

**AN ANALYSIS ON TEACHER'S STRATEGIES IN TEACHING
READING COMPREHENSION AT SMP YLPI MARPOYAN**

PEKANBARU

A THESIS



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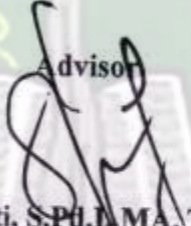
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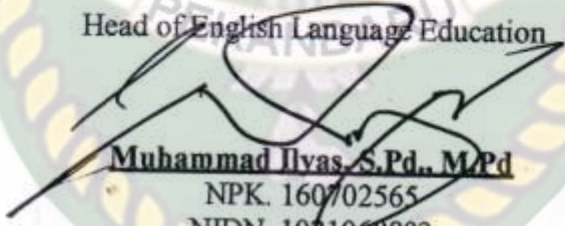
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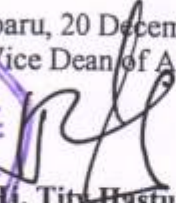
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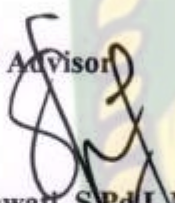
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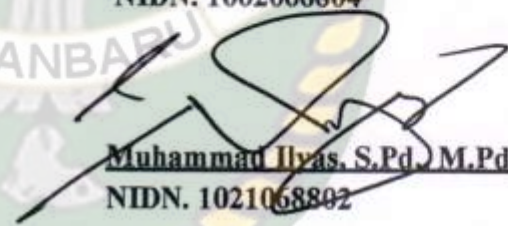
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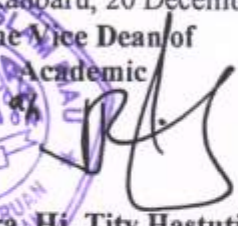

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











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THESIS GUIDANCE AGENDA

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No	Date	Guidance Agenda	Signature
1	09/01/2020	Revised Chapter I	
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4	15/02/2020	Revised Chapter I, II & III	
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LETTER OF NOTICE

The advisor hereby notifies that:

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**AN ANALYSIS ON TEACHER'S STRATEGIES IN TEACHING
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It has been examined. This letter was made to be used as it is needed.

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DECLARATION

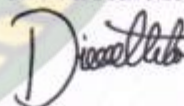
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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly or indirectly). Which were taken from various sources and mentioned scientifically. The researcher responsible for the data and facts provided in this thesis.

Pekanbaru, 20 December 2020

The Researcher



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

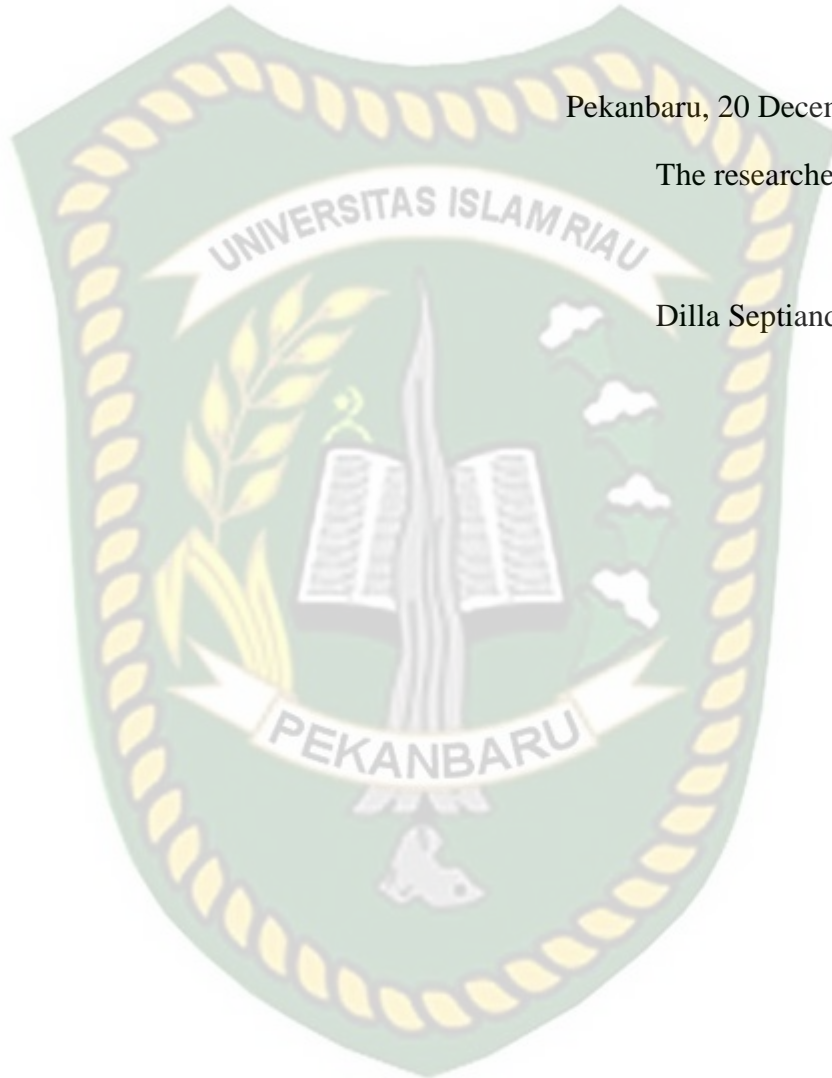
1. I sincerely express my deep sense of gratitude to my advisor **Shalawati.,S.Pd.I.,MA.TESOL** for his guidance, supervision, motivation, immense knowledge. His guidance helped in writing this research. My gratitude also goes to **all my lectures at English Language Education of FKIP UIR** for all the supports and encouragement over many years.
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Pekanbaru, 20 December 2020

The researcher,

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Dokumen ini adalah Arsip Miilik :

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ABSTRACT

Dilla Septianda, 2020. *An Analysis on Teachers' Strategy in Teaching Reading Comprehension at SMP YLPI Marpoyan*. Thesis Pekanbaru: English Study Program, Education and Teacher Trainon Teaing Faculty, Universitas Islam Riau.

Key Words : An Analysis, Teacher's Strategy, Reading.

This study was carried out to know what are the strategy used by the teacher in teaching reading at SMP YLPI Marpoyan Pekanbaru. The researcher expected the more teaching strategy is applied by the teachers in teaching reading, the more students enjoyable and understand how to be good reader.

Design of the research descriptive qualitative design, in which researcher describe strategy of teaching reading used by teachers to students at SMP YLPI Marpoyan Pekanbaru. This research had only one variable, it was strategy of teaching reading that used by teachers.

The teachers utilized two strategy in teaching reading of the first and third year students in the classroom namely: Repeated Reading strategy and SQ3R strategy. The teachers utilized generally the indicator of the Repeated Reading strategy that they utilized in classroom. Total points of strategy on teacher A utilizing SQ3R strategy 4 points and the total points of strategy on teacher B utilizing SQ3R strategy 5 points. It can conclude that the teacher utilized generally the indicator of the strategy that her utilized in teaching reading comprehension in the classroom. Result of interview as additional information to know teacher teaching learning process used Repeated Reading and SQ3R strategies. Teacher ever used SQ3R technique and Repeated Reading strategies in teaching reading comprehension in previous class. The writer observed, she used material appropriate with the strategy. Teacher utilize this strategy in order to make students easy in comprehend learning material, since they frequently reread the content and discover the translation of difficult words, so it make them straightforward the understanding content.

CHAPTER I

INTRODUCTION

1.1 Background of the problem

One of four skill in teaching English is reading. In this digitalization era, reading is becoming important. It cannot be separated from human daily life activity, especially for students. By reading people can draw information from a text and to form an interpretation of that information. According to Qanwal & Karim, 2014, Reading is commonly recognized as an interpretative and interactive skill that involves decoding, as well as active, cognitive thinking processes. Reading is closely related to comprehension. The text is presenting letters, words, sentences and paragraphs that encode meaning. To understand a text, reading only is not enough for students; they need to comprehend a text.

Reading is a connected process in order to go on around reader and for produce comprehension. To determine what that meaning of a text the reader uses knowledge, skills and strategies. For junior high school students' reading material is texts. The students have to understand about the existences of separate text tasks such as how to get factual information through text, identify, main idea, finding the meaning of vocabulary, identify references, and how for making different to have a comprehend text well. English teachers are expected to be able to create an appropriate and interesting strategy that can make the students feel comfortable and enjoy when they are learning reading. The students need some strategy that can encourage them to learn and master reading easily.

The teachers usually have some strategies in reading teaching learning process. In a strategy, there is a systematic procedure, formula, or routine by which a task is accomplished. Designs are organizationally determined in teaching strategy and relate theoretically to an approach. An appropriate strategy will determine the students' understanding to English. The teacher strategies have important role to make students able to master reading skill.

