, QAR strategy and reading aloud strategy.

Siti Nurhamidah, Syahid Muammar Pulungan & Eka Sustri Harida (2018), “The analysis of teacher’s strategies in teaching reading comprehension at SMAN 2 PADANG BOLAK. This research found that the teacher’s strategy used activating background knowledge of students and reading aloud together.

Nur Sri Leni Rahmiati (2010), “Teacher’s strategies in teaching reading recount text at the first year students of MA AL-ISLAM RUMBIO Kampar Subdistrict Kampar Regency”. This research is a descriptive study on the teacher’s strategies in teaching reading of recount text at MA AL-ISLAM Rumbio in 2010 academic year is less. In conclusion, the English teacher can not apply yet some strategies in teaching reading of recount text, the percentage of implementation is about (52,5%), while, the some strategies implemented by English teacher well. The teacher giving guessing meaning of each words is 25%, secondly, the teacher teaching the students by using cloze (fill in the blank) exercise to review vocabulary item is 25%, and thirdly, the teacher teaching by encouraging students to talk about what strategies they think will help them approach a reading assignment is 0. The facts can be seen from observation that



the teacher seldom uses these strategies in teaching and learning process , especially on reading material.

Muhammad Hudri (2017) , the thesis entitled “An analysis of teacher strategies in teaching reading at the first year students of SMK 2 GERUNG in academic year 2016/2017. This study is aimed to find out teacher’s strategies in teaching reading at SMK 2 GERUNG WEST LOMBOK . It was conducted to get detailed information about strategies used by teachers in teaching reading comprehension. This study employed a qualitative research design which is included as a case study using two data collection techniques ;observation and interview. This study revealed that the teacher used three strategies in teaching reading comprehension ; the first is memorizing strategy where the student have to memorize five vocabularies every meeting that related to the topic , secondly is QAR (Question Answer Relationship) , this strategy used by the teacher to know the students understand or not , whether the students get the maind idea or the main point from the topic or not , the third strategy is game , this strategy used by the teacher to motivate students in teaching reading process.

Nopita , Ningsih and Budiasih, S.Pd, M.Hum (2017) . The research entitled “An analysis on teacher’s strategies in reading comprehension class of the second grade students of SMPN 3 NGRAMBE in the academic year of 2015/2016Same with the previous research , this study aimed to know the teacher’s strategies in reading comprehension class at the second grade students in SMPN 3 NGRAMBE and to know the problems faced by the teacher in reading comprehension class. The instruments to collect the data were observation , interview and documentation . the writer analysed the data by using descriptive qualitative research .

The result of this research is there are four strategies that used in teaching reading comprehension by the English teacher at SMPN 3 NGRAMBE. They were monitoring comprehension, using prior knowledge/ predicting, summarizing/retelling to assess and improve reading comprehension and

generating and answer and question. The second there were three problems faced by the teacher in teaching reading comprehension , they were inadequate instruction, lack of pupils' interest and vocabularies difficulties.



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## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

In this chapter, the writer describes the research method. It consist of method of the research, the research instrument, the data sources, the technique of data collection, and the data analysis.

This chapter presented what design used in conducting the research. The design of this chapter is a qualitative research. According Nunan (1992) the qualitative be defined as an intensive, holistic, description and analysis of single entity, phenomenon, or social unit case studies are particularistic, descriptive, and heuristic and rely heavy on inducting reasoning in handling multiple data source.

In this case the phenomenon is the activities of teaching and learning English. This research also did not need to give the treatment to the object of the research. Then the writer observed and described the phenomena as in the fact as clear as possible without manipulation. Therefore, the appropriate design can be used in conducting this research is descriptive research. The design consist of two stages. The first is observation to the teacher and students in teaching learning process. The second stage is doing the interview with the English teacher. This interview happens after the writer doing the observation. In this process, the writer asked the English teacher about the strategies that she used for her teaching, especially in teaching reading comprehension.

So, in this research descriptive research is conducted in the purpose to describe systematically about the fact and characteristic of the subject (The English teacher and the students at SMAN 2 SIAK HULU KAMPAR).

