

**TEACHER'S STRATEGIES FOR
TEACHING READING COMPREHENSION
AT EIGHTH GRADE OF CLASS E IN MTS AL IKHSAN BEJI
KEDUNGBANTENG BANYUMAS**



AN UNDERGRADUATE THESIS

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University Prof. K.H Saifuddin Zuhri Purwokerto as a Partial Fulfillment of
the Requirements for Sarjana Pendidikan (S.Pd.) Degree**

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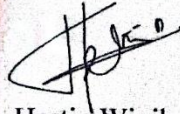
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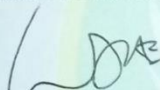
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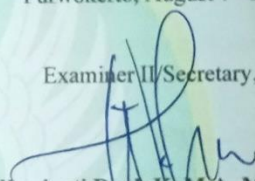
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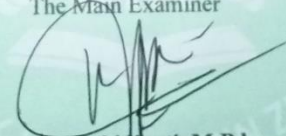
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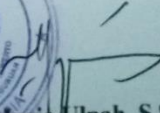

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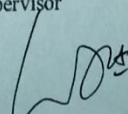
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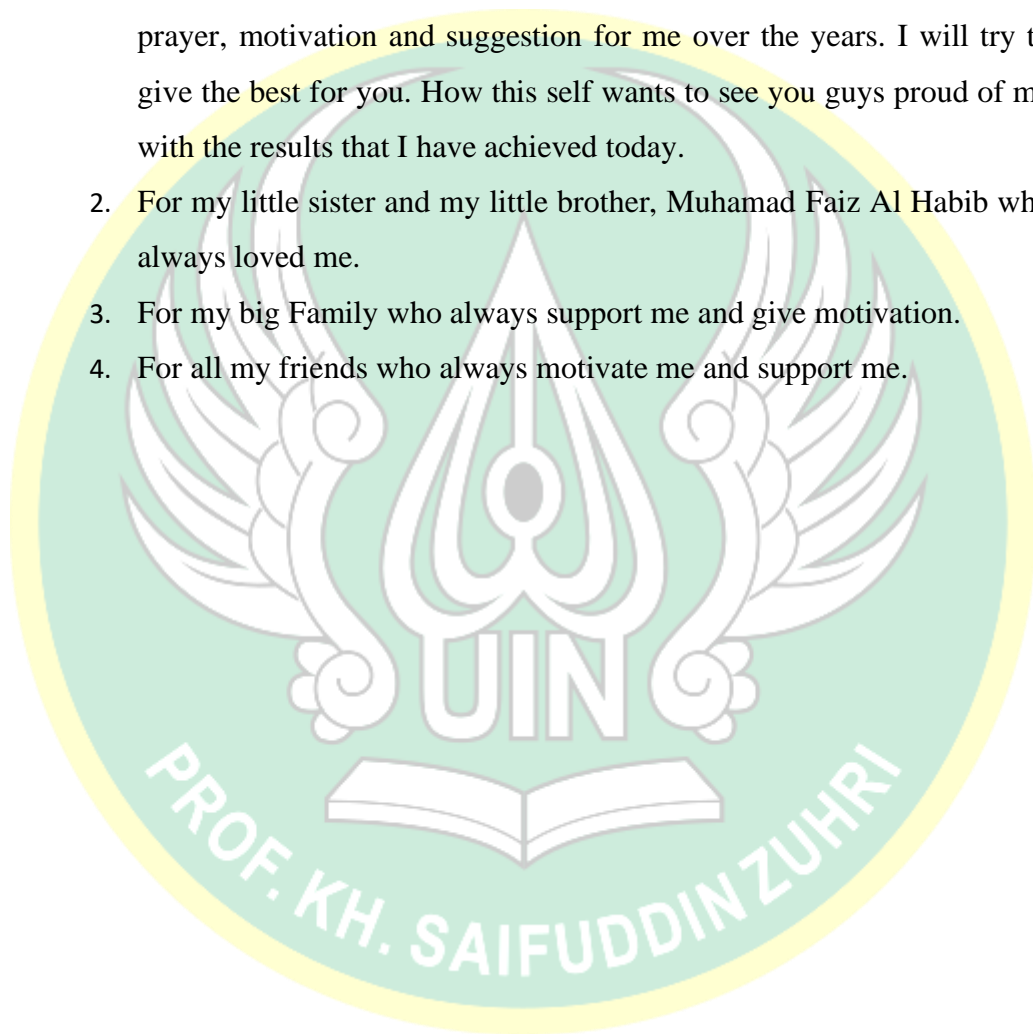
**Success Need Process
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DEDICATION

Alhamdulillah God the grace and gifts of the God, I can finish this thesis. I dedicate this thesis to:

1. For my father Winarto and my mother Rokhanah who always give prayer, motivation and suggestion for me over the years. I will try to give the best for you. How this self wants to see you guys proud of me with the results that I have achieved today.
2. For my little sister and my little brother, Muhamad Faiz Al Habib who always loved me.
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4. For all my friends who always motivate me and support me.



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This thesis is presented as partial fulfillment of the requirement for achieving the undergraduate degree of education in the Faculty of Tarbiya and Teacher Training of Prof. K.H Saifuddin Zuhri State Islamic University Purwokerto. This graduation paper will not be completed without the support, guidance, advice, help, and encouragement from individuals and institutions. The writer would like to express the deepest gratitude appreciation to:

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all of students eighth grade of class E in MTs Al Ikhsan Beji Kedungbanteng.
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There is no more appropriate sentence with the deepest thanks for all help and supports that the researcher can convey in the completion of the preparation of the thesis. May Allah SWT accept all good deeds. And hopefully, this thesis will be beneficial for the writer and all readers.

Purwokerto, August 7th 2023

The researcher



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**TEACHERS' STRATEGIES FOR TEACHING READING
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ABSTRACT

Teachers' teaching strategy plays an important role in teaching-learning, especially reading comprehension. The teacher's strategy in teaching reading needs to be applied to help students comprehend the contents of text well. The study purposed to find out and analyze teachers' strategies that used in teaching reading comprehension, the reasons of using the strategies, the obstacles and the solutions in teaching reading comprehension at eighth grade of Class E in MTs Al Ikhsan Beji Kedungbanteng, Banyumas. This study employed descriptive qualitative design. An English teacher was the subject of the research. Interviews, observations, and documentation were conducted to obtain the research data. The data analysis techniques were data reduction, data analysis, and drawing conclusions. The results of this study showed that the English teacher applied scan the text for specific information, reciprocal teaching, question and answer relationships. The teacher also faced several obstacles such as lack of motivation, lack of vocabulary and managing time of the students, students feel ashamed to deliver the difficulties during learning to the teacher. Nevertheless, the teacher made effort to overcome these obstacles by doing ice breaking to increase learners' motivation, asking learners to memorize vocabulary to increase vocabulary mastery of the learners, and asking learners to deliver the difficulties in paper because students were still shy to deliver directly to the teacher.

Keyword: *Teacher strategies, reading comprehension, teaching strategies.*

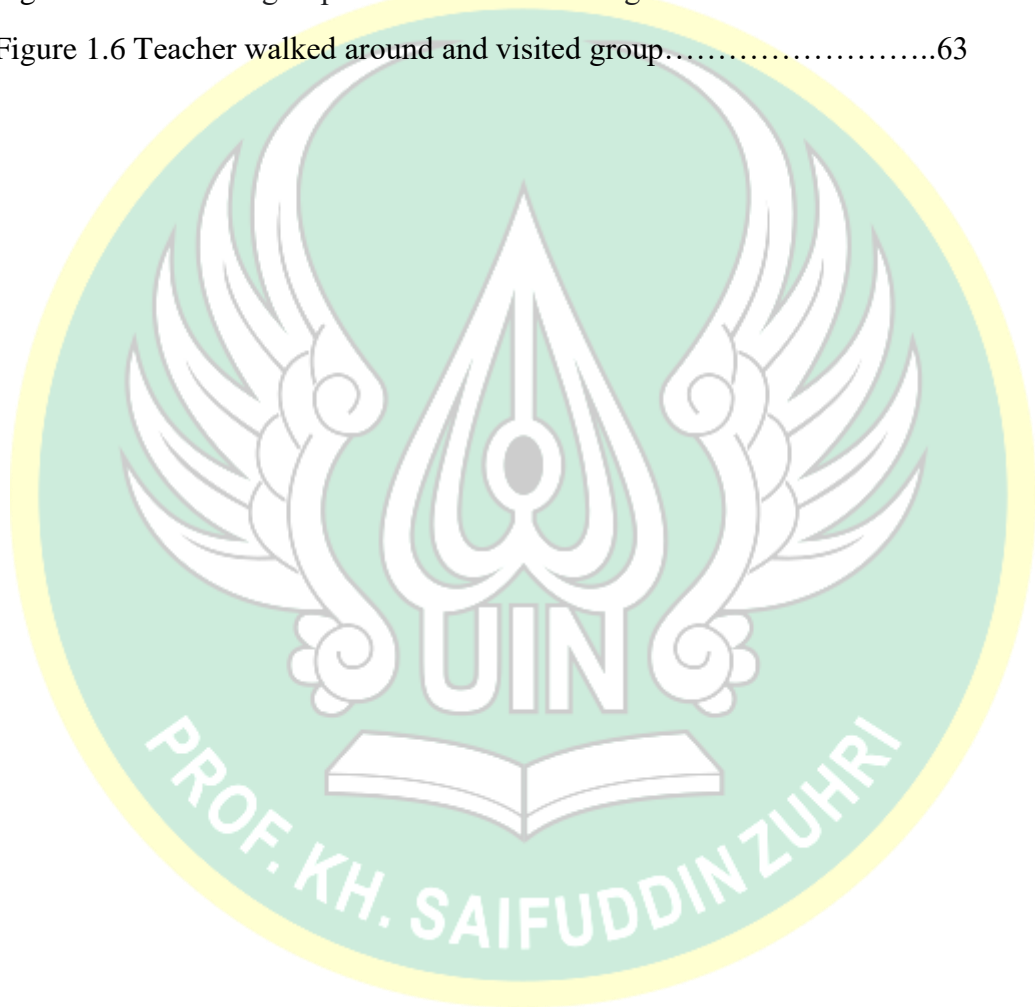
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CHAPTER I INTRODUCTION

In this chapter, the researcher discussed the background of the study, conceptual definition, research questions, objectives, significances of the research, organization of the research.

A. Background of Study

Mualim and Aziez stated that reading has always been an integral element of the lives of contemporary humans. Social stratification does not divide people into those who need reading and those who do not. Everyone living today must read to carry out routine activities.¹ Therefore, the ability to read plays a significant role in human existence, as reading is one of the activities used to gain knowledge and expand the mind. When a person reads extensively, people obtain a great deal of information, including information that has never been obtained before and new insights that have never been obtained before. Reading is viewed as a fundamental requirement, particularly in the academic community, so that it can enhance the future competitiveness and quality of humans.