In the fact some teachers do not use appropriate or suitable strategy in teaching reading, it influencing the students' comprehension in reading a text. To arouse student's interest and motivation in reading, a teacher should apply a good strategy in teaching reading. In teaching reading there are some problems face by the teachers and students. The first problem, in teaching reading some teachers still use common strategy. The second problem, teachers tend to be repetitious on a single strategy, so students are bored with the usually strategy. English teachers should use variation of strategy in teaching reading. The third problem, when teaching reading some teachers did not focus to comprehension, teacher focus to emphasize pronunciation and fluency. The fourth problem, students are not motivated to learn especially reading, so it influences on their comprehension.

Based on the background above, the writer is interested in carrying out a research entitled **AN ANALYSIS ON TEACHER'S STRATEGIES IN TEACHING READING COMPREHENSION AT SMP YLPI MARPOYAN PEKANBARU.**

1.2 Identification of the Problem

In the English learning and teaching at school, reading is taught by the teacher of SMP YLPI Marpoyan Pekanbaru in the class as her strategys to teach English to the students. Many students have some difficulties to get communicative purposes from reading text. They cannot get main information and author's ideas from reading text. It means that they have low ability to comprehend a text.

The writer views some the teachers at SMP YLPI Marpoyan Pekanbaru use some strategys in learning and teaching reading process but the teachers and the students still faced problems in learning and teaching reading strategys, the problem are : first, repeated reading, the instructors are familiar and have used it. In using repeated reading strategy, the students have problems in responding to reading consistently with other students. Second, the strategy SQ3R is designed to help students read faster and retain more. It can improve students' reading text. In using SQ3R strategy, students have problem in turning into a question and ask questions to be answered in their reading. There should be some creative ways to be applied separated in using strategies for teaching reading.

1.3 Focus of the Problem

Although, there were many problems that mentioned before involves in this research. The writer focused on the strategy that are used by teachers in teaching reading at the first and third year students' of SMP YLPI Marpoyan

Pekanbaru. The writer considered this as problem because many students at SMP YLPI Marpoyan do not succeed in reading lesson. This problem happened because the strategy that used did not match with the ability of students. And the writer wanted to consider the teachers in this school did not master reading strategy yet.

1.4 Research Questions

The study can be formulated as follow:

1. What are the strategies used by the teacher in teaching reading at SMP YLPI Marpoyan Pekanbaru?
2. What cause the failure of applying the strategy'?

1.5 Objective of the Research

Based on the research problem, the writer has some objectives as follows:

1. Generally, it is to identify method of teaching reading to the first and third year students at SMP YLPI Marpoyan Pekanbaru. Especially, it is to :
 - a. describe the objectives of teaching reading;
 - b. describe the material given by the teacher;
 - c. describe the teaching and learning activities.
2. To describe the problems faced by the teacher in implementing the strategy.

1.6 Significance of the Research

The writer hopes that this research gave some benefits in the study of

English especially in reading skill. There were two kinds of benefits in the research, those are :

1. Theoretical Benefits

- a. The result of the research can be utilized 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 those who want to conduct a research in English teaching-learning process.

2. Practical Benefits

The result of this research will be helpful for both students and teacher to reduce the problems in teaching learning reading.

1.7 Definition of the Key Terms

In order to avoid misunderstanding toward the terms used in writing this research, it is necessary for the writer to describe the following terms:

- 1 Analysis : Analysis to learn (something) closely and carefully to learn the nature and connection of the part of (something) by a close and careful examination (Merriam- webster 2008:52).
- 2 Teaching strategy : Teaching strategy is the principles and methods of teaching (Staff :2020)
- 3 Reading comprehension : Reading comprehension is a process that is built up from a range of different learning components (Sedita : 2015).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 The Overview of Reading

One of the four language skill that have to be learned by students is reading. Reading is very important skill that students must be mastered, so reading cannot be separated in the process of teaching and learning process. According to Grellet (2010), reading is an active skill which involves guessing, predicting, checking, asking oneself questions. When devising reading comprehension exercises it should be taken into consideration. Through systematic practice, or introduce questions that help students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding, it is possible, for instance, to develop the students' powers of inference

The intention of reading in order to get information or check existing knowledge, or in order to critique a writer's ideas or writing type. Reading is also defined as an interactive process, in reading process readers binding an exchange of ideas with a writer via text. In other words, readers' understanding of text is a various of exchange ideas with the author. It is the process of expression and reception of meaning as the main goal of both readers. Reading is an interactive and a thinking process for displacing printed letters into significance in order for communicating defined messages between

writer and reader. To understand a text, reading only is not enough for the students, they require to comprehend text. To comprehend passage students requires to read for meaning. They do not only read the text, but also understand the meaning of written text being read. Similarly, (Sabouri, 2016: 229). Reading is the act of constructing meaning in a text. Reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies. The passages consider letters, words, sentences, and paragraph that encode meaning. Knowledge skills, and strategies use by the readers to determine what that meaning is. According to Mikulecky (2011:5), reading is a complex conscious and unconscious mental process in which reader uses a variety of tactic to retrieve the meaning that the author is assumed to have intended, based on data from the text and from reader prior knowledge.

Based on definitions above, it can be concluded reading has been called as a process of decoding a particular writing system into a language or a process of having meaning from written object. Reading is an enjoyable activity when it is carried out effectively. The students must be motivated to acquire skills. The students must also read a lot of any kind of information in order to increase their knowledge.

2.1.2 Reading Comprehension

Ability of the readers to get understanding and comprehending the message of the researcher in reading text is defined as reading comprehension. Reading comprehension is a process of activate previous knowledge of reader which cooperates with his/her appropriate cognitive skills and reasoning ability

to find out the concept from a printed text. Cahyono(2011:49) states, reading comprehension is an activity aimed to understand the messages of a particular text. In these words, the reader must be able to understand for interpreting and selecting information from text. Readers' background knowledge is influenced their ability for understanding the authors' message to the topic given in the text.

Reading comprehension can be defined as a thinking action through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes (Khoiriyah: 2010:1). Reading comprehension also defined as act of combining information in a passage with previous knowledge for constructing the meaning. In comprehension there is a process of generating meaning through assorted sources-immediately observing phenomena, reading, looking at a sign, cartoon, painting, listening to a lecture, discussion, viewing a film. It is process of building a connection between what the reader knows and what he does not know, between new and the old. Comprehension is involved process, often beginning before a book is opened, changing as the material is read, and continuing to change even after the book is completed.

2.1.3 Common Understandings about Reading

Kind of reading is determined by the reader's purpose. It plays an important part because different readers may read the same book in different ways and their purposes vary. By thinking and asking question about what they

plan to read the readers establish their purposes, so it is important to read with purpose. Comprehension and speed vary according to the reader's purpose. it helps to understand more what is read by the reader. As we know that the purpose of reading is to get the meaning from the written symbol. One of the most important tasks on the reader is to find out what the writer said. There are two basic objective of reading ability. The first, Reading for information. It is recitation to study for intention such as to obtain factual information and solve problem. The second, recitation for pleasure. It is recitation for enjoyment which may vary to follow our favorite' sport, comics, article, fairy tale and movie program. Here are some common understandings about reading:

- a. Reading is actived process of understanding print and graphic texts. Reading is a thinking process. Effective readers know that when they recite, what they recite is supposed to make sense. They observe their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as reread or ask questions) that will help them reconnect with the meaning of the text. Reading abilities and investigation can be lectured explicitly while students are learning point- specific content thru authentic reading tasks.
- b. Effective readers use strategies to understand what they read before, during, and after reading.

Before reading :

Use prior knowledge to think about the topic; Make predictions about the probable meaning of the text; Preview the text by skimming and scanning to get a sense of the overall reading.

During reading, they :

Monitor understanding by questioning, thinking about, and describe ideas and information in the passage.

After reading :

Reflect upon the ideas and information in the text. Relate what they have read to their own experience and knowledge define understanding the text. Extend understanding in critical and creative ways.

Students can be taught to be strategically and effective readers struggling readers benefit from a variety of instructional approach that demonstrate reading abilities as subject content is taught. Direct teaching, thinking aloud, retelling, discussion, and small-group support are only a few of the approaches teachers use to help students become more strategic and effective readers in different contexts.

2.1.4 The Components of Reading Comprehension

Reading comprehension is a complex process, it comprises the successful or unsuccessful use of many abilities. We should be able to recall information afterwards when we read. According to Chaterin(2002:I), reading comprehension is the process of constructing meaning by coordinating a number of complex

processes that include word reading, word and word knowledge, and fluency. The reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Here are the three elements of reading comprehension according to (Chaterin:2002:1) :

1. A reader who is doing comprehending to comprehend, reader should have a extensive of capacities and abilities. These include cognitive capacities (such as: attention, impression, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension program).
2. A text must have features that must understood, because it have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading the reader constructs different representation of the text that are important for comprehension (Chaterin:2002:14).
3. The activity in which comprehension is a part of reading activity involves one or more purposes, some operations to process text at hand, and the consequences of performing the activity, all which occur within some specific context. The initial purpose for the activity can change as the reader reads. Processing text involves decoding the text, 18 higher-level linguistic

and semantic processing, and self-detector of comprehension. These three dimension (reader, text, activity) define a phenomenon that occurs within a larger sociocultural context that shapes and is shaped by the reader and that interacts with each of the three elements (Chaterin:2002:11).