## **3.2 Source of Data**

### **3.2.1 Participants**

The population of the research is the entire English teachers at SMA N 2 SIAK HULU KAMPAR. There are three English teacher at the school. And there is only one teacher who teach English at the second grade at SMAN 2 SIAK HULU. The total sample of the research only at the second year level that English teacher lesson on the second year students at SMAN 2 SIAK HULU KAMPAR.

### **3.2.2 Instrument of Study**

The Instrument of study The instrument is the tool used to collect the data from the respondent of the research, in this research, the writer used two kinds of instruments to get the data from English teacher at SMAN 2 SIAK HULU KAMPAR , as follow:

#### **1. Classroom Observation (Online Class)**

The analysis process in the research is participating as long as the learning process while observation how is the activities of the students and the teacher in classroom. From the observation, the writer wants to know the strategies that teacher used in teaching reading comprehension. special for this time, the observation of classroom did by zoom meeting, because of the pandemic in this year , the government changed the learning process into online class, the learning process in SMAN 2 Siak Hulu doing by Zoom meeting , and the learning process keep working as usual .

Zoom meeting classroom is a learning process doing by video coference, it can attend by many people and keep talking as usual. This is a rule from the government to handling the pandemic to avoid the crowd and cut off the virus link.



In Christine Urquhart (2015), Observation research is useful, feasible for practitioners , and can be combined with other types of data collection methods. Observation research can obtain uniquely reliable and valid answers to some library problems. We have to think carefully about the ethical aspects of data collection and analysis for observation research. the writer will use the table of observation.

In this research , the writer used the blue print of indicator in teaching reading based on grand theory from Jeremy Harmer (2007) state that, reading is useful for language acquisition. Provided that students more or less understand what they read, more they read, the better they will get it. It means that reading is the good way to catch all of direction between us as the reader with the text. Every text of course has the ideas so get the idea in the text is a way to know what the text means. From the blue print of Indicator we can see :

**Table 3.1 The Blue Print of Indicator in Teaching Reading**

No.	Indicator	Frequently			Score
		Meeting 1	Meeting 2	Meeting 3	
1.	Finding the difficult word				
2.	Reading Aloud				
3.	Monitoring Comprehension				
4.	Question Answer Relationship				

**Table 3.1 The Blue Print of Classroom Observation Checklist**

**OBSERVATION FORM CHECKLIST**

**TEACHER :**

**CLASS :**

**TIME :**

**STRATEGY :**

Teacher' Strategies	Item	Yes	No	Note
Intensive Reading				
a) Shorter text	Students reading in detail with specific learning aims and tasks. Students read a short text only  Students put events from it into chronological order			
b) Extract Specific Information				
Extensive Reading				
a) Longer Text	Involves students in its set up and management  Have funding for new reading materials  Have clear language			

b) General Understanding	learning objectives  Ways to assess the reading			
Aloud Reading  a) Read Aloud          b) Dialogue,Poetry.          c) Oral Language Activity	Teacher ask one students to reading aloud  Students perform how they are reading the dialogue  The teacher ask all of students try to read the text			
Silent Reading  a) Read silently	Students can obtain the information from the printed page efficiently and rapidly  Teacher ask the students to understand what is in the content of the text			

b) Fully Understand				
Skimming Strategies				
a) Get information quickly	Teacher ask the students to quickly gather the most important information Students make a summary Students make a summary of the text			
b) Small summary				
c) Get the gist of the writing				
Scanning				
a) Find a particular piece of information	Teacher guide the students to find out a particular piece of information Students must find out the specific item like a symbol, like a bold print, lettering, numbering, colors, and signal words			
b) To find out the specific item				
The communicative approach				



a) Authentic communication	Teaching focus is authentic communication			
b) Group activities	Teacher guide the students to make group discussion			
c) Involve negotiation	Discuss about the content of the text			
d) Fluency is priority	The final of this strategy is the students is more fluency in reading comprehension			
The cooperative learning model				
a) Group oriented	Students focus in group discussion			
b) Work Together	Students are working together and get the task each other to get the main idea of the text			
The process approach				
a) Planning	Teacher makes a plan before learning process			
b) Generating	the teacher is generating			