The primary purpose of reading is comprehension. Reading comprehension is the endeavour to comprehend, evaluate, and recognise the writer's ideas in a text. A reader must have comprehension in order to

¹ Maulana Mualim & Feisal Aziez, "Reading Portofolio As Supplementary Activity To Leverage Students' Reading Competensi", *Journal Bahasa Dan Sastra Inggris Universitas Putera Batam*, Vol. 7 No. 2 2020 page 245

comprehend the meaning of the text or knowledge.² Junior high English instruction is primarily geared toward developing students' reading comprehension, a requirement for high school graduation.³ According to Nunan, reading comprehension is the capacity to read for meaning, comprehending, and enjoyment. It requires higher-order cognitive ability and is significantly more complex than simple word decoding.⁴ Reading comprehension is specifically defined as the level of understanding what is written. This comprehension results from the interaction between the written words and how pupils acquire knowledge from the text. The pupils can comprehend an English text, but they are unable to comprehend the meaning of what is written. Students' proficiency in reading depends on their capacity to recognize words immediately and easily. If students have difficulties recognizing the words, they are using too much processing power to read each word individually, which hinders their ability to comprehend what is read. To aid students in readily comprehending the text and achieving their learning objectives, the instructor must employ an effective teaching strategy.⁵

According to Nurdianingsih, a teaching strategy in education consists of a plan or set of activities devised to achieve a particular objective. In addition, the teaching strategy is a teacher's plan for achieving certain teaching and learning objectives.⁶ It is significant and serves as a representation of who

² Susi Astiantih, La Ode Muh. Idrus Hamid B, Yetty, Windari Nurul Pratiwi Sofyan, "Improving Reading Comprehension by using Experience Text Relationship (ETR)", *ELS Journal on Interdisciplinary Studies in Humanities*, Volume 5 Issue 2, 2022, page 271

³ Khafidhoh, Novia Nurul Hikmah Abdulla, "Junior High School Students' Difficulties in Reading English Texts", *ADJES (Ahmad Dahlan Journal of English Studies)*, VOL 9, No. 2, 2022 Page 78 - 79

⁴ David Nunan, *Practical English Language Teaching Reading Young Learners*, Mcgraw-Hill: New York, 2005 Page 71

⁵ Riris Nurkholidah Rambe, "The Effect of Scanning Technique on Students Reading Comprehension in Narrative Text" *Jurnal Usia Dini*, Volume 3 No.2 Desember 2017 page 46

⁶ Fitri Nurdianingsih, "Teachers' Strategies in Teaching Reading Comprehension", *Professional Journal of English Education*, Volume 4, No. 2, March 2021 Page 286

plays the leading role in instruction in class. Teachers may evaluate a student's potential by employing specific strategies.⁷ There are a variety of strategies that instructors can employ when instructing reading comprehension. Utilizing authentic materials and methods, a few examples of pre-reading activities include reading aloud in the classroom, comprehension questions, determining the material's level of obstacles, and carrying out pre-reading exercises for preparing students for reading. In addition, teachers can employ strategies which include developing children's vocabulary, not continuing to read despite comprehension, grasping the essence of the matter, utilizing contextual clues, teaching reading strategies, displaying what is written, offering a number of reading purposes, identifying materials and assignments, and providing a range of reading materials, etc.⁸ In addition, Slavin in Gendis argues that effective teaching requires more than one person with greater knowledge to impart that knowledge to another. Therefore, effective teachers of reading are aware that there are numerous approaches to teaching reading.⁹

Based on observation on February 3rd 2023 made by the researcher in MTs Al Ikhsan Beji Kedungbanteng. The researcher was interested in determining the strategies of the English teacher in teaching reading comprehension. The researcher conducted this study for numerous reasons. First, the teacher at Madrasah Tsanawiyah Al Ikhsan Beji Kedungbanteng has superior knowledge and experience in fostering a welcoming environment, comprehension, style, and enthusiasm for teaching of reading comprehension.

⁷ Fadhlan Saini, Nur Halimah, Astried Herawati Basala, "Teaching Reading Comprehension Strategies in Descriptive Text" *JELTIS: Journal of English Language Teaching, Linguistics and Literature Studies*, Volume 1. Number 2. December 2021 page 119

⁸ Siti Nurhamidah, Syahid Muammar Pulungan, & Eka Sustris Harida, "The Analysis of Teachers' Strategies in Teaching Reading Comprehension at Sman 2 Padang Bolak", *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman*, Vol. 04 No. 2 Desember 2018 Page 302

⁹ Gendis Nadira Dwiningtiyas, Dedi Sofyan & Hilda Puspita, "Teachers' Strategies in Teaching Reading Comprehension", *Jall (Journal of Applied Linguistics And Literacy)*, Vol. 4 No. 2, 2020 Page 68

Second, most of the students are able to read efficiently to comprehend the events, information, and concepts in a text. Thirdly, the majority of students are active during learning activities and are able to make decisions and defend their viewpoints. The last is the school's achievements in competition are exemplary.

Based on the explanation above the researcher has the motivation to do the research entitled "**Teachers' Strategies for Teaching Reading Comprehension at Eighth Grade of Class E in MTs Al Ikhsan Beji Kedungbanteng Banyumas**".

B. Conceptual Definition

The points that follow explanations are offered to aid people in comprehending and interpreting concepts employed in this study. Additionally, they are intended to prevent confusion and misunderstanding. There are three essential categories:

1. Teachers' strategies

Grabe and Stoller stated that in reading, strategies are frequently referred to collection of capabilities under the reader's awareness control, but this common definition is unlikely to be accurate.¹⁰ According to Gaol *et al.*, teacher strategies in teaching are the methods instructors employ in the classroom to attract students' attention to learning.¹¹ Teaching reading comprehension may necessitate the use of strategies. According to Lawton in Saini *et al.*, It is a general lesson plan that includes organization, expected student behavior, terms of

¹⁰ William Grabe and Fredrica L. Stoller, *Teaching and Researching Reading*, New York: Routledge 2013. Page page 8 - 9

¹¹ Yosi D. Lumban Gaol, Ribka Debora Grace N, Bellaudry Sri Anzelina, "Teacher's Strategies in Teaching Reading at SMP Swasta Mulia Pratama Medan", *Elite Journal*, Volume 6 Number 2, December 2019, Page 250

instructional objectives, and a method summary. It is crucial and functions as an indication of who plays the primary role in classroom instruction.¹²

In teacher strategies, students have a tendency to acquire reading skills through absorption and without assistance. In reality, an engaging strategy to enhance decoding skills and reading comprehension that would be advantageous to all students was required. It implies that teachers must have knowledge of reading comprehension teaching strategies in order to aid students in acquiring English reading.¹³

2. Teaching Reading Comprehension

Teaching involves providing someone with instructions on how to perform a task or acquire knowledge. Teaching process is the transfer of a teacher's knowledge to students or to another individual.¹⁴

There is a reading in the heart that produces a sound that is also read, and someone reads by staring at a text and processing the information in the reading that is in the brain. Reading is the acquisition of knowledge necessary to discern the importance or message of the text being read. The majority argue that despite comprehension and meaning, reading does not constitute reading.¹⁵

¹² Fadhlani Saini, Nur Halimah, & Astried Herawati Basala, "Teaching Reading Comprehension Strategies In Descriptive Text" *JELTIS: Journal of English Language Teaching, Linguistics and Literature Studies* Volume 1. Number 2. December 2021 page 119

¹³ Rabiatul Adawiah, Konder Manurung, "The Analysis of Teaching Strategies In Reading Comprehension", *e-Journal of ELTS (English Language Teaching Society)* Vol. 9 No. 2, May-Agustus 2021 page 184

¹⁴ Yosi D Lumban Gaol, Ribka Debora Grace N, Bellaudry Sri Anzelina, "Teacher's Strategies in Teaching Reading at SMP Swasta Mulia Pratama Medan", *Elite Journal*, Volume 6 Number 2, December 2019, Page 249

¹⁵ Yesicha Audina, Nibenia Zega, Asima Simarmata, Kiki Velina Situmeang, Sri Ninta Tarigan, "An Analysis of Teacher's Strategies in Teaching Reading Comprehension", *Lectura: Jurnal Pendidikan*, Vol.11 No. 1, Februari 2020 page 95

According to Grellet, reading comprehension is the efficient extraction of necessary information from text.¹⁶ Woolley stated in Setyawati and Budiasih that reading comprehension is one of the most essential reading skills to master. In each activity, students must demonstrate a solid grasp of the meaning of the text they have just read.¹⁷

Therefore, it could be concluded that the teaching of reading comprehension is a method of assisting learners in acquiring information and knowledge from text.

C. Research Questions

The subsequent questions for research are developed in light of the research's background:

1. What are the strategies for teaching reading comprehension at eighth grade of class E students in MTs Al Ikhsan Beji Kedungbanteng Banyumas?
2. What are the reasons for using the strategies for teaching reading comprehension at eighth grade of class E in MTs Al Ikhsan Beji Kedungbanteng Banyumas?
3. What are the obstacles and the solutions in teaching reading comprehension at eighth grade of class E in MTs Al Ikhsan Beji Kedungbanteng Banyumas?

¹⁶ Francoise Grellet, "*Developing Reading Skill*", Cambridge University Press: New York 1981 Page 3

¹⁷ Maharani Dyah Ayu Setiawati, Budiasih, "Strategies on Teaching Reading Comprehension for The Junior High School Students During the Covid-19 Pandemic", *International Journal of Research on English Teaching and Applied Linguistics* Vol. 2, No. 2, December 2021 Page 16

D. Objectives

The objectives of this research are:

1. To investigate the teaching reading comprehension strategies employed by teacher of eighth grade of class E in MTs Al Ikhsan Beji Kedungbanteng Banyumas.
2. To explain the reasons of the teacher in applying the strategies for teaching reading comprehension at eighth grade of class E in MTs Al Ikhsan Beji Kedungbanteng Banyumas.
3. To investigate the obstacles and the solutions in teaching reading comprehension at eighth grade of class E in MTs Al Ikhsan Beji Kedungbanteng Banyumas.

E. Significances of the Research

The significances of the research are follows:

1. Theoretical significance

This study may provide data on literacy teaching strategies employed by teachers. Hopefully, the findings of this study will aid instructors and readers in selecting a reading instruction strategy.

2. Practical significances

a. For the teachers

This study will hopefully contribute to the development of appropriate literacy instruction strategies. In addition, the researcher believes this study will provide reading instruction recommendations for teachers.

b. For the researcher

The result of the study is expected to enrich information for the researcher who wants to conduct similar research, especially

on the same topic, and as resourceful information about teaching reading strategy.

F. Organization of the Research

It is necessary to classify the structure of this research to do the systematic research. This research is divided into five chapters. They will explain as follows:

Chapter I presents an introduction. It consists of a background of the study, operational definitions, research questions, objectives and significance of the research, review of relevant studies, literature review, research methods, and research structure.

Chapter II presents the theories of reading comprehension, teaching strategy, and teachers' strategies in teaching reading which consist of some sub-sections and a review of relevant studies.

Chapter III presents the research method that deals with the type of research, setting of the research, subject of the research, the object of the research, technique of data collection, and technique of data analysis.

Chapter IV presents the research results, which discuss a general description of the teacher's strategies for teaching reading comprehension, the reason for using the strategies, and the obstacles in teaching reading comprehension and the solutions.

Chapter V presents the conclusion from all the results discussed in the previous section. Moreover, this chapter provides suggestions for developing the following study regarding the strategies for teaching reading

comprehension that implements by the teacher, the reasons and the obstacles that faced by the teacher.



CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher explained all the theories used to organize this research. The researcher discussed some theories related to the research. The theories were reading comprehension, teaching strategies, teachers' strategies for teaching reading comprehension and review relevant studies.