There are four components of reading texts which are appropriate with junior high school according to King and Stanley (2007: 10). Here are the components of reading texts:

1. Finding Factual Information

Factual information needed readers to scan specific details. There are many types of questions of factual information such as question types of reason, purpose, result, comparison, means, identity time, and amount in which the greater part of the answer can be found in the text.

2. Finding Main Idea

Main idea is the most important statement about the topic, so that in order to get easier in comprehending the text, the reader should recognize it well. Reading concern with definition to greatest extend than it is with from. An efficient reader understand not only the ideas but also their comparative significance as expressed by the author, in other words. Some of ideas are super ordinate while other subordinate.

3. Finding Meaning of Vocabulary

Vocabulary is more than list of target language words. Vocabulary

includes the right and appropriate used of word. It means that the larger vocabulary the smaller misunderstanding. So, by knowing meaning of the vocabulary readers can achieve reading comprehension well. To find the meaning of vocabulary can be done by guessing it in the context. Pollock et. al, (1961 : 5) in Nopri (2007: 1 2) says that it was not effective if we found meaning of vocabulary by consulting dictionary very often. It means that vocabulary learning comes through the words origin and basic meaning, its structure and its functions in context.

4. Identify Reference

In English, as in other language, it would be clumsy and boring to have and to do again the same word or phrase every time a reader used it. Instead of replicate the same word or phrase several times, we usually refer to it rather that repeat it. For this purpose, we use reference words most often, reference expression will refer to a preceding word or phrase. Recognizing reference words or phrase to which they refer will help a reader understand the reading passage. Students of English might learn many rules for sentences. Reference words are usually short and are very frequently pronouns, such as it, she, he, this, those, and soon.

2.1.5 The Factors of Reading Comprehension

There are many factors that might affect comprehension of printed materials. Here are factors that influence reading comprehension:

a. Background understanding familiarity with concept of a reading material being read, both by mean of experience of understanding can assemble a reader easy to comprehend. Burhanuddin (1997:49) stated, low achievement of leveling in reading caused by insufficient of basic knowledge had more effect on understanding of implied that an explicit information.

b. Vocabulary one of the important factors influencing a readers comprehension is the familiarity with the vocabulary, where the fortunate in associating between the printed words with meaning and referents depends on the familiarity with the words. Successful reading comprehension is possible when most of the vocabularies in a reading selection are familiar to readers.

c. Teacher influence the teacher may give keeping of information contained in printed material and this help students cope successful with reading assignment. There are some teacher's role to students. That are supported the students to apply what they have read, what they have them constantly evaluated the material that they have recite, encourage the students to tell something about a brink to other students, and encourage learners to think of their own ways or announce on books or stories.

2.1.6 The Effective Reading Strategy

The purpose of reading is comprehension. The current research has provided a general outline of how to effectively teach reading comprehension. Here are ten effective reading strategy according to Deanna Birdyshaw, (2002:49).

1. Effective comprehension instruction have need of determined and explicit teaching. Clear about their purposes are effective teachers of reading. They know what are trying to help a child achieve and how to accomplish the purpose. They provide scaffolded instruction in analysis strategies (predicting, logical aloud, attending to passage organization, constructing visual description, generating questions and summarizing). Scaffolded instruction includes explicit explanation and representation of a program, discussion of why and when it is useful, and coaching in how to apply it to story passages.
2. Effective reading instruction needed classroom interactions support the understanding of particular passages.
3. Effective instructors have a range of skills for enhancing children's comprehension of particular passages, including discussion, writing in reaction to reading, and multiple encounters with complex passages. They are clear about the purposes of instructor and learner guide discussions of passages, and include a balance of lower and higher-level questions focusing on efferent and aesthetic reaction. Well designed writing assignments deepen children's learning from text.
4. Effective reading comprehension instruction begins before children recite conventionally. Children in nursery and kindergarten develop comprehension abilities through experiences such promote oral and written language abilities, for example as discussions, play activities,

repeated, and emergent studies. Timely childhood environments can be created literacy-rich thru thoughtful inclusion of appropriate materials and exercises. Reading and go over a wide variety of passages contributes to both phonemic awareness and comprehension.

5. Effective reading comprehension teaches children the skill and strategies

Expert readers are active readers who use passage and their independent knowledge to build an interpretation, and then constantly change that representation as recent information becomes available. They consider author's intentions and manner when judging a text's validity, and determine the purposes of the passage can serve in their live, how it can further knowledge, deepen their enjoiment, and expand range of examining and communicating with the world. They also vary reading procedure according to purpose and characteristics of type, deciding whether to recite carefully or impressionistically.

6. Effective reading comprehension instruction needs careful analysis of passage to determine its appropriateness for specifics learners and procedures. Teachers analyze each passage to determine its potential challenges and competitions it with their goals. They consider conceptual and decoding demands and apply procedures to encounter challenges. Interactions with passages desiring the smallest amount of teacher reinforce help hold children accountable as independent

readers. Scaffolded experiences ensure that all children are exposed to high-level passage and interactions.

7. Effective reading comprehension instruction construct on and consequence in knowledge, vocabulary, and advanced language development. Children are better able to comprehend passages when they are taught to make connections between what they know and what they are reading. Goal comprehension instruction helps to create connections extra effectively. Vocabulary comprehension is an important part of reading comprehension, and vocabulary instruction involves children actively in learning word meanings, as well as associate words to contexts and other known words. Teaching about words (including morphology) improves children's comprehension.
8. Effective reading comprehension instruction pervades all types of text and schools materials. Children require to recite in a wide variety of genres not only narrative, but informational, procedural, biographical, persuasive, and phonetic. They will only learn to do so through experience and instruction. Each school materials necessary the ability to read in particular types of text; therefore, comprehension must be taught in all materials.
9. Effective reading comprehension instruction actively engages children in text and motivates them to use procedures and skills. Productive instructors create an environment in which children are actively involved in the reading process. For example an environment

children read more, which in change improves comprehension and knowledge. Children require to be activated to learn and apply abilities and procedures during reading. Good comprehension instruction needed assessment in order to inform instruction and observe learner improvement. The use of variety assessments provides particular and punctual feedback to inform instruction and observe learners progress gains investigation based benchmarks. Grand assessment identifies learners' comprehension levels as they develop from preschool to advanced class levels, and support the teacher to evaluate each kids need in areas for example language development, strategy, and the application of learning. Effective assessment also enables instructors to credibly interpret data and communicate outcome to learners, parents, and colleagues.

10. Effective reading comprehension instruction needs continuous teacher learning about the processes and method detailed in the previous nine principles, and ways to use such knowledge to develop the comprehension skills and strategies of all students. Working closely with their peers in school based or interest based learning communities, effective instructors learn to use assessment data, reflections on their own practice, and moment by moment feedback from children to differ the promote they provide to learners with different levels of expertise and confidence.

2.1.7 Teaching Reading of Junior High School

Teaching is a concerned process it does not only give the information from the teacher to the students. In the process of teaching and learning in the classroom there are many activities that can be doing especially. Make learners become an effective and efficient reader is the goal of teaching. According to Cahyono (2010:128) teaching is the activity of transferring knowledge from teacher to the learners, somebody to another whether in a formal and informal situation. Hammer (2007:23) said that teaching is not an easy job, but it is an important one, and can be very useful when we see our students' progress and know that we have helped to make it happen. The principal assessment in instruction reading is to train understanding. To evaluate the problem of what to train when lecturing understanding, we should attempt to decide what is likely to block a child from comprehending a common passage. The instructor job to promote tress learning process by the use of appropriate study act in the classroom. In order to create it clear, comprehensible and available for learning, provide practice to consolidate knowledge, and test the teacher presents and explains new material. In order to check what has been dominated, what just needs to be learned or revered and the teachers' responsibilities in helping learners achieve these goals will be to encourage reading by choosing or creating appropriate passage, to design useful reading tasks, to set up effective classroom procedure, to encourage critical reading, and to create a encouraging environment for practicing reading. Each learner will have different power to build on and

different weaknesses to overcome.