<p>c) Ideas</p> <p>d) Drafting</p> <p>e) Reviewing</p> <p>f) Revising</p> <p>g) Editing</p>	<p>the questions</p> <p>the teacher ask students to find out the idea of the text</p> <p>students make a draft of some point of the text</p> <p>Students show what they get from the text</p> <p>Students try to fix the meaning</p> <p>students edit the text</p>			
<p>The whole language approach</p> <p>a) Write naturally</p> <p>b) Focus on real communication</p> <p>c) Reading for pleasure</p>	<p>Students write the text naturally</p> <p>More focus on their real communication</p> <p>They are reading for their pleasure</p>			

Syllabus	List of content item  Explicit Objective  A Public Document  Recommended materials			
Curriculum	As a plan  Provide a focus instruction			
Lesson Plan	Teacher's detail description of the course of instructions  Learning trajectory for a lesson			
Using Media	Using Powerpoint  Using Text book			
Monitoring Comprehension  a) Be aware          b) Identify what they don't understand	Teacher guide the students and monitoring in learning process      Teacher ask the students to find out difficult words and try to explain the meaning   Monitoring the students'			

	pronunciation			
Recognizing Story Structure  a) Identify the categories  b) Story Maps  c) Instruction	Teacher ask students to identify the categories  Students make a mind map for a story structure  Students follows the teacher's instructions			
Question Answer Relationship  a) right there  b) Think and Search  c) Author and you  d) On your own	Teacher ask the students to find the one right answer located in one place  The answer can be found directly in the text  Questions require students to use what they already known  Questions are answered based on the students prior knowledge experience			



<p>Generating Questions</p> <p>a) Ask questions to their selves</p> <p>b) Combine Information</p>	<p>Teacher ask to the students to trial their selves about the text</p> <p>The students Combine the whole information</p>			
<p>Summarizing Strategies</p> <p>a) Identify the main idea</p> <p>b) Connect the main idea</p> <p>c) Eliminate Unnecessary Information</p> <p>d) Remember what they read</p>	<p>Teacher ask the students to identify the main idea</p> <p>Students try to connect the main idea</p> <p>Students focus to the important information only</p> <p>Students trty to remember what they get from the content of the text</p>			
<p>Game</p> <p>a) Sollution if class feel bore</p>	<p>Usually , teacher doing a game in class to avoid a monotone of learning process</p> <p>Students feel have fun</p>			

<p>b) Fun and Enjoy learning process</p>	<p>with the game and its will make easily them to remember whats the lesson they got.</p>			
<p>SQ3R</p> <p>a) Survey</p> <p>b) Question</p> <p>c)Recite</p> <p>d) Read</p> <p>e) Review</p>	<p>Read the first section of the reading assignment to answer question</p> <p>Test your memory by asking yourself the questions that you have identified.</p>			
<p>Collaborative Strategy Reading</p> <p>a) Grouped</p> <p>b) Provide</p>	<p>Grouped according to varying reading levels</p> <p>Provide a set of guidelines for writing their logs (planned activities for logs might include impromptu writing , note taking, or diagram drawing)</p> <p>Asked to write what they already know about the topic. As student read ,</p>			

c) Asked	<p>they should record information learned or questions about the text. Recording may be written in a notebook, hand out , or class-made journals. Students then enter their reaction after reading a text . Teacher should monitor entries , respond to questions, and clarify confusions.</p>			
<p>Repeated Reading Strategies</p> <p>a) Identify Words</p> <p>b)Memorize Words</p>	<p>The tutor wrote down the missed words on the paper for review after the first reading</p> <p>The missed words were gone over in various random orders until the teacher felt the students had memorized the words.</p> <p>The students read the passage a second time , with the process being repeated and the teacher noting missed words for a</p>			

c) Repeated Words	second time, the teacher asked five comprehension questions that she/he had written during the three repeated readings.			
K-W-L Chart				
a) What we know	What you know about the topic before reading			
b) what we want to find out	<p>List a series of questions of what you want to know more of the subject , based upon what you listed in know.</p> <p>Answer your questions , as well as to list what new information you have learned</p>			
c) what we learned				
PLAN strategy				
a) Predict	<p>-Students make predictions about the text based on the title , heading , subtitles, and graphics.</p> <p>- Students are required to locate the information requested on the concept</p>			
b) Locate				