A. Reading Comprehension

1. Definition Reading Comprehension

Tompkins stated that reading is a process of constructing meaning incorporating the reader, the text, and the goal of reading within a social and cultural context. The objective is to comprehend the text and gain the ability to utilize it for the reason it was created.¹⁸ Nunan also argued that reading is a set of skills involving the extraction of meaning and comprehension from printed text.¹⁹ According to Septia *et al.*, reading comprehension is an evolving procedure in which meaning is created by combining information from the text with one's own prior knowledge. In this instance, readers derive meaning from the text by incorporating their expert knowledge with textual information. In other words, there is a

¹⁸ Gael E. Tompkins, "Literacy For The 21st Century A Blanced Approach", *PERASON*, California, 2017 Page 39

¹⁹ David Nunan, "Practical English Language Teaching" Mcgraw Hill, New York, 2005 Page 69

relationship between the text and the reader's previous experience for interpreting the material's meaning.²⁰

According to Bacon in Patel & Jain, the ability to discern the meaning of written words is reading comprehension. Reading requires both recognition and comprehension abilities. Reading, instead of speaking or writing, is the most valuable and essential skill to acquire. Good literature encourages students to read frequently by providing both pleasure and value. Reading comprehension is an effective way of improving and further developing language comprehension. In addition, for being a source of knowledge and an enjoyable task.²¹

Reading comprehension is beneficial to language acquisition, according to Harmer. When reading, students can comprehend what they are reading to varying degrees. The more the student reads, the better he or she becomes. Reading improves students' vocabulary, grammar, and writing abilities. An excellent text can present interesting concepts, stimulate discussion, inspire original responses, and serve as an inspiration for comprehensive and entertaining instruction.²²

2. Purpose of Reading Comprehension

Reading is always purposeful, not only in the sense that readers read differently based on their reading purposes, but also in the sense that any motivation to read a given text is triggered by some internal or

²⁰ Neneng Widya Septia, Indrawati, Juriana & Rudini, *An Analysis Of Students' Difficulties In Reading Comprehension*, Eedj: English Education Journal, Vol. 2, No. 1, 2022, Page 12

²¹ M.F. Patel & Preveen M. Jain, *English Language Teaching*, Sunrises Publisher and Distributors: Jaipur, 2008 Page 113

²² Jeremy Harmer, *How To Teach English*, China: Pearson Education Limited, 2007 Page 99

external purpose or task.²³ According to Grabe, people sometimes combine information from multiple reading sources in academic or professional contexts, such as various parts of a long and complicated text, written text, and an accompanying diagram or chart. This form of reading differs from seeking, scanning, and general comprehension reading.²⁴ There are six purpose of reading comprehension:²⁵

a. Reading in searching for simple information

Typically, when reading to search, we scan the text for a specific word, item of information, or few representative phrases.

b. Reading in skimming quickly.

Skimming is a common component of variety reading tasks and a valuable talent in and of itself. It comprises, a variety of strategies for predicting where essential details may be found within the text, followed by the application of fundamental skills for comprehension to those subsections of the text until an overall concept is formed.

c. Reading in learning from text.

Typically, reading to learn occurs in academic and professional contexts where a substantial amount of information must be extracted from a text. Reading to learn is typically executed at a slightly slower rate than general reading comprehension (due mainly to repeating and contemplation strategies that aid in the retention of information). Connecting text facts with prior knowledge (such as connecting a character, event, or concept to other known characters,

²³ William Grabe And Fredrica L. Stoller, *Teaching And Researching Reading*, New York: Routledge 2013. Page 12

²⁴ William Grabe And Fredrica L. Stoller, *Teaching And Researching Reading*, New York: Routledge, 2002 Page 20

²⁵ William Grabe And Fredrica L. Stoller, *Teaching And Researching Reading*, New York: Routledge 2013 page 7 - 8

events, or thoughts; or comparing potential factors with established situations) also requires a higher level of inference than general comprehension.

d. Reading integrating information.

Reading to assimilate information involves further choices regarding the relative value of supplementary, independently supporting, or conflicting information, as well as the likely reorganization of a linguistic frame to incorporate information from various sources.

e. Reading to write and to critique texts

Reading to compose and reading to critique texts can be considered task variants of reading to integrate information. Both require the ability to select, evaluate, and compose from a text. Both objectives are typical academic assignments that require the literacy skills necessary to integrate information.

f. Reading in general comprehension.

When performed by a skilled, fluent reader, reading for general comprehension requires very rapid and automatic processing of words, strong skills in constructing a representation of the general meaning of the main ideas, and efficient coordination of multiple processes under very limited time constraints.

3. Component of Reading Comprehension

Tompkins argued that reading process has several components. Those are:²⁶

a. Phonemic awareness and phonics

Pupils use what they know of the phonological system, including the manipulation of sounds in spoken words, phoneme-grapheme correspondences, and phonics principles, while reading. Students developed these skills in elementary school through phonemic understanding and lessons in phonics.

b. Word identification

Pupils instinctively recognize common or high-frequency words and use their understanding of phonics and word parts to decode unknown words. Until pupils comprehend the majority of the words they read, they are word-by-word, slow readers.

c. Fluency

Students develop proficient readers when they instinctively recognize the majority of words and read swiftly and with inflection. Because pupils have limited cognitive resources to devote to reading, this is an enormous accomplishment. Beginning readers dedicate the majority of their cognitive energy to decoding, while proficient readers focus on comprehension.

d. Vocabulary

Students think about the meaning of words they're reading, choosing appropriate meanings, recognizing figurative uses, and relating them to their background knowledge. Knowing the

²⁶ Gail E. Tompkins, "Literacy for the 21st Century A Balanced Approach 7th Edition", California: PEARSON, 2017 Page 39 - 40

meaning of words influences comprehension because it's difficult to understand when the words being read don't make sense.

e. Comprehension

Students use a combination of reader and text factors to understand what they're reading. To create meaning, they predict, connect, monitor, repair, and use other comprehension strategies as well as their knowledge of genres, organizational patterns, and literary devices.

4. Types of Reading Comprehension

Patel and Jain stated that reading is complex skill requiring a number of simultaneous operations. The types of reading are:²⁷

a. Intensive Reading

Reading intensively under the supervision of a teacher is associated with significant improvements in language acquisition. Reading intensively will lay the foundation for explaining structural challenges and acquiring vocabulary and idiom knowledge. The purpose of intensive reading is to acquire information by exploring short texts and completing specific activities. These are the characteristics of intense reading:

- 1) Helping students in developing active vocabulary.
- 2) Teacher plays main role in this reading.
- 3) Linguistics items are developed.
- 4) The purposes at active use of language.
- 5) In intensive reading habit are emphasized and accent, stress, intonation and rhythm can be corrected.

²⁷ M.F. Patel & Preveen M. Jain, *English Language Teaching*: Jaipur: Sunrises Publisher and Distributors ,2008 Page 20

b. Extensive Reading

Extensive reading is less significant than intensive reading. The objective of extensive reading is to teach learners how to read completely and fluently in the intended language without assistance from teachers. The fundamentals need only be read extensively for oral reports, the remainder of the class, or the activity requiring the participation of the entire class. The following are characteristics of extensive reading:

- 1) Extensive reading helps student to develop to active vocabulary.
- 2) Subject matter is emphasized in extensive reading.
- 3) The students play main role because students have to ask for measures.
- 4) The concept can be expanded.
- 5) The objective is to expand the understanding of learners.
- 6) The good reading can be developed in extensive reading.

c. Reading Aloud

Reading aloud can help students develop a speaking habit. Reading aloud is the foundation of proper word pronunciation, so reading aloud should begin at the elementary level. Reading aloud helps students improve their reading ability by speaking or articulating a concept, as well as their pronunciation skills.

d. Silent Reading

Silent reading enhances writing comprehension and expressiveness rapidly. Silent reading is the most effective and advantageous method of reading. The definition of silent reading is reading with no vocal movement. Use of silent reading to obtain a great deal of information. Reading in silence encourages students to

be attentive and accurate. In addition, silent reading saves time because students participate in the activity simultaneously.

5. Problem of Reading Comprehension

Reading contributes to the development of beneficial abilities including communicating and writing; therefore, it should be encouraged in the educational process of junior high school. Pupils primarily interact with texts during exams, so they must have strong reading skills to pass the final examination. However, the reading ability of the pupils was relatively low. Occasionally, depending on a number of factors, the majority of consumers will experience comprehension difficulties. In Woolley, Block and Pressley argued that when students deal with decoding, their capacity for responding to meaning is decreased. Thus, word decoding is necessary but insufficient for reading comprehension; additional contextualized strategies and language comprehension abilities should be developed.²⁸

According to Nanda and Azmy, students still need to acquire reading fluency because they continue to encounter numerous challenges due to their less enthusiasm, limited previous knowledge, and inadequate English vocabulary.²⁹ On the other hand, Yulianto and Marhamah argue that poor reading comprehension is caused by a lack of reading habits, that

²⁸Gary Woolley, "Reading Comprehension: Assisting Children with Learning Difficulties", Springer: New York, 2011 Page 13

²⁹ Dodi Widia Nanda & Khairul Azmy," Poor Reading Comprehension Issue in EFL Classroom Among Indonesia Secondary School Students: Scrutinizing the Causes, Impact And Possible Solutions", *English: Journal Of Language, Education, And Humanities*, Vol. 8 No. 1 November 2020 Page 20

students do not regularly read as a daily habit, and that this is the result of globalization and the use of technology ICTs.³⁰

Since, according to Joseph in Satriani, students have issues comprehending and extracting context from text, specific guidance on understanding must be provided. Issues interpreting text can result from not knowing the meanings of words or concepts, failing to grasp real information, not drawing inferences about content, and not establishing connections among textual content.³¹ According to Wigfield *et al.*, in research also indicates that school-related reading motivation varies by age and gender. In regard to opinions, principles, and attitudes, it has been discovered that as learners enter lower secondary education, their general motivation to read decreases.³²

Poor readers suffer with reading comprehension in spite of acquiring outstanding word-reading capabilities and exhibiting nothing else obvious linguistic or mental challenges. Because reading books in the early years is so simple in terms of verbal comprehension, and because, as previously stated, in the early years children's reading competence is typically limited by their ability to read the words, these issues are typically not evident or identified until the third or fourth year of

³⁰ Yulianto & Marhamah, "Reading Difficulties of EFL Students: A Case Study of First-Year Student of English Language Education Fkip Uir", *Ijet*, Vol. 11, Issue 1 July 2022 Page 54-54

³¹ Estika Satriani, "Reading Comprehension Difficulties Encountered" *Universitas Islam Riau*, Vol 5, No 2, August 2018 Page 19,

³² Mats Tegmark, Tarja Alatalo, Monika Vinterek, & Mikael Winberg, "What Motivates Students to Read at School? Student Views on Reading Practices in Middle and Lower-Secondary School", *Journal of Research In Reading*, Volume 45, Issue 1, 2022, Page 104

schooling. As the complexity of books increases, impoverished readers may encounter unanticipated reading challenges.³³

6. Technique of Reading Comprehension

Accordance with Grellet there are techniques in reading comprehension:³⁴

a. Sensitizing

The goal of sensitization is to deliver information students with exercises that will help them develop the strategies they need to deal with unfamiliar words and complex or seemingly obscure sentences. It should ensure that they do not encounter every obstacle and become disappointed immediately.

b. Improving reading speed

Students who read too slowly become discouraged rapidly. In addition, they will likely fumble over unfamiliar words and require assistance to comprehend the passage's overall meaning.

c. From skimming to scanning

One of the most essential considerations while teaching reading comprehension is the fact in which there are numerous types of reading depending on the reader's purpose. Students can only read if they may modify their reading speed and technique to their intended reading purpose. Students would waste time and fail to retain important information if they read all texts in the same way because they would assimilate too much unnecessary material.