Therefore there can be no warning, collection ,stiff methodology for reading. The teacher will require to focus on different purposes at different period and to use a length of subjects and assessments (Hedge, 2000:205).Some teachers get disoriented to different between approach, method, strategy, and strategy. In this research, the writer will explain one by one about that all and the writer uses the term strategy. As learners progress thru class, they are asked to read increasingly complex informational and graphical passages in their courses. The key to a student's success in learning is their reserve ability to understand and use the information in these passages is. Successful students have a reserve of procedures to draw upon, and know how to use them in different circumstances. To become better readers students need explicit teaching of these strategies. The reading passages can take from schoolbooks, novel, newspaper, magazine, academic journal, letter, timetable, etc. The passages can be in the forms of newspaper report, advertisement, editorial, etc.

There are some strategys that might be used to test reading abilities are multiple choice, true/false, completion, short answer, guided short answer, summary cloze, information transfer, identifying order of events, identifying referents, guessing the meaning of unfamiliar words from context.

- a) Multiple choice. The assessment provides evidence of successful reading by marking a mark against one out of amount of alternatives.
- b) True/false. The assessment must return to a statement by

choosing one of the two choices, true or false.

- c) Completion. The learners are needed to complete a sentence with a single word.
- d) Short answer. It is in form of questions and requires learners to answer briefly.
- e) Guided short answer. This is the substitute of short answer in which learners lead to have the intended answer. They have to complete sentences presented to them.
- f) Summary cloze. A reading passage is summarized by the examiner, and then distance are left in the resume for completion by the test examiners. This is really the extension of the guided short answer.
- g) Information transfer. One way to reduce demands on writing by test takers is to require them to show successful completion of a reading task by supplying simple information in a table, following a course on a map, labeling a picture, and soon.
- h) Identifying order of events, topics or arguments. The assessment can be needed to number the events etc.
- i) Identifying referents. One of the micro skills listed previously was the ability to identify referents.

j) Guessing the meaning of unfamiliar words from context (Ida, 2011:41). The strategies above are among the kinds of methods of examining reading. In scoring the reading test, Hughes (1989) suggested that errors of grammar, spelling or punctuation should not be penalized, as long as it is clear that the examiner has effectively performed the reading task which the item set. The function of a reading examine is to examine reading ability.

2.1.8 Strategies of Teaching Reading of Junior High School

There are some strategies in studying reading at junior high school. Some teachers get disoriented to use the term of strategies of teaching reading.

2.1.8.1 The Repeated Reading Strategy In a junior high school

Remedial reading classroom, a group of students wearing earphones reread a tale while at the same time listening to it on a tape recorder. The method of repeated readings is circumstances share a little known and easily used strategy. Some instructors familiar with this strategy and have used it, but it is also useful for building reading fluency that it deserves to be over widely known and used. Repeated reading is not a method for teaching all beginning reading skills, it is important to point out. Rather, it is intended as addition in a developmental reading

program. While method is particularly appropriate for learners with special learning problems, it is useful for ordinary children as well.

The repeated reading intervention, as indicated, was taught to both school students as well as the parent and older sibling tutors by the first researcher through demonstration using actual materials provided by classroom instructors. Books used instructionally were provided by the learners' instructors based on knowledge of learner interest and reading level, and were literature based so that learners felt they were reading consistently with other students. The individual lessons began with the student instructors writing down the book title and page numbers.

Here are some procedure or repeated reading strategy:

1. writer will explain one by one about some the uses the term of strategy. The learner tutor pattern appropriate fluency for the tutee by reading three-five pages.
2. The learner then read the exact same passage with prompting from the tutor. Prompting included encouraging the use of strategies to identify words, and giving the student the word read correctly if the tutee read the word for appearance incorrectly.
3. The instructors wrote down the missed words on the paper for analysis after the first reading. If over than 10 words were missed, the passage was deemed too difficult and

another book was identified in consultation with the teacher.

4. After the first reading by the tutee, the missed words were go in various disordered orders until the tutor felt the tutee had remembered the words.
5. The learners then recite the passage a secondary period, with the process being repeated and the tutor take down missed words for a second time. After going over the missed list the secondary period, the instructors asked five comprehension questions that he/she had written during the three repeated readings. If the learner answered less than three correctly, the passage was again deemed too difficult and a new book was found.
6. After the session, the instructors create a copy of the worksheet to send home with learner, as well as book, for the same process to occur at home, including the same questions. The instructors at home constructed their own missed words lists.

2.1.8.2 SQ3R Strategy

SQ3R strategy is one of strategy that encourage reader to be more efficient is a SQ3R designed to help reader read faster and retain more. SQ3R stands for the steps in reading: survey, question, read, recite, review.

The Procedures of SQ3R:

I) Survey

- a. Survey the material before reading. Briefly through the topic headings and try to get an overview of the reading.
- b. Skim the sections then read the final summary paragraph to get an idea of where the chapter is going. To get a background knowledge spend a few minutes surveying the reading, an initial orientation that will help you to organize the subject as you read it. It make you into the reading assignment.

2) Question

- a. As you survey the text, ask a question for each section. Ask what, why, how, when, who and where questions as they relate to the content. Turn the title, headings or subheadings into questions. Then rewrite the questions at the end of the chapter or after each subheading in your own words. (Questions help you pay attention, understand the text better and recall the information more easily later on).
- b. Turn it into a question. Ask questions to be answered in your reading. This stage needs aware effort, but is value it as it leads to active reading, the best way to retain written material. Asking questions focuses on what you need to learn or find out of your

reading.

3) Read

Read first section of reading assignment to answer the question. Actively search for answer to your question. If you finish the section and have not answered the question, reread it. Read reflectively. Consider what the author idea, and consider about how you can use that information.

4) Recite

Once you have read an initial section, look away and attempt to recite the answer to your question, using your own words and examples. If you can do this, it means that you understand the material. If you can not, brief over the section again. Once you have the answers to your questions, write them down.

5) Review

After reading the entire assignment, test your memory by asking yourself the questions that you have identified. Review your notes for an overview the chapter. Consider how it fits with what you know from the course, experience, and other classes. What is the subjects significance? What are the implications or applications of this material? What questions are you left with?

2.1.8.3 Mind's eye Strategy

Mind's eye strategy explained by Wood, (1994:61). Mind's eye is strategy for imaging developed to help students developed their visualization skill by having them create visual image of familiar object. It means that mind's eye is strategy for guide the students as a developed imaging reading dependently. In other word, this is an easy way to remember for students understanding in reading a text.

Sejnost (2009:79) state that this strategy begun by listening the students to be key words and then attempt to visualize what are they hearing by making pictures in their minds. When students read a text, the students will make prediction about the story of the text. They will combine between their background knowledge about their text, with the idea of text. At the end of reading, they will understand and get the whole idea of the text.

The advantages of mind's eye strategy

According to Silver, Strong and Perini (2007: 153), mind's eye strategy builds students capacity to create mental image from text by drawing their attention to key image, encouraging them to make prediction about a text based on the image they create, allowing students to process their image and share their prediction with other students through a product of their choice, engaging them in active reading by having them last their predictions against the actual text, teaching them how to use image making independently. It means that this strategy is developing students visualization skill and apply it un reading process.

According to Sejnost (2009:78) the advantages of mind's eye strategy are "helps students visualize the text they are to read and students able make predictions about reading material". In the case that students able to study individually with use their predictions about the text. It would make students more active in reading activity. As a result, students have critical thinking about the material will discuss and reading activity of students more effective in learning process.

The steps of mind's eye strategy

There are several steps that must be done in reading class. According to Sejnost (2009). Here are several steps in mind's eye strategy:

1. Select a section of an expository narrative text and identify 20 or 30 terms or phrases that are essential to the meaning of the selection, listing them in the same order that they appear in the text.
2. Next, distribute a written list or read the words to the students and ask them to create a mental picture of each word, adding to the original image with each new word.
3. Once students have heard and created a mental picture of all the words, ask them to choose one of the following method to share the mental picture they have created:
 - a. Draw a picture of the story the words could make
 - b. Ask a question about the story the words could make
 - c. Make a prediction about the story the words could make

- d. Describe a feeling they have about the story the words could make
4. When students have completed their product, allow them to share it with the class and to compare and contrast the ideas they have about the story.
5. After they have all shared their products ask them to reflect on the process and types of thinking they utilized in this assignment.

2.1.9 Teacher's roles in Teaching Reading

Teachers in the learning process have very important role. The role teachers will be needed, however great advances in technology. Sanjaya, (2006: 21) state, the technology can be used to enable people to seek and obtain information and knowledge, not possible to replace the role of teachers in the classroom.

Brown (1994: 160- 161) says, the teachers play many roles in the course of teaching, they are:

- a) Teacher as a controller

English teacher is a controller during the teaching and learning process. A teacher does not only control what learners do, but also what they read and what language from they use. In addition, a good controller will project how a strategy proceeds and gives an input to the students.