	<p>map as well as identify the information already given to them on the map</p> <p>- During this step, students must add additional information to the map that is not already on it.</p> <p>- In which students have to make additional notes on their map and identify whether or not their original predictions were correct</p>			
c) Add				
d) Note				

**Table 3.2 The blue print of Classroom Observation Sheet**

**OBSERVATION FORM IN TEACHING READING COMPREHENSION**

**TEACHER :**

**CLASS :**

**TIME :**

**STRATEGY :**

No.	Teacher's Activity	Student's Activity	Application strategy in the clas
1.	<b>Pre Activity</b>		
2.	<b>Whilst Activity</b>		
3.	<b>Post Activity</b>		

## 2. Interview

According to Sugiyono (2008), interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic. Meanwhile, according to Hadi (1993), interview can be viewed as method of data collection by way of question and answer under taken unilaterally by systematic and based on the purpose of the investigation.

According to Arikunto (1990) classification , there are three kinds of interview , namely:

- a) Unstructured interview. In this type , the interviewer carries out the interview with no systematic plan question.
- b) Structured interview. The interview carries out the interview by using a set questions arranged in advance.
- c) Semi structured interview. The interviewer uses a set questions which is develop to gain the specific information. The interview conduct to get the addition of information in response to interesting or important answer that series unexpectedly from the planed questions (Haris,2007).

In this study , the writer used the structured interview. The interview is done with the English teacher. The interview is done after finishing the teaching learning process. The interview be conducted to gain a spoken respond from the participants. The function of this interview are to cross-check the data and to make sure that the data for the observation are really valid.

In this research , the writer used about nine questions to do the interview that relate to the teacher's strategy in teaching reading comprehension.

**Table 3.3 List of Interview**

Research Question	Questions
What were the teacher's strategies in teaching reading comprehension at SMAN 2 SIAK HULU KAMPAR ?	<ol style="list-style-type: none"> <li>1. How is English usually taught in this class?</li> <li>2. What strategies do you use in teaching reading comprehension?</li> <li>3. In your opinion , how do you determine the good strategy in learning English especially in teaching reading ?</li> <li>4. How do you teach vocabularies to students in reading comprehension?</li> <li>5. While teaching English , how do you think student's comprehension in reading ?</li> <li>6. What kind of practice do you give to students to improve their comprehend in reading ?</li> <li>7. In general , what problems do you often faces when you teach reading comprehension in English?</li> <li>8. How do you get your students to comprehend the text of reading?</li> <li>9. How do you motivate your students to use English when outside the classroom?</li> </ol>



### 3. Documentation

The writer also used the documentation as the method of collecting data in this research and to know the situation of the object for this research. The documentation is a method used to find the data related, by the picture. Guba & Lincoln (1981) state that documentation is every written source or film. Ary, Jocabns and Sorensen (2010) pointed out, the document consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspaper, minutes of meetings, personal journals, and letters. Documents are important in the research, it can get more information.

### 3.3 Data Collection Technique

#### 3.3.1 The Procedures of Classroom Observation

The writer carried observation through the following procedures , they are :

1. The writer went to the SMAN 2 SIAK HULU KAMPAR to meet the head master , after get a confirmation and approval from both the headmaster and the English teacher to collecting data.
2. After that, the writer go to the school and asks permission to the teacher who teach reading subject at the second year class.
3. And then, when teacher teaching their students by zoom application, the writer watched the teaching learning process and the writer fill the table of paper observation to check what are the teacher strategies used in teaching reading comprehension to students in the lesson.

#### 3.3.2 The Procedures of Interview

After observatory activities, the writer followed the procedures of interview as in the following :

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

2. After getting a confirmation about the convenient time, the writer comes to have an interview with each English teacher concerning the indicators of the research.
3. The writer takes notes down as each English teacher gives comments upon each indicator being asked to each of them.
4. The writer correlates between the results of observation and the result of interview for data of the research.

### **3.4 Data Analysis Technique**

The research is using qualitative about the teacher's strategy analysis in teaching reading comprehension. The writer collected all data that got from observation, the writer continued the process into the analysing the data in order to interpret the result of the teacher's strategy analysis in teaching reading comprehension. The next, writer identified and classified the data based on the research. After that, the data interpreted based on research questions and observation. In order to clarify data from observation, the interview conducted to the English teacher. The data from interview recorded, transcribed, read and categorized.