³³ Jane Oakhil, Kate Cain, & Carsten Elbro, "Understanding and Teaching Reading Comprehension", Roudledge: New York, 2015 Page 6

³⁴ Franfoise Grellet, *Developing Reading Skills a Practical Guide To Reading Comprehension Exercises*, New York: Cambridge University Press, 1981 Page 14

B. Teaching Strategies

A strategy is an approach to a problem or task for attaining a specific goal, an organized strategy for controlling and manipulating specific information.³⁵ Strategies are also techniques that teachers employ to solve posed by second language input and output.³⁶

Brown stated that teaching is instructing or assisting students in learning how to do something, providing directions, guiding in the study of something, imparting knowledge, enabling someone to know, understanding, and transmitting new information.³⁷ Harmer pointed out there are six teaching reading principles.³⁸

1. Encouraging students to read as often and as much as possible.
2. Learners necessary to be interested with what they are reading.
3. Encouraging students to respond to the content of a text (and explore their feelings about it), not just focus on the building process.
4. Prediction is a major element in reading.
5. Matching the task to the topic when using intensive reading texts.
6. Good teachers exploiting reading texts to the full.

Teaching principles according to Richards and Renandya as follows:³⁹

1. Lowering Inhibitions

The teacher can design activities such as playing games, performing role plays and skits, playing communication games and

³⁵ H. Douglas Brown, *Principles Of Language Learning And Teaching Fourth Edition*, San Fransisco : Longman 2000 Page 112

³⁶ H. Douglas Brown, *Principles Of Language Learning And Teaching Fourth Edition*, San Fransisco: Longman 2000 Page 122

³⁷ H. Douglas Brown, *Principles Of Language Learning And Teaching Fourth Edition*, San Fransisco : Longman 2000 Page 7

³⁸ Jeremy Harmer, *How To Teach English* , China: Pearson Education, 2007 Page 101 -102

³⁹ Jack C. Richards & Willy A. Renandya, *Methodology In Language Teaching*, New York : Cambridge University Press, 2002 Page 16 - 17

guessing games, singing a song, utilizing group work, and allowing students to laugh and discuss their concerns in groups.

2. Encouraging risk-taking

The teacher comments on the student's efforts to try out the language, using fluency exercises where errors are not corrected and assigning outside-of-class speaking and writing assignments; otherwise, try out the language.

3. Build students' self-confidence

The teacher informs the student that he or she believes in him or her, and then directs the student to create a list of their own strengths and what they have learned or accomplished thus far.

4. Helping students in developing intrinsic motivation

Reminding students directly of the benefits of learning English, identifying occupations that require English, and downplaying the significance of the final exam can help students observe benefits the final exam.

5. Promoting cooperative learning

The teacher instructs students to share their knowledge, minimize student competition, encourage the class to view itself as a team, and assign a substantial amount of group work.

6. Encouraging students for using right-brain processing

Teachers utilize videos and recordings in the classroom, have students read passages rapidly, engage in scanning exercises, engage in rapid free writing, and engage in oral fluency exercises designed to get students to speak frequently despite being reprimanded.

7. Promoting tolerance of ambiguity

Encourage learners to ask one another queries when they are confused, keep conceptual clarifications simple and concise, focus on

a limited number of principles, and employ translation into the native language on occasion. Explain a word's definition.

8. Helping students use their intuition

Praise pupils for correct predictions; do occasionally explain mistakes; allow correction to take place on its own. And only correct specific errors, especially ones that might inhibit learning.

9. Getting learners to make their mistakes work for them

Do not always provide the correct form; encourage learners to write down supplies of their typical errors and work independently to correct them.

10. Getting students to set their own goals

Support or direct pupils to take their learning in addition to the objectives of the classroom: Have them compose weekly inventories of their independent activities., Students have to establish specific time obligations for learning the language at home, and additional credit work must be assigned.

C. Teachers' Strategies for Teaching Reading Comprehension

To effectively teach reading comprehension, a teacher should apply a variety of strategies, media, and activities to engage the students. Brown contends in Sofyan *et al.* that the primary function of teaching strategies is to simplify the implementation of a variety of methods and strategies for instruction by teachers. The key is to create more interactive classrooms, incorporate technology to the extent that it enhances the educational process, and employ effective collaborative educational strategies.⁴⁰ According

⁴⁰ Gendis Nadira Dwiningtiyas, Dedy Sofya, Hilda Puspita, "Teachers' Strategies In Teaching Reading Comprehension", *Jall (Journal Of Applied Linguistics And Literacy)*, Vol. 4 No. 2, 2020 Page 68

Brown, there are strategies for reading comprehension that can be applied by teacher in classroom:⁴¹

1. Identifying the purpose in reading

By understanding the text's purpose, readers can eliminate irrelevant distractions and information. In this manner, Pupils comprehend the necessary information from the text.

2. Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

In the early stages of English acquisition, recognising the correspondence between spoken and written English constitutes a few of the challenges pupils face when learning to read. Teachers must instruct students on how to read words with brief vowel sounds, such as bat, bim, and leg, and phrases with a silent terminal "e," such as date, time, and bite.

3. Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

It is not necessary for readers to know how to pronounce or understand every word, but it is essential that they comprehend the text.

4. Skimming the text for the main ideas

They are skimming for the reader's benefit in anticipating the passage's objective, primary topic, message, and possibly supporting ideas. Here, a teacher can encourage students to scan the text by giving them a brief period of time to examine it and then asking them to describe the information they obtain.

⁴¹ H. Douglas Brown, *Teaching by Principles an Interactive Approach To Language Pedagogy Second Edition*, Longman, 2000 Page 402 - 407

5. Scan the text for specific information

Scan is a rapid inquiry for thorough information. Certain content is accessible only after pupils have read the entire text. A reader uses scanning to locate significant information in a text through an organized search for specific information. The reader does not start at the outset and work his or her way through the text when scanning. According to Yan Shan in Tuhumury, scanning is a useful strategy for students obtaining for information on a specific topic.⁴²

6. Use semantic mapping or clustering

Using semantic mapping, readers can bring order to the pandemonium. Semantic mapping can be performed independently or in groups. Semantic mapping can assist readers in remembering the text's content.

7. Guessing when you are not certain

Learners can use guessing to their advantages to:

- a. guessing the meaning of a word,
- b. guessing grammatical relationship (e. g. , a pronoun reference),
- c. guessing a discourse relationship,
- d. infer implied meaning (“between the lines”),
- e. guessing about a cultural reference, and
- f. guessing content messages

8. Analyze vocabulary

When learners do not immediately recognize a word, they can make guesswork productive by analyzing what they know about it.

⁴² Gladiora N. Tuhumury & Renata C. G. V. Nikijuluw, “Teachers’ Strategies in Teaching Reading at Junior High Schools in Sirimau Sub-District: Problems and Solutions”, *MATAI: International Journal Of Language Education*, Volume (1) No. 1 (2020) Page 57

Vacca & Vacca argued that the following are reading comprehension strategies for teaching.⁴³

1. Think-aloud

Think aloud is a learning strategy that aids students in retaining additional important knowledge from the texts provided by their educator. Through the use of the think-aloud strategy and verbalizing their thoughts while reading aloud, teachers are able to transmit their creativity to students and guide them through each stage of the process. Additionally, instructors express their opinions while reading aloud. This method facilitates readers' reading comprehension and application of strategies. There are necessary stages to follow when employing the think-aloud technique.

- a) Selecting passages to read aloud.
- b) Having students follow in silence and listen to how problematic spots are analysed.
- c) Having students work with friends to practice think-aloud by taking turn reading short.
- d) Having students practice individually.

2. Reciprocal Teaching

Reciprocal Teaching is a strategy in which students and instructors assume the role of teacher by enabling both to initiate interaction about a given reading. The discussion in Reciprocal Teaching is guided by four strategies: predicting, question generation, summarizing, and clarifying. Reciprocal Teaching is an excellent strategy for teaching students to determine the essential ideas in reading while also discuss about vocabulary, generating opinions, and asking questions. It applies to

⁴³ Richard T. Vacca, Jo Anne L. Vacca, Maryann Mraz, Content Area Reading Twelfth Edition, *Pearson*, 2016 Page 172 -179

various subject areas and is especially effective with textbooks and nonfiction texts.

Then, students take moves performing as the instructor. Modifying the task's requirements to assist students who experience difficulty is crucial to the success of this strategy. Therefore, since students encounter obstacles, you assist them by making the assignment easier. As the learning process continues, you reduce support gradually in order to students are able to learn. Reciprocal Teaching is a combination of four comprehension strategies in some ways.

a. Prediction

Ask students to speculate on the likely topic of the reading. By asking them detective-like inquiries, you can induce them to consider what will occur.

b. Questioning

The teacher gives the students several questions based they read and listen.

c. Clarify

Instruct learners to contemplate which terms and phrases they do not understand as they listen and read.

d. Summarize

Since students listen and read, encourage them to consider what parts of the text they do not understand.

3. Question and Answer Relationship (QAR)

Question and Answer Relationship clarifies the relationships between the type of inquiry posed, the written material, and the reader's previous experience for students. Throughout the entire process, the teacher facilitates students in recognizing and employing learning

strategies to locate the knowledge. Therefore, students need to understand the material on multiple levels.

The kinds of comprehension questions need to be based on the knowledge needed by the reader to answer them. As a result, teachers must assist students in recognizing probable information sources as they respond to queries (Pearson & Johnson, 1978). To answer a query, a reader draws from two main information sources: the text and his or her own knowledge.

The procedure of question and answer relationship can be explicitly taught the learners by reading instructors and supported by subject matter experts. Take in consideration, nevertheless, that when learners enter your class, they may not know what kind of sources are available for discovering answers or when to use a variety of sources. In this situation, teaching students using question and answer relationship requires several days of effort. There are two phases involved in arranging for reciprocal teaching:

- a. The first stage has five steps:
 - 1) Finding text selections that demonstrate the four comprehension activities.
 - 2) Generating appropriate questions.
 - 3) Generating prediction about each selection.
 - 4) Locating summarises of the sentences and develop summaries for each selection.
 - 5) Take note obstacle vocabulary and concepts.

- b. The second stage, it is determined which understanding activity to teach based on the needs of the students. Additionally, it helps instructors assess whether or not students are competent with the

activities so they can provide the necessary support during the process.

Question and answer relationship is a reading strategy based on question comprehension and analysis. In other terms, this strategy help students to comprehend question so that they can obtain information from the literature. So that, in actuality, in the classroom, students only scan the reading and focus on the questions posed by the teacher about the reading to gain a deeper understanding. Raphael in Vacca and Vacca stated that the answer of the question may be found in different places:⁴⁴

a. In the text- right there:

Typically, the words used in the question and the answer can be located in the same sentence.

b. In the text- think and search:

The answer is contained in the text, but the words used in the query and answer do not appear in the same sentence. Before answering the question, the reader must consider the various sections of the text and how ideas can be combined.

c. In your head-author and you

There is no resolution in the text. The reader must consider what they know, what the author states, and how they relate to one another.

d. In your head – on your own

The text encouraged consideration, but the answer is already in your mind. There is no direct response from the author. To respond to the question, the reader must consider what they already know about the subject.