- b) Teacher as a director

The teacher as a director means in teaching and learning process,

teacher's job are kept this process flowing softly and efficiently.

c) Teacher as a manager

In this case, the instructor is responsible for clustering the activities into lesson, and then he or she allows the students to be creative within learning process, especially in practicing their oral English, gets the activity going and then organize feedback when the lesson is over.

d) The teacher as a resource

The role of the teacher as a resource means the students are allowed to come to the teacher during the teaching learning process to ask some questions. In this case, it is responsible for the teacher to give advice and counsel to the students. Moreover, a teacher also monitors the strength and infirmity of the learners as a basis for planning further activities.

The instructor must know what happens in lesson process in classroom. The teacher also give attention to what students do while teaching learning process. As agents of learning, teachers must have pedagogic competence, competence personality, professional competence, and social competence as evidence by a certificate of an educator.

Make a breakthrough and change is the duty of professional teachers, actually change in paradigm of learning and teaching process. Teachers did not allow to put the students as learning objects, but teachers should able to encourage them to participate and become part of the

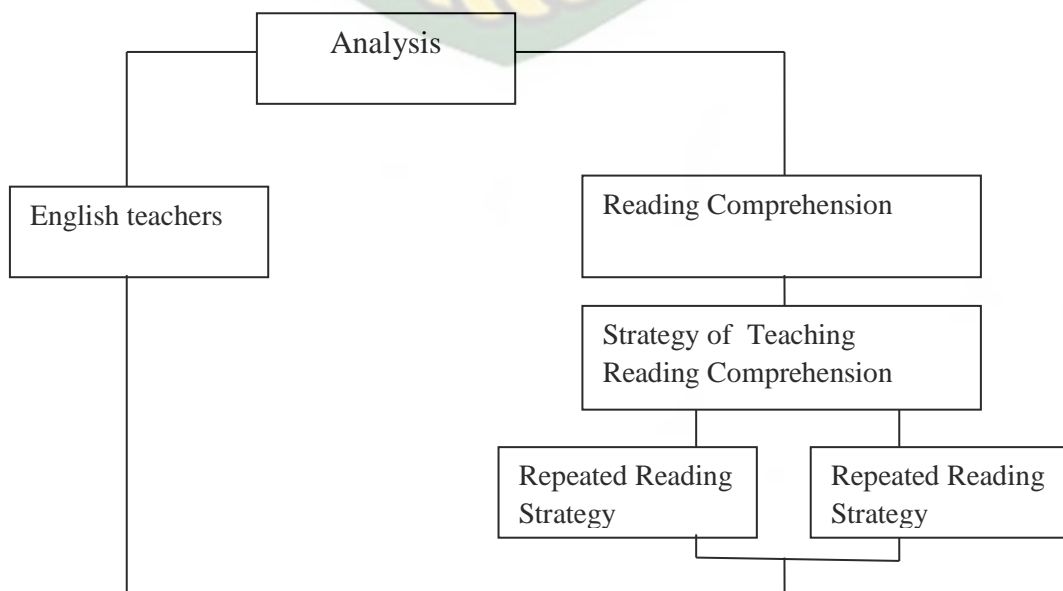
learning process. Teachers acts as a facilitator or consolatory which are complementary, teachers no longer position it self higher than the students or as a central figure. It mean, the teacher must be able to implement effective learning process, creative, innovative, and dynamic.

2.2 **Relevan Studies**

There are some research related to teachers' strategy for teaching reading comprehension. Firstly a research entitle "An Analysis On The English Teachers Strategies In Teaching Reading Comprehension At The Second Grade students of Junior High School 1 Of Wonomulyo" conducted by Nurmadia Sarjan 2017. The research problems of this research, what were the strategies of English teacher in teaching reading comprehension at the Second Grade of Junior High School 1 of Wonomulyo and how the implement of English teacher' strategies in teaching reading comprehension at the Second Grade of Junior High School 1 of Wonomulyo? The method of this research was qualitative research. The subject of this research was English teacher in Junior High School 1 of Wonomulyo. The instrument of this research were observation check list and interview. The result of the research found that two strategies that the teacher used, Scaffolding and QARs (Question Answer Relationship). Scaffolding strategy student can develop about idea which readable by the student. QARs (Question Answer Relationship), the teacher able to know how far their 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.

The second research entitle, “Teacher’s Strategies In Teaching Reading At Smp Swasta Mulia Pratama Medan” conducted by Yosi D Lumban Gaol, Ribka Debora Greace N, Bellaudry Sri Anzelina 2019. This research was conducted to find out the strategies of the teacher in teaching reading at SMP Swasta Mulia Pratama Medan and how the teacher applied the strategies in teaching reading, also the reason of the teacher applied the strategies. The researchers used descriptive qualitative method. The subject of this research was English teacher at seven grade of this school. The instruments of this research were classroom observation and interview. The researchers find out the teacher’s strategies in teaching reading, namely Reciprocal Teaching Strategy and QAR strategy. The teacher used these kinds of strategies to make students focus and can easily understand the meaning of the texts, and the teacher also can easily teach reading in the classroom.

2.3 Conceptual Framework



The design above shown that the framework of the concept conducted in this research. Analysis English teachers and reading comprehension. In observing English teachers there are two strategies in teaching reading and strategies in teaching reading analyzed by researcher.

2.4 Assumption

The more teaching strategy is applied by the teacher in teaching reading, the more students enjoyable and understand how to be a good reader. Teacher did not use strategy that suitable with student ability and condition, teacher does not fully comprehend the strategy yet.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Design of the research descriptive qualitative design, in which researcher describe strategies of teaching reading that used by teachers to first and third year students at SMP YLPI Marpoyan Pekanbaru. This research have only one variable, it is strategies of teaching reading that used by teachers.

3.2 Source of Data

According to (Douglas, 2015), there are different methods used gather information, all of which fall into two categories, i.e primary and secondary data. Primary sources is sources which can give valuable information directly. It can be coclude that the data sources are derived from the English teachers' in SMP YLPI Marpoyan Pekanbaru through observation and interview. In Secondary sources can be obtained from books, journals, and articles.

3.3 Data Collection Technique

To collect the data from sample of the research, the researcher follow the following procedures

3.3.1 Classroom Observation

The observation in this research deliberately, systematically and related to social and physical phenomena. By doing observation, the writer could see all the teachers strategies in teaching reading in the classroom and to know how the teachers doing teaching to the students.

The list of observation provided to English teachers who become sample to get data of the research. The writer made a list of statements, which provided two alternative answer, they are: Yes and No answer. The each statements contain the indicators of the research problem. By giving check list on each statements, the researcher analyzed with commentaries and presents in the next chapter. Here are the procedures of observation.

The researcher carried out observation through the following procedures, they are :

1. Confirmation and approval from both the head master and the English teacher to collecting the data.
2. After that, the researcher come to the class and asked permission to the teacher who taught reading subject.
3. Then, when teacher teaching their students, the researcher observed teaching learning process and the writer fill the paper observation to check what the teacher strategies in teaching reading to students in the classroom.

Table 3.1 The Blue Print of Indicator of Study

Indicators	Sub Indicators
1. Repeated Reading	a) Identify Words b) Memorize Words c) Repeated Words
2. SQ3R	a) Survey b) Question c) Read d) Recite e) Review

Table 3.2 The Blue Print of Classroom Observation Sheet

Teachers' Strategy	Items of Observation		
		Yes	No
1. Repeated Reading 1. Identify Words	1. The teacher wrote down the missed words on the paper for review after the first		

<p>2. Memorize Words</p> <p>3. Repeated Words</p>	<p>reading.</p> <p>1. The missed words were gone over in various random orders until the teacher felt the students had memorized the words.</p> <p>1. The students read the passage a second time, with the process being repeated and the teacher noting missed words for a second time. After going over the missed list the second time, the teacher asked five comprehension questions that he/she had written during the three repeated readings.</p>		
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Teachers' Strategy	Items of Observation		
		Yes	No
2. SQ3R			
1. Survey	1. Teacher checked the material before reading.		
2. Questions	1. Teacher asked students to try to get a summary of the reading through the subject headings.		
3. Read	1. Teacher asked students to skim the sections and read the final paragraph of review. 2. To answer the questions, the teacher asked students to read the first part of their reading assignment.		
4. Recite	1. The instructor asked students to answer the questions on the basis of their subject understanding and then wrote them down.		

5. Review	1. Teacher spent a few minutes to test students' memory about the reading by reviewing the reading idea.		
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3.3.2 Interview

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

To get reliable information from each English teacher upon the teachers' strategy in teaching reading, the researcher interviewed each of them if some statements of the indicators were not seen or found by the writer during learning and teaching reading process in the classroom. The interview intent to back up data, which obtained through observation.

So, all statements in the indicators of the research covered through the observation and interview activities, which conducted at a convenient time according to English teachers of the first and nine year students of SMP YLPI Marpoyan Pekanbaru.

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

1. The writer looked for the convenient time for each English teacher to have an interview.
2. After getting a confirmation about the convenient time, the researcher come to have an interview with each English teacher concerning the indicators of the research.
3. The researcher took notes down as each English teacher gave comments upon each indicator being asked to each of them. The researcher correlated between the results of observation and the result of interview for data of the research.