#### **1. Data Reduction**

The first step of data analysis is data reduction. It is the process of reducing the data occurring repeatedly. "reducing the data means summarizing, choosing the main thing, focusing on the important thing, finding the topic and the form". In this stage, the writer got the data from interview with the teacher and online classroom observation. The result of interview and classroom observation showed what are the strategies used in teaching reading comprehension. In this step, the irrelevant data is reduced and the needed data is included.

#### **2. Data display**

After data reduction the next step in analysing data is data display. It is process of displaying data in the from of table or essay so what it gets more understandable. Miles and Huberman (1984) points out “looking at display help us to understand what is happening and to do something-further analysis or caution on that understanding”. (Sugiono, 2008) In this research , the writer will use essay in displaying the data, because it is most common data display used in qualitative research.

### 3. Conclusion

In this last step data analysis that is conclusion. Here , the writer begin to see what is the data. The writer examined all entries with the same code and then merges these categories and finding the connection among the categories. Then , it continued to tell the stories and to make connection among stories. Finally, the writer got the result and conclusion of the research.

## CHAPTER IV

### RESEARCH FINDING

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

The interview with one key informants were conducted in SMAN 2 Siak Hulu. The writer interviewed the English teacher who teach at the second year students in SMA N 2 Siak Hulu. The interview the teacher was held on Monday, August 31 2020. And the online class observation was held in three times , on Friday , August 14, 21 and 29 november 2020.

To strengthen the substance data from the interviews and the observations, we conducted a study of documents and archival materials. All the data from this study were described according to the focus of the research question to find out the strategies that teacher used in teaching reading comprehension.

#### 4.1 Data Presentation

Finally , there are some variations of strategy in teaching reading that teacher used in teaching reading at SMA N 2 Siak Hulu. Teacher's strategies in teaching reading according to the result of observation and interview conducted with an English teacher about teacher's strategies, there is a teacher with four strategies that used by the teacher in teaching reading , they are reading aloud , monitoring comprehension, question answer relationship and game. All the strategies used by the teacher in teaching reading are effective, because with those strategies the students can understand the material easily and enjoy with the teaching and learning process.



#### 1. Before starting an online class

Because of the outbreak of pandemics increasingly cases of this pandemic , governments are setting out to implement home study. But the class study will be done as usual, and as a substitute tool, the study will be done by video conference with the English teacher and students present who use zoom application. The writer hope that this pandemic will be finished as soon as possible and the learning process can be effectively as usual.

Before starting the online class , the teacher always prepared for the material with read the course book and lesson plan , and also prepared the interesting media for complete it.

#### 2. The condition

According to the government's curriculum, there are about thirty students in every class in this school. The learning situation in the class is in good situation and all of students follow the teacher's instruction as well as possible.

#### 3. The strategy

The teacher's said the strategies that she used in teaching reading comprehension they are reading aloud, monitoring comprehension, Question Answer Relationship and game.

#### 4. The Problem

The students in second class are less motivation and willingness in develop their skill in reading comprehension, not only in reading but they are less of motivation to learn English deeply and seriously , it's come from some factors that effect their motivation. One of the problem is the culture , in daily activity they used the traditional language, ocu language. This is a pretty big problem for teacher and students in daily English application.

The second problem is they are less of support from people around. They get English studies only from this school and only two hours of lessons each week. Its also the lack of parental support that makes it a practice to master English.

From the problem above , teacher is always trying her best to teach students and find out the best strategies to apply in class based on experience and student's ability and skill.

#### 5. The Accomplishment

The students' accomplishment in second class after learning reading are just usual and normal, because their consideration is usual it is different than students in the favourite school.

#### 6. For the Future Learning

As the English teacher she always motivate the students in order to continue their reading minimal the short text in the course book or text book. And she always give motivation and the command to watch the education film in English , teacher always ask students to improve their skill in reading . because it's important for their future , especially in learning reading comprehension.

#### 4.1.1 Finding Difficult Words

In teaching reading ,for the first the teacher asked students to read the text and then find out the difficult words contained in the text, after students find the difficult words, the teacher instructed students to discuss it one by one and asked students to write in a note book.