⁴⁴ Richard T. Vacca, Jo Anne L. Vacca, Maryann Mraz, Content Area Reading Twelfth Edition, *Pearson*, 2016 Page 176

D. Review of Relevant Studies

First is research entitled "An Analysis of Teacher's Strategies in Teaching Reading Comprehension" by Yesicha Audina, Nibenia Zega, Asima Simarmata, Kiki Velina Situmeang, Sri Ninta Tarigan in 2020 at *Journal Pendidikan*. The research investigated the reading comprehension instruction strategies employed by English teachers and the reasoning behind their selection. This research is utilized with English teacher research objects. This research conducted in SMK Dharma Bakti 1, Medan. As the result, English teachers choose Directed Reading Activity (DRA), which is regarded as the most effective method. By utilizing Directed Reading Activity (DRA), the instructor facilitated the student's comprehension of the text's content and meaning. The similarity among this research and the writer's research is that this research used qualitative research, which discussed teachers' strategies for teaching reading. The distinctions are that the writer's research focused on teaching reading of narrative texts and was conducted at the middle school level. In the meantime, the study was conducted in vocational institutions and focused on teaching reading comprehension, including all text types in English.⁴⁵

Second, research conducted by Maharani Dyah Ayu Setiawati and Budiasih entitled "Strategies on Teaching Reading Comprehension For The Junior High School Students During The Covid-19 Pandemic" in 2021 in the *International Journal of Research on English Teaching and Applied Linguistics*. The research had already discussed about strategies that used by teacher, the obstacles faced by the teacher in applying the strategies, the way

⁴⁵ Yesicha Audina, Nibenia Zega, Asima Simarmata, Kiki Velina Situmeang & Sri Ninta Tarigan, "An Analysis Of Teacher's Strategies In Teaching Reading Comprehension" *Lectura: Jurnal Pendidikan*, Vol.11 No. 1, Februari 2020

teacher solved the obstacles in applying the strategies on teaching reading comprehension during the covid 19 pandemic at junior high school. The similarity to this research is both discussing teachers' strategy in teaching reading and this research utilized qualitative approach. Differences teachers' strategy during learning from home. In the meantime, the author's research addressed instructors' strategies for fostering reading comprehension in the classroom.⁴⁶

Third, research by Delviani giawa entitled "Teacher Strategies in Teaching Reading Comprehension at The Eighth Grade Student of Junior High School 1 Umbunasi" in 2022 in the FAGURU: Jurnal Ilmiah Mahasiswa Keguruan. This research had already discussed about strategy that used by teacher. The approach of this research was qualitative research. According to the findings of the study, the English teacher employed the following strategies to teach reading comprehension: memorization, activation of existing knowledge, questioning, and silent reading. The similarity among this research and the author's research is the strategy of junior high school reading instructors. This research conducted at Junior High School 1 Umbunasi. Meanwhile, the writer of this research conducted in MTs Al Ikhsan Beji Kedungbanteng.⁴⁷

Fourth, the research entitled "Reading Teaching Strategies Applied by English Teachers in Senior High School" By Tina Pandiangan, Sinta Parulian Lumban Gaol and Erikson Saragih in 2021 at Journal LLDIKTI Wilayah I. This research discussed the strategies applied by English teacher in senior

⁴⁶ Maharani Dyah Ayu Setiawati & Budiasih, "Strategies on Teaching Reading Comprehension For The Junior High School Students During The Covid-19 Pandemic", *International Journal Of Research On English Teaching And Applied Linguistics* Vol. 2, No. 2, December 2021

⁴⁷ Delviani Giawa, "Teacher Strategies In Teaching Reading Comprehension At The Eighth Grade Student Of Junior High School 1 Umbunasi", *FAGURU: Jurnal Ilmiah Mahasiswa Keguruan* Vol. 1 No. 2, Juli 2022

high school. The research found that teachers used multiple strategies to teach reading in English classes. The data was collected from ten samples of English teachers in Indonesian Senior High Schools. The data results of strategies filling out the Google Form questionnaire proved that all teachers used different techniques or strategies to teach reading. All the teachers are in different places and different schools in Indonesia. The teachers used three essential parts: Preparation, Activities, and Evaluation. All employed strategies were effective in helping students acquire literacy skills. That is evidenced by the teachers' reasons for using a strategy in teaching reading in the class they have set out in the questionnaire. With more than one strategy combined, the teachers thought it would be easier for students to understand the text. The similarity among this research and the writer's research is the research used qualitative and discussed strategies for teaching reading. The difference is that this research took place at senior high school. Meanwhile, the writer's research took place in junior high school.⁴⁸

Fifth, research conducted by Gladiora N. Tuhumury & Renata C. G. V. Nikijuluw entitled " Teachers' Strategies in Teaching Reading at Junior HighSchools in Sirimau Sub-District: Problems and Solutions" in 2020 in MATAI: International Journal of Language Education. The purpose of this study was to clarify the understanding of teachers regarding the method of teaching reading comprehension, the widely used techniques, the difficulties experienced by teachers, and the solutions found to these problems at the junior high level. The findings revealed that the technique plays an important role in English reading practises, allowing instructors to carry out their duties more efficiently and effectively. Students utilise reading aloud,

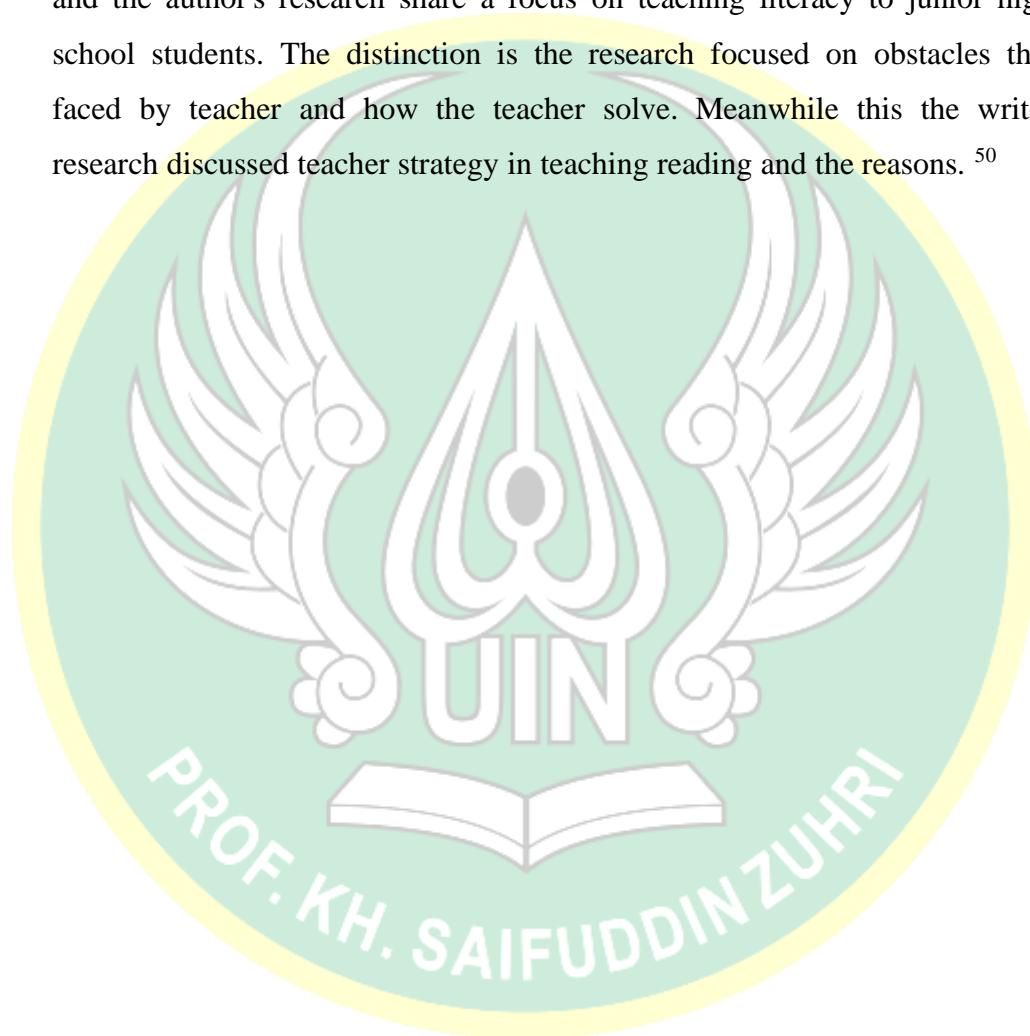
⁴⁸ Tina Pandiangan, Sinta Parulian Lumban Gaol, Erikson Saragih, "Reading Teaching Strategies Applied By English Teachers In Senior High School", *Journal Lldikti Wilayah I*, Volume 1 No 02, December 2021

summarization, vocabulary development, scanning, and testing most frequently. Teachers and students ultimately confronted the challenges of integrating the technology into the teaching and learning process. Teachers addressed the challenges by enhancing students' vocabulary knowledge, motivating students, and introducing a variety of methods for teaching literacy. This research, identical to the author's, focused on literacy instruction strategies and employed qualitative research. In contrast, the subjects of this study were 35 English instructors at junior high schools in Ambon. The method of data collection consisted of a questionnaire, a survey, and an evaluation checklist. In the meantime, the subject of the study was an English instructor at MTs Al Ikhsan Beji Kedungbanteng.⁴⁹

Sixth, a research conducted by Rheza Kusumawardani¹, Riyadi Santosa², Dewi Roschsantiningsih with entitled “Problem Encountered in Teaching Reading for Junior High School Students” at *Aplinesia: Journal of Applied linguistics Indonesia* in 2018. This research explained about the obstacles in teaching reading at junior high school. The result of this study implies that: 1) there are two reasons why the English teacher private Junior High School in Surakarta used authentic materials as additional materials in teaching reading. The first cause is due to the issues identified by the teacher, namely unmotivated students and dull English textbook material. A teacher can increase students' motivation, provide a diversity of reading materials, and conduct numerous reading-related activities by employing authentic materials. Thus, the educator discovered how to be inventive in the classroom. The second explanation relates to the anticipation of authentic materials. The teacher desires to generate a vivacious environment in the

⁴⁹ Gladiora N. Tuhumury & Renata C. G. V. Nikijuluw, “Teachers’ Strategies In Teaching Reading At Junior Highschools In Sirimau Sub-District: Problems And Solutions”, *MATAI: International Journal Of Language Education*, Volume (1) No. 1 (2020)

classroom so that the students are more motivated to learn to read and so that they are eager to discover new vocabulary, religious values, and moral messages in the text. 2) Through the use of authentic materials, students' vocabulary comprehension and vocabulary mastery improve. The research and the author's research share a focus on teaching literacy to junior high school students. The distinction is the research focused on obstacles that faced by teacher and how the teacher solve. Meanwhile this the writer research discussed teacher strategy in teaching reading and the reasons.⁵⁰



⁵⁰ Rheza Kusumawardani1 , Riyadi Santosa2 , Dewi Roschsantiningsih,” Problem Encountered In Teaching Reading For Junior High School Students”, *Aplinesia: Journal Of Applied Linguistics Indonesia* Volume 2 (1), March-September 2018

CHAPTER III

RESEARCH METHOD

This chapter describes the methodology employed to address the three research questions posed in the introduction. It includes the type of research, the location of the research, the subject and purpose of the research, as well as data collection and analysis methods.