Table 3.3 The Blue Print of List of Interview Question

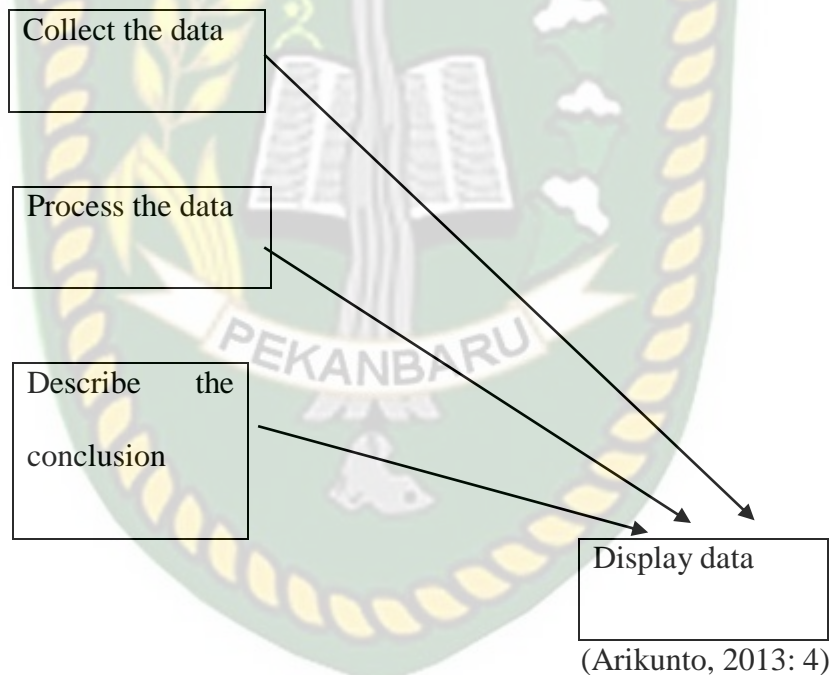
Interview questions
<ol style="list-style-type: none"> 1. What usually in teaching reading the teacher ever use strategy? 2. How the advantages/ benefit from using the strategy? 3. Based on teacher experience what the advantages of the strategy that the teacher use? 4. Had the teacher ever use word analysis strategy , SQ3R strategy, Collaborative, Repeated reading, and KWL chart strategy? 5. What is the influence of each tehniqe that teacher use for students in reading? 6. Had teacher ever asks students to make conclusion in the last session of the strategy ? 7. How the procedures or steps of the strategy that teacher use?

3.4 Data Analysis Technique

The researcher found qualitative data from classroom observation, and recording from the respondent. Then, the researcher used this classroom observation, and recording to describe, explain the data. The data used the sentences and it did not form numbers or tables. The writer organized the data in the structure that will be understood easily.

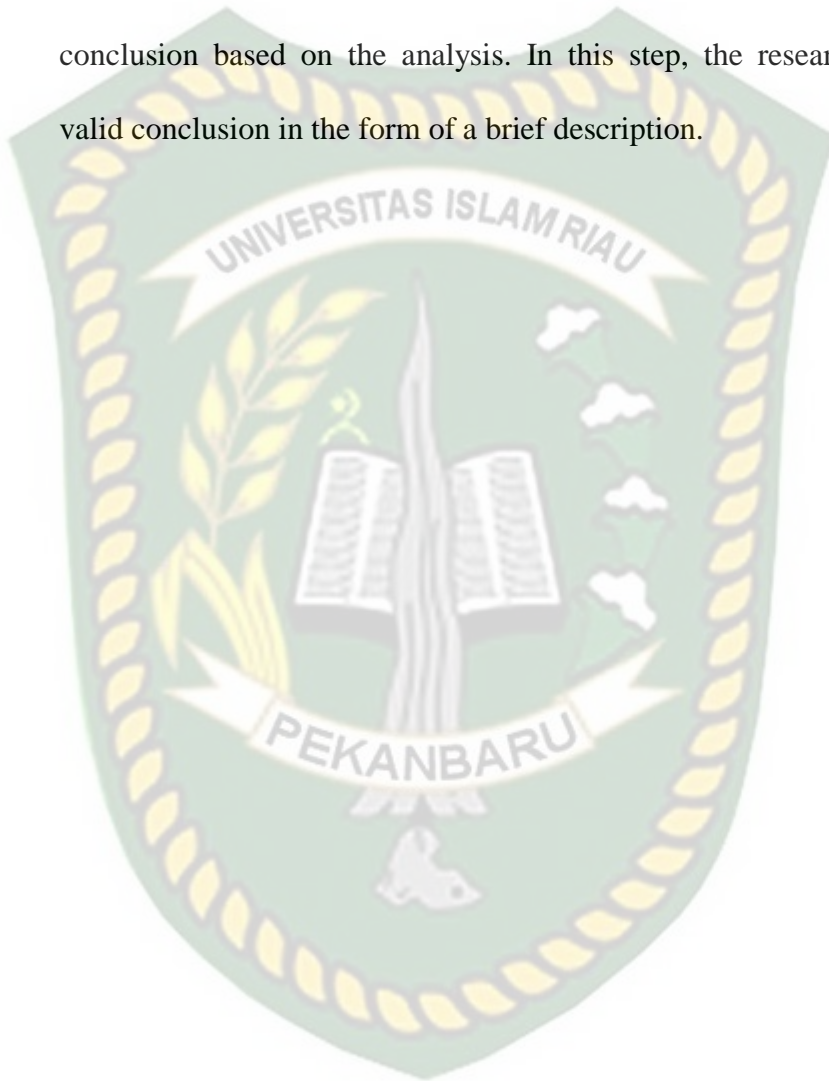
Analysis strategys in this research could be described below :

Figure 3.1 : Analyzing Process of Qualitative Data



There are three steps in analyzing process of qualitative data. Firstly, collect the data. Collecting data can be done in various setting, sources and ways. To collect the data, the researcher refers to the research problem. The collecting data techniques include questionnaire, interview, observation, test and documentation. In this research, the researcher uses documentation and interview. Secondly,

process the data, the writer explained how to analyze the data that had already been collected. The data collected in this research were analyzed in descriptive explanation. The next step would be drawing a conclusion based on the analysis. In this step, the researcher made valid conclusion in the form of a brief description.



Dokumen ini adalah Arsip Miik :

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CHAPTER IV

THE RESEARCH FINDINGS

4.1 Data Description

The findings are explained the data presentation and the finding of the research. It presents about the teacher strategies in teaching reading comprehension at SMP YLPI Marpoyan Pekanbaru and the result of interview about the strategies in teaching learning reading comprehension process.

4.1.1 Classroom Observation Checklist

It is utilized to obtain data on observation was done by the writer with seen the English teachers by noticing some observation checklist below. Here, the writer observed any teachers' strategies in teaching reading comprehension at SMP YLPI Marpoyan Pekanbaru. In terms of observation checklist, the writer explained her research based on observation checklist below:

- a. The observation checklist of teacher's A Repeated Reading strategy in teaching reading comprehension at SMP YLPI Marpoyan Pekanbaru on September 2020 in class IX 1

Teachers' Strategy	Items of Observation		
		Yes	No
1. Repeated Reading			
1. Identify Words	1. The teacher wrote down the missed words on the paper for review after the first reading.	√	
2. Memorize Words	1. The missed words were gone over in various random orders until the teacher felt the students had memorized the words.	√	
3. Repeated Words	1. The students read the passage a second time, with the process being repeated and the teacher noting missed words for a second time. After going over the missed list the second time, the teacher asked five comprehension questions	√	

	that he/she had written during the three repeated readings.		
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4.1.2 Description of Teacher's A Strategy (Repeated Reading) in Teaching Reading Comprehension

From the first observation of teacher A on Wednesday, 2nd September 2020 in IX.1 it can be known from the observation checklist above, the teacher previously did her strategy in online classroom teaching reading comprehension. It is found that during in the process of pre-teaching activities, she was opening of the lesson with some question regarding students' condition and check attendance list . Here, teacher utilized Repeated Reading strategy to prepare students to start the cycle of learning. The opening activities, teacher gave information about the topic of learning material. The topic about reading conversation related to expression agreement and disagreement “ *Well students today our material is reading conversation about expression agreement and disagreement*”. Teacher gave students reading conversation related to material agreement and disagreement, then teacher asked students to observe the reading text given. “ *Well students lets we observe or identify the reading conversation below, It is short conversation.*

Teacher explained students to read reading conversation and recorded it using voice note in Whats up group or voice message in Telegram group,” *Now, lets you read reading conversation given, (record by using voice note or voice*

message)". Teacher also ensured the whole class started to read reading conversation and gave them additional score. Teacher provided additional scores for ten students who were most active in sending recorded reading. "*Thank you to students who finished sending reading recording, The first ten students who sent it were given additional scores*".