Finding difficult words aimed to reach a good level of understanding in a more practical way, finding difficult words strategy is done by the teacher continuously in every meeting, especially reading learning, this is evidenced by the notes obtained from observations for 3 consecutive times, in the first meeting teacher asked students to find difficult words, as well as at the second and third meetings, in the interviews she conducted always found difficult words, the

teacher said that in reading to master the meaning of words is a basic skill that students must master if they want to master reading, and in carrying out this strategy, the teacher asked students to use several tools to facilitate the search for word meanings, such as a dictionary or u-dictionary.

#### **4.1.2 Reading Aloud**

The first meeting was conducted on 14<sup>th</sup> August 2020. In the first subject and the only one teacher who teach at the second class, Teacher A, she was English teacher who taught at class IPA 6 in the first meeting, the class held by video conference in Zoom Application. The teacher taught the students by her smartphone. The teacher open the online classroom with greeting the students and students also greeting for her. The teacher open the classroom with asked the students about their feeling today. And she asked students to pray together before studying. And after already finished praying the teacher asked about the past lesson. And teacher answer the teacher's question. After that teacher checked the attendance list of students , and start the lesson today.

In the first meeting , the teacher prepared material for the lesson about reading comprehension , the material is about narrative text. Teacher asked students to open the text book and asked one students to read loudly the text.

The teacher utilizes reading aloud strategy on students for reading comprehension's learning at the class. In this strategy which utilized by the teacher, the teacher gives the conversation text that she get from the text book. During the class , the teacher ask to one or two students to read aloud the text , and another students will listen what the reader aloud said, and sometimes the teacher will correct the wrong pronunciation. While reading , the teacher explains the meaning of the text. This strategy used to give material to the students in order the students easy to accept material that gave by teacher. After that the student will read together loudly and the teacher calls the two students to shows and practice their reading achievement.

According to Venktes, only those text should be read aloud, which have been written to read aloud like poetry, dialogue, and the other type. Reading aloud also play important role in teaching English and aloud reading is part of reading skill which related with students experience in mastering their oral language.

This strategy is used by the teacher to train the pronunciation's students and the courageous of the students in reading English. This strategy effective and can help student if the student follow correctly what the teacher said and this strategy can help to improve their spelling and pronunciation.

#### **4.1.3 Monitoring Comprehension**

The teacher used this strategy to aware about students comprehension in reading, this strategy used by the teacher to identify what they do not understand about content of the text , the teacher will take a control of the class in makes her students get the main point of the text and guide their students to find out the difficult words to explain what is the meaning of the words.

Comprehension monitoring strategy guide's help students develop independent comprehension monitoring during reading. When the teacher reading loudly the students also follow the teacher's say and the teacher control the management class in order to reading activity stay in conducive.

The teacher being aware of how they're doing , in this strategy the teacher monitoring student's comprehension, it's means that the teacher noticing with their thinking as they read. Teacher will notice if there is students who get confuse with the text. The teacher will use her background and her knowledge.

First , the teacher have to teach them that proficient readers actually do think while they read. The students often believe that the goal is to get all the words right and do it as quickly as possible , and meaning easily gets lost in the process, in this strategy the teacher need to be sure that she teach the students that the real point of reading is to learn, to get ideas, to feel something, and enjoy. To accomplish those goals, the teacher have to slow down, as Steph Harvey and



Anne Goudvis say ,”Stop, Think, and React.” That is what the teacher mean by monitoring.

In monitor the students’ comprehension, the teacher begin trough interactive read aloud. The teacher model her own thinking as they read, and then gradually release the responsibility for thinking to the students. The teacher will give the students many opportunities to turn and talk with partners to work through their developing ideas, and to draw or write their thinking about the text.

The teacher recommend using this practice over and over with fiction, non-fiction, poetry. It will accomplish so many goals at once. The teacher can build student’s vocabulary far beyond what they will encounter in the textbook they can read independently, expose them to all sorts of text structures and features. And teacher build a community through sharing these mentor texts , all the while teaching students to think, to monitor what is going on in their brain.

#### **4.1.4 Question Answer Relationship**

Teacher utilizes question answer relationship’s strategy on students for reading comprehension’s learning at class. In this strategy which utilized by teacher, the teacher gives problem or question students according to the text that the students have read before as much one until two problems at each learning final so the students answer that the problem or questions.