A. Research Design

This case study research was conducted to eighth grade students of Madrasah Tsanawiyah Al Ikhsan Beji Kedungbanteng. The present research employed a qualitative methodology to examine the reading instruction strategies employed by the teacher. According to Steven Dukeshire and Jenifer Thurlow in Sugiyono, qualitative research involves not statistical data and frequently requires the collection and analysis of data that is narrative. Qualitative research methods are advantageous for acquiring rich, in-depth information about an issue or problem and for developing alternatives. Focus on groups, in-depth interviews, and participant observation are examples of qualitative research methodologies.⁵¹ Qualitative data emphasize ordinary, naturally occurring occurrences in natural environments. Consequently, the researcher has an established grasp of what actual life is desire.⁵² This method was chosen by the researcher because it provides a more comprehensive comprehension of reading instruction strategies. The data is obtained in

⁵¹ Sugiyono, "Metode Penelitian Kualitatif" Alfabeta :Bandung, 2021 , Page 3

⁵² Mathew B. Miles, A Michael Huberman, Johnny Saldana, *Qualitative Data Analysis*, United Sataes of America

the form of words as an explanation for the information as opposed to a number, and the result of teachers' strategies includes teacher references and a visual representation of the teaching process to interpret their words. The findings of teachers' strategies place a greater emphasis on understanding the data found in the classroom, and do not appear in the form of charts and graphs with measurements of statistics, but are described with descriptive words and presented in narrative format.

B. Setting of the Research

This was a descriptive qualitative study conducted between March 2023 and May 2023 at MTs Al Ikhsan Beji Kedungbanteng Banyumas. MTs Al Ikhsan Beji Kedungbanteng Banyumas eighth-grade E reading instructors' instructional strategies were the focus of this study. This investigation was informed by Al Ikhsan Beji Kedungbanteng Banyumas, an English instructor for MTs. Observational data were collected in order to determine and analyze the reading instruction strategies of teachers. In addition, eighth-grade E class students and the English instructors of MTs Al Ikhsan Beji Kedungbanteng were interviewed to collect additional data. The researcher also used documentation such as the teacher's syllabus, textbook, and lesson plan to acquire data. Due to the descriptive nature of the data analysis, the data results from observation, interview, and documentation were described in detail. The English teacher in MTs Al Ikhsan Beji Kedungbanteng had considerable expertise, experience, understanding, style, and an enthusiasm in teaching reading comprehension at eighth grade in MTs Al Ikhsan Beji Kedungbanteng.

C. Subject and Object of the Research

1. Subject

The subject of this research was an English teacher of eight grade of Class E in MTs Al Ikhsan Beji Kedungbanteng. The English teacher also has his own role to teach reading at MTs Al Ikhsan Beji Kedungbanteng. The researcher only took of class E in this research because both the students' reading comprehension and their academic performance are strong. Some students are proficient in reading and pronouncing the words, and they are able to obtain the information and answer the questions.

2. Object

The object is the teachers' strategy for teaching reading at MTs Al Ikhsan Beji Kedungbanteng. This topic must be investigated further because teacher strategies are one of the keys to achieving entire rounds of teaching and learning. Furthermore, students must master reading because it is an irreplaceable ability that students will use in their daily lives to gain an abundance of information.

D. Techniques of Data Collection

According to Sugiyono, the data acquisition method is the most strategic aspect of the research. Due to the fact that the primary objective of the study is to collect data.⁵³ The qualitative information was gathered through observation, interviews, and documentation. There were field notes, transcripts of interviews, and document evaluations. This section describes how the researcher collected the data and describes the instruments used in the research. The researcher moved on directly to the

⁵³ Sugiyono, *Metode Penelitian Kualitatif*, Bandung: Alfabeta, 2021 Page 104

field to collect data pertinent to the study's purpose. To obtain data pertinent to the study's problems, the collected data needs to be accurate.

1. Observation

The researcher observed the learning activity to determine teachers' strategies in teaching reading and the reasons for using the strategy by observing the class in detail. In this study, the researcher collected observational checklists. According to Marshall in Sugiyono, a researcher learns about behavior and the meaning associated with that behavior through observation.⁵⁴

Observation was conducted in reading lesson. The researcher has done observations four times. The researcher came to the class and observed what the strategies that utilized by teacher, the obstacles that faced by the teacher and the solutions. Observation checklists were used as instruments for the observation. Observation checklists were created based on what was seen during the preliminary investigation and by reading several books and periodicals on the subject. As a result, the checklist would grow as each observation was completed.

- The first observation had been done on Thursday, March 30th 2023.
- The second observation had been done on Tuesday, April 3rd 2023.
- The third observation had been done on Thursday, April 6th 2023.
- The last observation had been done on Tuesday, April 10th 2023

2. Interview

Interview, according to definition by Esternberg in Sugiyono, is a meeting between two people to share information and ideas using questions and reactions, concluding in communication and a

⁵⁴ Sugiyono, *Metode Penelitian Kualitatif*, Bandung: Alfabeta, 2021 Page 106

collaborative creation of meaning about a particular topic.⁵⁵ The researcher used interviews to determine the strategy employed by the teacher to teach reading comprehension and the reasons for its implementation. The interview could help the researcher by communicating or interacting with the participant or research subject. The investigator planned A list of queries used as a guide for information gathering. The researcher begins with a formulation-based general guiding query, allowing the teacher to answer without inhibitions and avoiding misunderstanding.

One interview was conducted with the instructor on Friday, March 3rd 2023. After each class observation, additional interviews were conducted with the teacher to elucidate some minor details regarding the activities in the online class. The interview with the educator was conducted in Indonesian.

3. Documentation

Accordance with Sugiyono, the document is a historical notation about the phenomenon. The document can be a note, picture, or monumental creation made by someone.⁵⁶ Bogdan in Sugiyono argued that in the most conventional qualitative study, the term "personal phrase document" refers to any individual's narrative that characterizes his or her actions, experiences, and beliefs. The researcher documented the instructional environment with notes and photographs. Some documents that supported this research are:

- a. Photograph of teaching reading comprehension process.
- b. Lesson plan of the teacher.

⁵⁵ Sugiyono, Metode Penelitian Kualitatif, Alfabeta : Bandung, 2021 Page 114

⁵⁶ Sugiyono , “Metode Penelitian Kualitatif”, Alfabeta : Bandung, 2021 Page 124

- c. The result of the interview.
- d. The result observation.

E. Techniques of Data Analysis

The method of data analysis utilized in this study is descriptive analysis. The researcher accumulates, organizes, and presents the data using this method. The qualitative approach to research is devoid of mathematical or statistical procedures. According to Miles and Huberman, qualitative data analysis for interactive models consists of data reduction, data display, and conclusion.

a. Data reduction

Selecting, emphasizing, simplifying, abstracting, and transforming the field notes or transcript data constitutes data reduction. According to Sugiyono, reducing the amount of data entails summarizing, selecting the most essential information, focusing on what is most vital, and identifying the theme and the pattern. This study utilized Report, categorization, and interpretation to analyze classroom observation data. Following each observation, a field note served as the initial report. On the field notes, the day and moment, place, and description of teaching and learning activities were recorded. Additionally, a field note was utilized to illustrate an observation and to aid in the memorization of what had been observed. Following each observation, a brief discussion was also required to elucidate certain occurrences. The interview material was then collected and transcribed into writing form. Furthermore, data from documents was obtained for specific areas of the data requirement. The collected data was analyzed and classified according to each indicator of the connected theories.

The researcher collected data through interview with the teacher. The resultant interview revealed how the instructor taught reading comprehension strategies, the reasons of using the strategies, the obstacles that teacher faced during applied the strategies and the solutions. In this phase, irrelevant data were eliminated and required data were added.

b. Data display

Data presentation is the second step of Miles and Huberman's model for qualitative analysis. A display is a condensed, generically structured collection of data that facilitates drawing inferences and action. Observing displays enables researcher to comprehend what is occurring and, depending on this comprehension, either investigate further or take action.⁵⁷ A display may contain an extended text or a diagram, graph, chart, table, or matrix providing an innovative method of organizing and considering textually incorporated information.⁵⁸

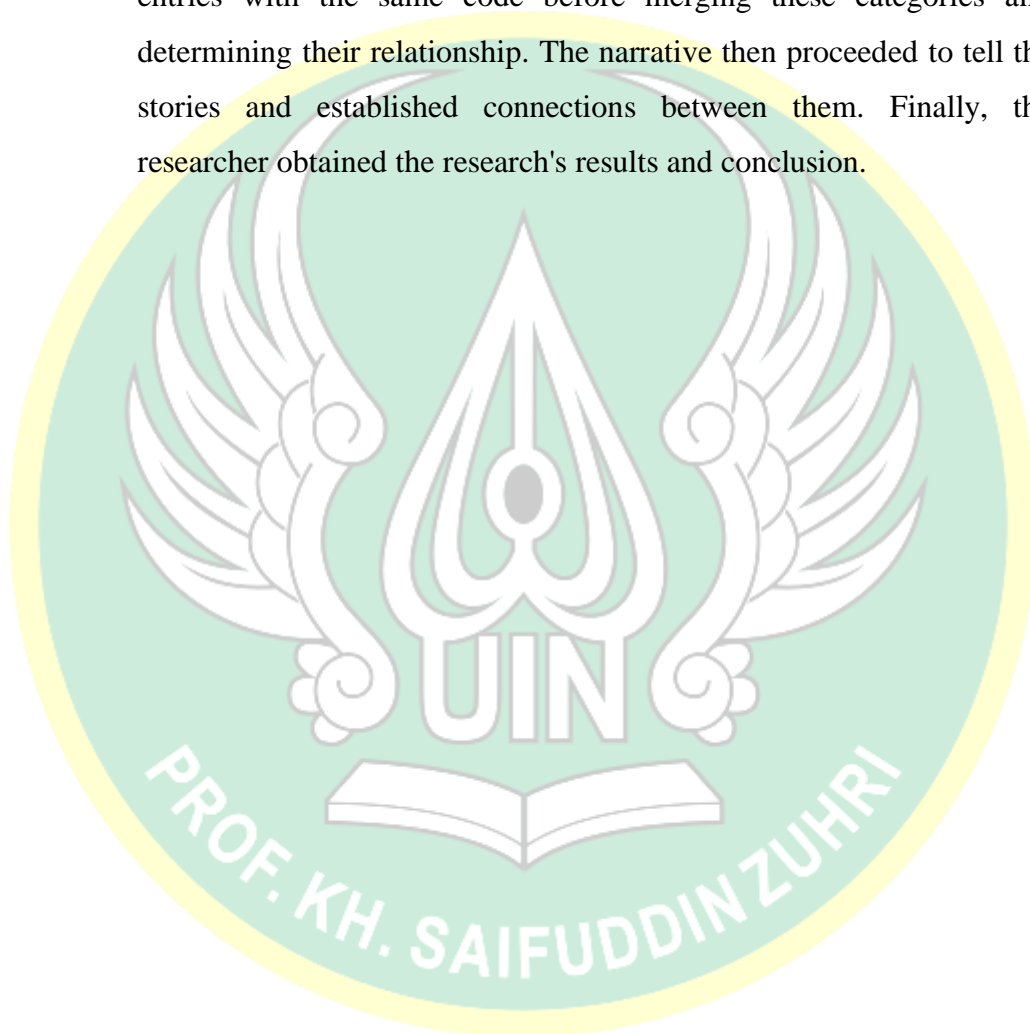
The researcher would comprehend all the collected data to be managed in order to determine the results of the instructors' strategy based on the conditions, the reasons, the obstacles that faced by the teacher during applied the strategies and the solutions. The selected data was then presented using a qualitative procedure. The data would be presented in the form of narratives that describe the situation of the teachers' use of instructional strategies.

c. Conclusion

⁵⁷ Matthew B. Miles & Michael Huberman, "*Qualitative Data Analysis*" Sage: California, 1994 Page 11

⁵⁸ Nur Latifah, Istiqomah Nur Rahmawati, "Teaching Nad Learning Narrative Text Writing Through Story Mapping" *English Education: Jurnal Tadris Bahasa Inggris*, Vol 12, 2019 Page 87

According to Sugiyono, conclusion is qualitative research in new finding.⁵⁹ The conclusion is composed by the researcher based on the data observation, interview, and documentation. The researcher started to determine what data were collected. The researcher examined all entries with the same code before merging these categories and determining their relationship. The narrative then proceeded to tell the stories and established connections between them. Finally, the researcher obtained the research's results and conclusion.