Teachers asked students to recognise words after students finished reading text, teachers asked students to find the missing words in their reading text (points 1.1.1), "*Now lets we identify some missed words from reading conversation, write some missed words that you find in the reading text*". Students wrote down the missing words they received from the talk about reading. The teacher then asked them to translate the words into Indonesian. "*Next, lets you translate the missed words from reading conversation*". Most of students tried to translate, but several of them did not do it. Teacher ensured whole class to translate and asked the reasons of several students who did not translate it. Teacher also checked the translations.

After students finished translating missed words teacher asked students to read missed words and memorize (point 1.2.1). After teacher asked students to memorize the missed words, then students recorded it using video. Teacher also gave example how to pronoun the words correctly. "*Well students now, lets memorize the translation of some missed words, record using video and then please sent your video in your English whats up group*". The next stage, teacher called students one by one by phone to ensure they already memorized the missed words and translation. "*Well I will ensure you have memorized the missed words*

and translation". In this stage teacher mentioned the translations and students mentioned an English words. Most of them still confused in memorizing the words in English. There were some problems why they confused such forgot the words and some other said they have difficulties to pronounce it.

From the observation for teacher A on Wednesday, 2nd September 2020 in IX 1 it can be known from the observation checklist above, teacher already did her strategy in online classroom teaching reading. The teacher performed her duty very well. It is seen that in the all stage of Repeated Reading strategy. Teacher almost fulfilled all stage of Repeated Reading strategy. Students also looked very active during process of learning repeated reading strategy.

b. The observation checklist of teacher's A SQ3R strategies in teaching reading comprehension at SMP YLPI Marpoyan Pekanbaru on September 2020 in 1X 1

Teachers' Strategy	Items of Observation		
		Yes	No
2. SQ3R			
1. Survey	1. Teacher checked the material before reading.	√	
2. Questions	1. Teacher asked students to try to get a summary of the reading through the	√	

	subject headings.		
3. Read	1. Teacher asked students to skim the sections and read the final paragraph of the review. 2. To answer the questions, the teacher asked students to read the first part of their reading assignment.	X	X
4. Recite	1. The instructor asked students to answer the questions on the basis of their subject understanding and then wrote them down.	√	
5. Review	1. Teacher spent a few minutes to test students memory about the reading by reviewing the reading idea	√	

4.1.3 Description of Teacher's A SQ3R Strategy in Teaching Reading

Comprehension

In the next meeting 9th September 2020 in IX 1, teacher greeted students and checked attendance list, and students were ready to study. Students answered teacher's greeting. After that, teacher asked about some missed words from last lesson. "Assalamualaikum students, fill the attendance list please". The students

answered it, "Ok mem". On the while-opening teacher explained that today use SQ3R Strategy. At the first time teacher gave reading conversation in English whats up group, students received the reading conversation and follow the instruction from the teacher. " Well students we still learn expression agreement and dis agreement. So lets you read and observe reading conversation below". Teacher asked students to survey reading conversation to get a background knowledge. Teacher gave 10 minutes to read and identify reading conversation. After 10 minutes, teacher reminded students that time was over and gave next instructions. " Write some informations do you know from the reading conversation". Students said, " Ok Mem". Some students sent their answer, such as " Reading conversation tentang Rina dan Tina akan pegi ke festival makan dan festival lukisan". Teacher helped some students who did not know how to write some informations from the reading text. " okey students, thanks you for those who already write some information from the reading conversation, there are some alternative answer that you can write, such as: "Rina asks Tina, Is Tina gong to the festival? "

After 10 minutes teacher continued the SQ3R strategy into the next stage, the instructor concluded that students were then asked to get an idea of where the chapter was heading. In addition, after the teacher asked students to get an idea of where the capter goes, the teacher asked students to answer questions about understanding. " Ok, now we will check our comprehension related to the reading conversation above, please answer five questions below on your exercise book, then take capture and send to your answer into English whats up group". After

gave the instruction, teacher closed the class session. In addition, the second day of observation on Wednesday, It is found that teacher used SQ3R strategy in teaching reading comprehension.

To make the students understand the material provided, the instructor also use dpower point media. In using the SQ3R strategy, there were five steps: survey, question, read, recite and review. In this section teacher A used four step of SQ3R strategy, teacher A did not used the third step. Teacher did not ask students to skim the sections and read the final paragraph of the review (point 2.3.1). Teacher also did not ask students to read the first part of their reading assignment to answer the questions (point 2.3.2).

c. The observation checklist of teacher's B Repeated Reading strategy in teaching reading comprehension at SMP YLPI Marpoyan Pekanbaru on Friday, September 2020 in VII 1

Teachers' Strategy	Items of Observation		
		Yes	No
2. Repeated Reading			
1. Identify Words	1. Following the first reading, the teacher wrote down the missing words on the analysis report.	√	
2. Memorize	1. When the instructor thought the students	√	

Words	had memorized the words, the missing words were skipped over in different random orders.		
3. Repeated Words	1. A second time the students read the passage, with the process being repeated and for a second time the teacher noting missing words. The teacher asked five understanding questions that he/she had written during the three repeated reading, after going through the missing list the second time,	✓	

4.1.4 Description of Teacher's B Strategy (Repeated Reading) in Teaching Reading Comprehension

From the first observation of teacher B on Friday, 4th September 2020 in VII¹, it can be seen from the observation checklist above, the teacher B already did her strategy in teaching reading comprehension as long as teaching learning process in online classroom. It is seen in the process of teaching activities, she opened the study with check attendance list . In the opening activities, teacher asked one students who had good fluency and pronunciation to read the reading

text. The topic about descriptive text of place. “ Well students I want to tell you that i have favorite place. It is my bed room, do you have favorite place?” Teacher said. Then students answer, “yes mem”. Then teacher said, “Well students. Now lets listen your friend read the reading text below”. After listen one students read the reading text, teacher asked all students to read the reading text by them self and record it use voice note or voice message. After that teacher gave corrections for some students who got missed words. Teacher wrote some missed word in students’ first reading, then share it to the students. After that teacher asked them to memorize the missed words and translations. Then teacher asked them to read the reading text for the second time.

From the first observation for teacher on Friday, 4th September 2020 in VII¹ it can be seen from the observation checklist above, teacher B already did her strategy in teaching reading in online classroom. Teacher B performed her duty very well. It seen in the all stage of repeted reading strategy. Teacher B fulfill all stage of repeated reading strategy.

d. The observation checklist of teacher’s B SQ3R strategys in teaching reading comprehension at SMP YLPI Marpoyan Pekanbaru on September 2020 in VII 1

Teachers’ Strategy	Items of Observation		
		Yes	No
2. SQ3R 1.Survey	1. Teacher checked the material before reading.	√	

2. Questions	1. Teacher asked students to try to get a summary of the reading through the subject headings.	√	
3. Read	1. Teacher asked students to skim the Sections and read the final paragraph of the review. 2. To answer the questions, the teacher asked students to read the first part of their reading assignment.	x	√
4. Recite	1. The instructor asked students to answer the questions on the basis of their subject understanding and then wrote them down.	√	
5. Review	1. Teacher spent a few minutes to test students memory about the reading by reviewing the reading idea.	√	

4.1.5 Description of Teacher's B SQ3R strategy in Teaching Reading Comprehension.

From the second observation for teacher B on Friday, 11th September 2020 in VII.¹, it tends to be seen from the observation checklist above, the teacher previously did her strategy in teaching reading comprehension in online classroom as well. The first, she opened the learning cycle with prepared students got ready to study. It is found that during the process of opening the class, she opened lesson with some questions regarding students' condition and asked students filled attendance list to start the lesson. Teacher ordered students to open their English text book page 97. She asked students to observe material given and gave through 5 minutes for students to survey reading text by reading the final summary of the reading text (Points 2.1.1.).“ *Well Students now, you can survey the reading text entitle “Home Sweet Home, you can start by reading the end of paragraph to find an idea of the reading”*. Teacher at that point posed students to ask a question what, why, how, when, who and where. Teacher stated, “ *Now lets you prepare 5 questions 5 W+ 1 H that you want to know related to the content of the reading text. After you finish ask the questions then you should answer the question”*. The next stage, teacher asked students to read the first section of paragraph to answers of the questions given. Teacher said.” *Read the first section to help you find the answers of your questions”*. After that teacher continued last stage of SQ3R strategy. Teachers asked students few questions to check students understanding about the reading text.“ *To review your comprehension about the reading idea, lets answer some questions below”* Teacher said.

In this part the teacher used generally all of SQ3R procedure however the teacher did not used the third step (points 2.3.1). Teacher did not request students to skim the sections and read the final paragraph of the review.