According to the teacher , this strategy used to give material to the students in order the students easy to accept material to the students in order the students was easy to accept material that given by teacher.

This strategy was used by the teacher to see if students really understand it with text they read. If the student could answer the questions, it means they have understood of the text , and if they could not answer the question then the students really answer that question with their own words or with the answer from the text.

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

Tompkins (2016) stated that QAR's strategy is considered suitable in learning to understand the text because in the process of learning students in guidance to focus more on the text. This is reflected in QAR's strategy steps:

1. Reading the questions
2. Understanding QAR question level
3. Read the text
4. Answering questions
5. Various answer

According to Person and Johnson (1978) the type of question asked to guide comprehension should be based on the information readers need to answer the questions. Therefore, teacher must help students become aware of likely source of information as they respond to questions. This strategy help the teacher in teaching reading comprehension. with this strategy the teacher able to know how far their students understand what the teacher have given to them. And in this stage the students not only read the passage but also really understand what the content of the content. The teacher using this strategy because the students must understand the reading text and the students guided to more focus on the text.

## **4.2 Data Analysis**

### **4.2.1 The Implementation of Finding Difficult Words Strategy**

In teaching reading ,for the first the teacher asked students to read the text and then find out the difficult words contained in the text, after students find the difficult words, the teacher instructed students to discuss it one by one and asked students to write in a note book.

Finding difficult words aimed to reach a good level of understanding in a more practical way, finding difficult words strategy is done by the teacher

continuously in every meeting, especially reading learning, this is evidenced by the notes obtained from observations for 3 consecutive times, in the first meeting teacher asked students to find difficult words, as well as at the second and third meetings, in the interviews she conducted always found difficult words, the teacher said that in reading to master the meaning of words is a basic skill that students must master if they want to master reading, and in carrying out this strategy, the teacher asked students to use several tools to facilitate the search for word meanings, such as a dictionaries or u-dictionary.

#### **4.2.2 The Implementation of Reading Aloud Strategy**

The second step , the teacher told students to open their text book, after that the teacher asked to one students read loudly the text. And in this situation the students pay attention to what was done by the student who read the text loudly. The teacher asked the students to find out difficult vocabularies and note it in the note book. From the observation and information in interview was conducted, the writer got the activities showed that the teacher used reading aloud strategy , because when the writer observed , the writer have analyse that the way teacher asked first to read the text loudly and other students pay attention to the reader.

The teacher gives the narrative text that she get from the text book. While the student read loudly , the teacher corrects the wrong pronunciation done by student, the teacher also explains the meaning of the text.

The problem in applying this strategy that teacher has found in teaching reading English is from the students' pronunciation and their vocabulary mastery. In reading aloud the students have to know the correct pronunciation. In this case the teacher has guide the students' reading.

#### **4.2.2 The implementation of Monitoring Comprehension Strategy**



While teaching reading comprehension , the teacher be aware about the students' in comprehend the content of the text , especially the meaning of the text , most successful student readers intuitively monitor their comprehension . However, some who struggle with reading either might not recognize a breakdown in their comprehension or else might not know how to fix it when it does occur. When the teacher asked whether they read the material , these students answer yes. Indeed , the students have decoded every word, but they did not comprehend what they were reading. Even students who are typically competent readers may not self-monitor comprehension in subject areas they find challenging.

To solve this problem students need to be taught how to monitor their comprehension, the writer analyse that the teacher used monitoring comprehension based on the observation online class was conducted.

For the first , the teacher asked the students to re-read the text loudly , and then the teacher asked students to look up unfamiliar terms , and asked students to find out the meaning first, and the teacher reconstruct the information in a equation or image or a concept map that easy accept by students. So in this strategy , the teacher focus to identify what they don't understand and students' pronunciation.

#### **4.2.3 The Implementation of Question Answer Relationship Strategy**

In the middle teaching process after the students knew how to read the text , teacher asked the students one by one what is the meaning of this word. This question was about the lesson that they had learn. It was done by the teacher to know students understand or not understand about the material. And it was done in learning process with the teacher point one of students to answer that question. For example , *what is the main idea of the text ?* , after that students answer the question , and only five students get the correct answer of question.