⁵⁹ Sugiyono , “*Metode Penelitian Kualitatif*”, Alfabeta : Bandung, 2021 Page 142

CHAPTER IV

FINDINGS AND DISCUSSION

The investigation's findings and discussions are clarified in this chapter. It is separated into three distinct sections. The first section is a data description of the instructors' reading strategies for eighth grade at MTs Al Ikhsan Beji Kedungbanteng. The information was acquired by observation and an interview with an English instructor, MTs Al Ikhsan Beji Kedungbanteng. The second section included data discussed to illustrate the reasons English teacher utilised the strategies. The last section included data discussed that focused on the obstacles that teacher has while implementing strategies and the efforts made to overcome such obstacles.

Some data was collected in response to such questions to answer the research's purpose. Using classroom observation, interviews with English teachers, and documentation, data was obtained to discover the teachers' strategies for teaching reading, the reasons for using the strategies, the teachers' obstacles in implementing them, and their attempts to overcome the difficulties in teaching reading comprehension.

The researcher did the investigation from March 3rd, 2023 to the end. The research data were obtained from an English instructor at MTs Al Ikhsan Beji Kedungbanteng.

A. Research Findings

Based on observation and interviews with the study participants, the researcher determined that the teacher employed only three reading instruction strategies. Reading was always taught using strategies at Madrasah Tsanawiyah Al Ikhsan Beji Kedungbanteng. The data was

obtained from the documentation as well. The following researcher explained the study's findings:

1. Teachers' Strategies in Teaching Reading Comprehension

Strategies are employed to aid students in mastering course material and formulating future objectives. Teachers must initially distinguish the numerous instructional strategies available to develop the most effective strategies for students.

Observation and interviews revealed that English teachers employed three instructional strategies: scan the text for specific information, reciprocal teaching, and question and answer relationship. As stated by the teacher, all the strategies were utilized effectively to teach reading comprehension because they could help students comprehend the material, particularly in reading:

“I employ scanning, reciprocal, and question-answer relationship strategies to improve reading comprehension. Reading cannot be separated from other skills such as listening, writing, and communicating. Therefore, pupil activities that require other people to read texts, graphs, and charts are necessary. Obviously, students will become competent listeners before they become proficient readers. While scanning the text, learners become acclimated to hearing and reciting sentences., which is crucial. Occasionally, I also require students to read aloud.”

According to the teacher's consideration, several strategies were employed to ensure that the pupils experience at ease and enjoy their educational experience. The strategies need to have a beneficial impact on the progress of the learners. The instructor employed scan the text for specific information, reciprocal teaching, and question and answer relationship.

“Actually, there are several strategies that I try to apply when teaching reading comprehension. I choose a strategy that is in

accordance with the conditions of students and also the school. So far what I often apply is scanning, reciprocal teaching and qar because it is in accordance with the conditions of the students and it is in accordance with the material as well.”

From the statement above, the teacher had tried several strategies in learning. The teacher used strategies to adjust the conditions of students and the situation of the school. Besides that, the teacher also prepared the material to be delivered. But so far, the strategies of scan the text for specific information, reciprocal teaching and question and answer relationship were the most successful for teaching reading comprehension.

a. Scan the Text for Specific Information

Based on the observation and interview, the teacher taught reading comprehension using scan the text for specific information. The purpose was to locate specific textual information and to help students comprehend the text.

“I utilized scanning (scan the text for specific information) in learning reading comprehension in class. At the beginning of the new material in the meeting, I would explain the material first in detail. for example, in recount text material. I first explained what recount text is, its purpose, characteristics and generic structure, after that I show an example. From that example, I would identify them together with the students. For example, what is the title, time, place and other things related to the text. That's where the application of scanning, so students can identify detailed information in the written text.”

Based on the statemen above, before applying scan the text for specific information, the teacher explained material first. The teacher showed examples of written text then identified the written text with learners and found the information they looked for. For

example, in recount material, the teacher requested students to find information about time, place and other things related to the text.

“I would give another example of recount text. I requested one of the students to read the recount text aloud. One student read one paragraph. I selected randomly so that all students pay attention to the text so that when pointed at they were ready and know which paragraph to read. That's where students read while listening. After that I will give students questions about place, time and things related to the text. I give each student 2 minutes to answer the question. For practice it's usually like that.”

After practicing together, the instructor provided learners the chance to implement scanning independently. But before that, the teacher gave another text. Then randomly selected learners to read the text aloud. The teacher would choose a learner to read one paragraph. This made learners concentrate on reading the text and listening to other friends.

“Actually, I do not stick to a single strategy when teaching reading comprehension; the most essential aspect is how to make students feel at ease in the classroom, so they pay attention and follow the lesson well. By getting their attention, it will certainly make it easier for us to teach them, because if we don't get their attention and seriousness, learning will be difficult to achieve.”

This indicated that the primary goal of the teacher in education is to ensure that students feel secure participating in the learning process. The teacher made the learners feel at ease while acquiring their attention and enthusiasm. This would make the teacher easier in teaching to achieve learning objectives.

Following the observation on Thursday, March 30th 2023, the researcher observed the eighth-grade of class E from 11.00 until 12.00 p.m. This time, the instruction presented was a recount

text. The teacher explained in detail in two languages, English and Indonesian, so that learners could readily comprehend what the teacher communicated. Before beginning class, learners acknowledge the teacher upon entering the classroom. The teacher then asked learners to read a prayer, signifying that learning would soon continue.

Even after completing the previous session, the teacher checked the attendance of all absent or present learners and did not forget to inquire about the assignment from the previous session. After the previous day's question-and-answer session concluded, the teacher provided an overview of the material to be covered that day.

Teacher presented the new material to be covered in class. In the presenting phase, the teacher explained the material and taught pronunciation and translated all the sentences and words the learners learned based on the text to facilitate comprehension. The teacher then requested that each student open the English course book they were holding. The teacher selected a student to read the text aloud. The teacher then instructed the students to identify the text's principal idea and detailed and specific information. Not only did the teacher requested that learners look up the meanings of previously unlearned words, but they also had to write down their findings.



Figure 1.1 (the teacher gave instruction to the students to read the text)

The teacher then instructed learners to read the text from the coursebook. The teacher instructed students to practice independently locating the text's main idea and supporting details. After completion, the teachers and learners collaborated on corrections. The teacher provided students with feedback on the outcome and method of their learning. The instructor then instructed the students to memorize at least five unfamiliar words from the text. Learning concluded at 12:00 prior to the teachers' closing motivational statements and greetings.

b. Reciprocal Teaching

The teacher also employed a reciprocal teaching strategy. In this strategy, the educator separated the students into distinct groups to discuss the materials and support one another's education. Each cohort contained four students.

“The second strategy that I often use in teaching reading comprehension is reciprocal teaching. Previously I explained that my main focus is making students comfortable in the learning activity in class. By using this strategy, the atmosphere will be different. The focus of attention was not on me but on each group. In groups they can share their thoughts with other students. If you find difficulties, you can immediately ask others.”

By establishing small groups, the teacher created an independent classroom environment with this strategy. Previously, they were required to give close attention to the instructors' in-class explanations. When the teacher divided the class into groups, however, the students' focus and attention shifted to their respective groups. In this strategy, the role of facilitator was undertaken by the teacher. The teacher only instructs students on how to conduct learning activities and assists them when they encounter difficulties.

“in this strategy, I would divide students into several groups first. There are 4 to 5 students in one group. Then I will give a text to each group to read and understand. After that I would ask them to discuss the text. I also provide a number of questions that they must answer and discuss together.”

The teacher arranged the students into groups. Every group contains between four and five students. The teacher shared the same text with each teacher. The teacher instructed students to read carefully the text and discussed the text with each of their group members.

“I asked them to write down the words they didn't know the meaning of and wrote down their difficulties during the discussion. Because some students are still

embarrassed to ask me directly. so I asked them to write it down on a piece of paper and then collect it to me.”

In their notebooks, the teacher instructed learners to record unfamiliar vocabulary and difficulties encountered during discussion activities. The instructor then gathered the documents. It sought to alert the teacher to the learners' difficulties in discussing and comprehending the text.

On Tuesday, April 3rd 2023, the researcher resumed classroom observation in eighth grade E from 9:15 a.m. to 09.45 a.m. The lesson presented this time is still a recount text. The teacher explained in detail in both English and Indonesian so that learners could readily comprehend what the teacher has conveyed. Before beginning class, the teacher asked learners to read a prayer, indicating that learning would shortly resume.

The following step was for the teacher to verify the attendance of all absent learners. The teacher recalled material in the last meeting and then remember to inquire about the assignment from the last meeting. After answering a query about the topic, the teacher provided an overview of the material that would be covered that day. The teacher reminded students of the recount text material by providing a brief explanation and additional example of the text. the teacher also gave opportunity learners to deliver the things were not yet understood from the material that had been presented.

The teacher requested that learners open the English textbook they were holding, and then selected a student to read the passage aloud. The teacher then instructed the students on how to locate the text's main idea, comprehensive information, and

specific information. The teacher also provided students with five queries to answer. In addition, the teacher instructed students to look up unfamiliar words in their notebooks and to write down the difficulties they encountered during discussion and text comprehension in order to remind them of these concepts.

The teacher allocated 20 minutes for students to discuss the text and answer the questions. Students had to finish answering the question before time overed. The teacher walked around and instructed students to read attentively during discussion process. For the purpose of not to disturb other groups, the teacher also asks students to keep the classroom environment conducive while they are conversing. Students are very active discussing with their peers and checking the dictionary for words that students do not comprehend.



Figure 1.2 (students discussing in small group)

Almost every student participated in discussions process. The students listened as one student explained. Another student then responded to the student. Each student shared his own understanding of the text and assisted one another with vocabulary. Someone was responsible for searching up unfamiliar words in the dictionary. Then the others wrote the meaning on the notebook.