In addition, based on observation, it is found that teacher use SQ3R strategy in teaching reading comprehension. In this regard teacher used the majority of the stages in SQ3R procedure, they are survey (Points 2.1.1), Question (Points 2.2.1), Read (2.3.2), Recite (point 2.4.1) and Review (points 2.5.1).

4.1.6. The Result of Interview

To discover the additional data about the classroom observation when teachers was teaching reading comprehension in online classroom at SMP YLPI Marpoyan Pekanbaru, the writer made a few questions related with the indicators of repeated reading strategy and SQ3R strategy.

From the interview with the teachers, it is found that the teachers actually ever used SQ3R and Repeated Reading strategies for teaching reading. Teachers explained some advantages from using SQ3R and Repeated Reading strategies in teaching learning reading, such as made students simple to get understanding, importance of understanding content since students do a few stage before they go to answer the questions dependent on the understanding content, students truly comprehend what the content are discussing, in light of the fact that SQ3R strategy and Repeated Reading strategy rehashed methodology permit the teacher to ensure the entirety of the students previously completed all stages.

Teachers also stated that strategies can increase students comprehend and it help students to read quickly and accurately.

In applied the strategies generally the teachers and students made conclusi on in the last session of the reading text by making the outline of the topic.

Especially for SQ3R strategy, teacher follow five stage or procedure, for example, survey, question, read, recite and review. In utilizing Repeated Reading strategy teacher utilized three stages, for example: identify words, memorize words and repeated words.

4.2 Data Analysis

The teachers utilized two strategies in teaching reading of the first and third year students in the classroom namely: Repeated Reading strategy and SQ3R strategy. From the observations in utilizing Repeated Reading strategy teacher A and teacher B focus on 3 points, they are (1.1.1, 1.2.1 and 1.3.1). The teachers performed her duty very well. It is seen that in the all stage of Repeated Reading strategy. Teachers almost fulfilled all stage of Repeated Reading strategy. Students also looked very active during process of learning repeated reading strategy.

In utilizing SQ3R strategy teacher A focused on 4 points, they are (2.1.1, 2.2.1, 2.4.1 and 2.5.1). Teacher A did not utilize (point 2.3.1 and point 2.3.2). In ulilizing SQ3R teacher B focused on 5 points, they are (2.1.1, 2.2.1, 2.3.1, 2.4.1 and 2.5.1). Teacher A did not utilize (point 2.3.2). The total points of strategy on teacher utilizing Repeated Reading strategy is 3 points. It can conclude that the

teachers utilized generally the indicator of the Repeated Reading strategy that they utilized in classroom. Total points of strategy on teacher A utilizing SQ3R strategy 4 points and the total points of strategy on teacher B utilizing SQ3R strategy 5 points.

Here, interview result as additional information to know teachers teaching learning process used Repeated Reading and SQ3R strategy. The teachers have some reasons for choosing these two strategies for teaching reading comprehension. SQ3R will help students remember the content of reading better, SQ3R helps make reading and studying purposeful and effective, so that students use their time most efficiently, the use of SQ3R in the reading process has systematic stages including Survey, Question, Read, Recite, and Review. Repeated reading strategy can improve reading speed and accuracy, by reading repeatedly, students will see and review the texts, and also help students remember sounds and words.

There are some problems faced by the teachers in implementing SQ3R and Repeated Reading Strategies that cause the failure of applying the strategies such as constraints on student motivation, students do not have the courage so that they are ashamed to express their opinions, lack of discipline in doing each stage of learning activity. Based on researcher observation and interview teacher A and teacher B applied material appropriate with the strategy and the use of both strategies has achieved the learning objectives.

CHAPTER V

FINDING, IMPLICATION, AND DISCUSSION

5.1 Findings

Based on the data description of teacher strategy in teaching reading comprehension at SMP YLPI Marpoyan Pekanbaru could be reasoned that the teacher have applied the majority of strategy's components, however some of the components actually need improvement.

Researcher found during the teaching learning process the teacher utilized two language they are English and Indonesian. Teacher attempted to clarify in English, yet when students did not comprehend she translate in to Indonesian. The teacher previosly utilize the appropriate strategies for teaching reading comprehension, in order the students do not bored in the classroom, since they can comprehend the understanding lesson.

With the SQ3R strategy, teachers accomplishment to make students express the reading lesson and get the thought from the understanding content. They can discuss fluently with their friend about the topic without numerous troubles.

Finally the researcher resume that from analysis of the teachers strategies in teaching reading comprehension at SMP YLPI Marpoyan Pekanbaru, we may conclude that teacher utilize 2 (two) strategies, they are: SQ3R and Repeated Reading strategies in teaching reading comprehension. Teachers utilize this strategies in order to make students easy in comprehend learning material, since

they frequently reread the content and discover the translation of difficult words, so it make them straight forward the understanding content.

5.2 Implications

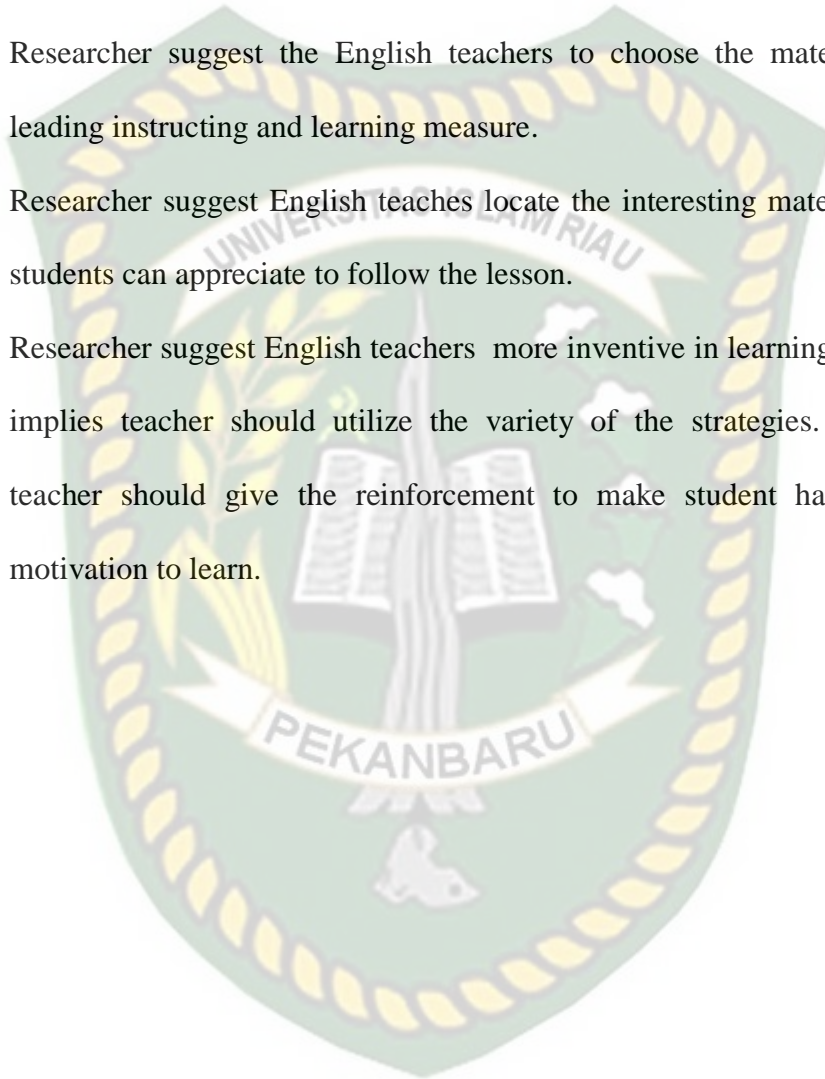
Based on the resultsof the research, it is implied that Repeated reading and SQ3R strategy was effective to teaching reading comprehension. The implications of the benefits of Repeated reading and SQ3R strategy in the teaching and learning process of reading comprehension are presented below.

1. The use of Repeated reading strategy can improve reading speed and accuracy and by reading repeatedly students will see and review the texts, and also help students remember sounds and words. The use of SQ3R strategy will help students remember the content of reading better, SQ3R helps make reading and studying purposeful, has systematic stages. It implies that teachers need to implement Repeated reading and SQ3R strategy in their teaching and learning process of reading comprehension.
2. The use of Repeated reading and SQ3R strategy could also improve the students' motivation in the teaching and learning process of reading comprehension. It implies that it would be better for teachers to use SQ3R and Repeated Reading strategy in their teaching and learning process of reading comprehension to make the students' motivation in reading comprehension improve.

5.3 Suggestion

Based on inference above, the researcher suggests several suggestions for English teachers:

1. Researcher suggest the English teachers to choose the material before leading instructing and learning measure.
2. Researcher suggest English teaches locate the interesting material, so the students can appreciate to follow the lesson.
3. Researcher suggest English teachers more inventive in learning process, it implies teacher should utilize the variety of the strategies. Third, the teacher should give the reinforcement to make student have a good motivation to learn.



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