The writer analysis that this situation above used QARs or Question Answer Relationship strategies. The teacher using this strategy because the students must understand the reading text and the students guided to more focus on the text. This strategy was used by the teacher to see how far the students really understand it with text they read. If the students could answer the questions , they had been understood in understanding the text. and if they could not answer the question then the students not understand with those text. And also teacher told the students to answer the question related to the text after that the students wrote the correct answer in their note book.

The teacher using this strategy to could help students in developing the meaning contained in the text reading so that students more easily understand the contents of reading. The teacher make their thinking explicit by verbalizing their thoughts while rading orally. And also the teacher want to know if the students could understand the meaning of the text and can understand of the text.

The writer analyse that this strategy effective to apply in teaching reading comprehension , because the students could answer the teacher's question about the text and they more understand what is in the text they read.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion concerning the result of the research. Based on the finding from the research, the writer get conclusion as follow.

#### 5.1 Conclusion

From the result of the research that has been discussed in chapter IV , the writer can conclude that this research shows that in teaching reading the teacher used various teaching strategies. The strategy are:

Reading aloud, monitoring comprehension, question answer relationship and game. Based on this research, those strategies are effective in teaching reading comprehension because can help students to comprehend the reading text.

The teacher's way apply those strategies are:

1. Finding Difficult Words : In this strategy, students are asked to be more active in finding difficult words in a text, this strategy is used so that students master the basic of reading learning, students are expected to be able to translate the meaning of sentence by sentence so that overall the comprehension is achieved. This strategy is used in three times by the teacher and considered an absolute strategy that the teacher used in reading learning process.
2. Reading aloud : Every learn in reading comprehension the teacher asks two students to read loudly for minimum two paragraph ,the teacher give a narrative text that she get from the textbook and other students pay attention with the text that read by their friends. While reading , the teacher explains the meaning of the text. this strategy used to give material to the students in order the students easy to accept material that gave by teacher. Final result from this

strategy to makes student's pronunciation better than before. But the teacher only used this strategy in two times, its means that this strategy include to not an absolute strategy that teacher used in teaching reading.

3. Monitoring Comprehension : In this strategy, teacher be aware about the students' in comprehend the content of the text , especially the meaning of the text , most successful student readers intuitively monitor their comprehension . However, some who struggle with reading either might not recognize a breakdown in their comprehension or else might not know how to fix it when it does occur. While the students read loudly the text , teacher asked to the students to note difficult vocabulary and unfamiliar words. Teacher focus on students' comprehend in reading the text , teacher use the concept maps to explain what is in the text. final of this strategy is students understand in identify the content of the text. Teacher used this only in two times learning process, teacher said that when she need this strategy she will apply in this class but this strategy only used by the teacher in two times.
4. Question Answer Relationship : In this strategy which utilized by teacher, the teacher gives problem or question to students according to the text that the students have read before as much 1 until 2 problems at each learning final so the students answer that the problem or question. And teacher continuity in using this strategy in every learning process.

In short , only two strategy that teacher apply as absolute strategy in teaching reading, there are finding difficult words and question answer relationship , those strategies give good contribution for teacher. Students who have difficulty in reading will be easier in mastering reading comprehension. With uses this strategy the teacher more easily gives the material to the students. Those strategies can help the teacher because the students more active. And the students can exchange their opinion with their friends. In solving problem the teacher also can solve the problem when the problem appear during the lesson.

## 5.2 Suggestion

Based on the conclusion above , the writer would offer some suggestions are presented for students, English teacher and the writer.

### 1. Students

- a) With the strategies that use by the teacher, the students hope understand more about reading and enjoy with her lesson
- b) The students are suggested to read a lot of English book to increase the knowledge of English especially for increase their comprehension in reading English text.

### 2. The English teacher

- a) 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
- b) The teacher must give more activity in reading text and give learning motivation
- c) In every activity given, the teacher must give feedback on students' reading capability

### 3. Future Research

- a) The writer wishes that other writer could conduct this research in wide area.
- b) The next writer can conduct the research about the teacher startegies that used by English teacher which important in teaching and learning process. Therefore, that result will give more advantage and easily applied in larger area.



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