Following the finish of the discussion period, the teacher requested students to correct their answers collectively. After knowing the correct and incorrect answer, the teacher provided students with feedback. Remember that the teacher also provided motivation so that the students maintain their interest in learning. The teacher requested that students collected papers that inscribed the challenges they had encountered during discussion and comprehending text. after learning finished, the teacher closed by giving greetings.

c. Question and Answer Relationship

The following strategy was question and answer relationship. Question and answer relationship is a strategy for improving reading comprehension. Question and answer relationship assisted students in relating their prior knowledge to the text. It becomes a process of student awareness when they were actively engaged in reading texts, particularly when selecting reading languages. Students would recognize that there would be a connection between queries and answers if this strategy is utilized. Students will begin to comprehend where the answers are derived, enhancing their ability to answer queries correctly.

The teacher employed this strategy because the learners must comprehend the reading text and be directed to focus more on it. In addition, the teacher can determine whether or not the students read the text attentively by employing this strategy.

“Another strategy was question and answer relationship. I always employed this strategy when learning, particularly when instructed in reading comprehension. This strategy is highly effective and essential for teaching reading comprehension. Usually, I gave questions to be answered individually or in response to the class discussion. I distributed the text and questions to the students and then instructed them to discuss to determine the answers.”

The teacher implemented this strategy by providing learners with text and comprehension questions. Individually or in small groups, students must perceive the text and respond to the queries posed by the teacher. In this activity, learners were divided into groups and instructed to partake in conversation. Occasionally, the instructor provides additional text-based queries. Thus, the teacher could learn more about students' text comprehension and learning engagement.

“Besides that, at the end of the meeting, there is a daily review for my evaluation. So that I may determine the individual text comprehension ability of students.

The teacher used this strategy to establish whether or not learners comprehended the material they had read. If the learners could answer the questions, they had demonstrated comprehension of the text. However, if learners could not answer the questions, they had not demonstrated comprehension. In addition, the teacher instructed the learners to answer the text-related question, and they subsequently wrote down their responses in their books. Usually,

after the material, the teacher administered a daily test. Thus, the teacher was aware of each learners' reading and comprehension skills.

The observation began at 11.00 WIB on Thursday, April 6th 2023, and lasted until 12.00 p.m. Grade VIII E is visited by an English teacher and researcher. As the researcher and English teacher entered the classroom, the learners calmed down and returned to their seats. After pupils were seated, the English teacher greets them with "Good afternoon, students." The teacher then asked students to read a prayer, signifying that learning would soon commence.

The teacher verified each student's presence and inquired about their health that day. The teacher then explained the material in the last meeting for students to memorize them. As usual, the teacher explained in two languages, English and Indonesian, so that students could immediately comprehend what the teacher explained.

The teacher provided an overview of the material covered in the previous meeting. The teacher separated the learners into groups. The ensemble is composed of four students. The teacher provided learners with a text containing several queries. The teacher instructed the learners to read the assigned text and complete the assignment. Additionally, the teacher instructed learners to look up the meanings of unfamiliar words. The teacher permitted students to consult the dictionary to determine the meaning of unfamiliar words.

3. My trip to Borobudur Temple



Last week, I spent my vacation in Jogjakarta, the city is famous in Indonesia. I went to the temple of Borobudur. My family and I went there in the morning we went to Borobudur temple by private car family. I had prepared everything before we went to Jogja. While we were driving, we get to see some beautiful scenery mountains, forests, and waterfalls as well as cars pass by. My family and I arrived at the Borobudur Temple at

4:30 pm. There, I saw a lot of tourists. Borobudur temple is crowded on a holiday vacation. I can learn and practice speaking English with a foreign tourist different language to me. Dovi his name. He is very friendly. This is the first time I spoke English with foreign tourists. We returned at 22:30 at night. It was a very interesting holiday for me and my family was happy.

Figure 1.3 (the text given by the teacher)

The question that given by the teacher:

- a. *What is the tittle?*
- b. *Where the writer destination to spent holiday?*
- c. *how the writer went there?*
- d. *When the writer arrived?*
- e. *With whom did the writer came to Jogja?*

Upon finalization, the teacher assessed the students' learning and comprehension by grading their assignments. In the concluding activity, the teacher reviewed the day's material. The teacher provided constant encouragement to practice composing recount texts. The teacher then assigned assignments and instructed learners to complete it independently. The teacher

guided learners to open to pages 181-182 of the English Course Book. The teacher then assigned as homework the review & assessment task on that page.

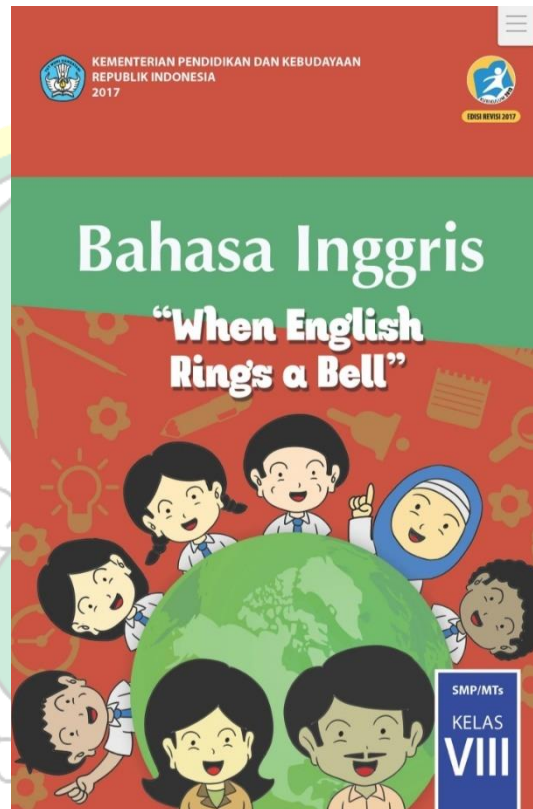


Figure 1.4 (English course book of the students)

The teacher reviewed the recount material from beginning to end. The teacher motivates students to practice often writing recount texts. The teacher provided feedback on the process and learning outcomes. The teacher asked for impressions and messages on that day. Then the teacher gave closing greetings.

On the fourth observation, on Tuesday 10th April 2023, the observation began in 9.15 – 09.45 WIB. The teacher gave opening greetings and asked the students' condition on that day. The

teacher checked attendance list. Then, teacher chosen a student to lead pray together before open the class. Then, the teacher recalled the material in last meeting. The student responded the teacher actively.

The teacher then selected a pupil to open the coursebook and requested him or her to read a passage. The instructor then instructed the students to open their course books. The instructor assigned pupils homework. After every learner had completed the assignment, the teacher and students jointly corrected it. The instructor assessed students' learning and comprehension by assigning a score.

After finished, the teacher reviewed material on that day. The teacher also gave homework to the students. then the teacher provided feedback on the process and the result of learning on that day. The teacher also asked the students how they felt following the lesson on that day. After that, teacher gave closing greeting.

2. The Reasons of Using Strategies

Strategy is one way that is used to deliver learning material. The learning process carried out by the teacher cannot be separated from the application of learning strategies, because the learning strategy is one of the methods used by the teacher in delivering learning material. Besides that, there are several reasons of the teacher used the strategies in teaching reading comprehension. The reasons were follows:

a. The Reason Teacher Used Scanning

Scanning is a technique for obtaining information without actually looking over it. In this strategy, after learners have

perused the assigned text, the teacher asks text-related queries. For instance, the title, time, and location, as well as extraordinary details or information based on the text.

“The reason I applied scanning in learning is because I thought this strategy is effective to apply in class. by applying scanning, I trained students to read fast to get information from the text. Scanning also helps students find answers to questions.”

Teacher employed scanning strategy because this strategy is effective for teaching reading comprehension. This strategy helped students gain information from the text and assisted students in obtaining answers to questions requested quickly. The student looked at the same word in the question sentence and on the text to identify the answer.

“I asked students to read and then I gave them questions. I give them 2 minutes to answer the question. That way students will be trained to read and find answers quickly. This can help them during exams where time is very limited. So when there is a test, for example, there are questions and text, they can find answers in a short time by using this strategy.”

Accordance with the teacher's statement above, This strategy was applied because it is helpful to assist students in finding detailed information. Moreover, this strategy could help students find answers to questions. In addition, this strategy took little time for students to find the information or the answer. After the observation, the teacher would present the text and ask questions about it. The teacher then provided students with two minutes to answer each query. Pupils did not need to peruse the entire text to discover the answer; they could simply scan it.

Scan the text for specific information also benefit for student in examination. In examination, the students had limited time to do examination. In English subject, there would be long text and the questions. In limited time, students need manage the time in answering the questions. By utilizing this strategy teacher trained learners to practice answering the question in short time.

b. The Reason Teacher Used Reciprocal Teaching

The teacher used reciprocal teaching as a second strategy in teaching reading. The teacher applies this strategy to develop and increase students' reading, especially in comprehending the text.

“The reason I applied reciprocal teaching in teaching reading comprehension is that I wanted to train students' ability to understand texts of course based on their respective knowledge actively and creatively. I asked them to discuss in groups, that's where there would be question and answer activities between students. Now the student who could answer the question would explain the answer according to his knowledge to other friends. This could train students to explain again the material that I have presented before.”

Based on the statement above, the teacher explained that this strategy was implemented to train students' ability to comprehend text based on their prior experience. The teacher asked learners to discuss the text independently and creatively with the group. Students participated actively in a question-and-answer activity during the discussion. Students would communicate their knowledge-based understanding to other students. In addition, the teacher could assess students'

comprehension by observing how they explain the material to their peers.

“In addition, I want to train students to interpret a text based on their opinions and knowledge. They discussed sharing their opinions about the text I gave and sharing vocabulary knowledge as well. Yes, basically I want students participated enthusiastically in the learning process and demonstrate reading comprehension.”

According to the teachers' statement above, students would share their comprehension and knowledge with one another using this strategy. Students articulated their perspectives and responses to the teachers' question. Then, other students contribute their opinions based on their comprehension. Based on the observation, almost all students were active in the discussion activity. The students asked one another about the content of the text to understand it. Moreover, they helped each other with answering vocabulary and answering questions.

c. The Reason Teacher Used Question and Answer Relationship

The teacher also frequently employed question-and-answer relationships. This approach is used to comprehend the text by responding to the query.

“The reason I used this strategy is to measure how well students understand the text I have given. After I've asked a few questions, I would look at their answers. From there I know how deeply they understand the text and what information they get. In addition, sometimes I gave additional questions related to the text because in this strategy I could also measure student activity both individually and in groups. For example, I would ask a

question, later those who know the answer could raise their hand and then answer the question.”

The teacher used question and answer relationship to measure students' understanding of texts and how much information they obtained from the texts they had read. In addition, to give written questions, the teacher also provided verbal questions to measure student activity both individually and in groups. By asking questions to students the teacher would gain the answer of the students. When evaluated the answers, the teacher would know how many correct answers and how many incorrect answers. From there the teacher could measure how students understand and what questions many students have not answered correctly.

3. Obstacles for Applying the Strategies and the Solutions

During teaching reading comprehension teacher faced several obstacles. However, the teacher also had solutions to overcome the obstacles.

a. The Obstacles for Applying Scan the Text for Specific Information and the Solutions

The teacher incorporated the scan the text for specific information into the reading instruction because it enabled students to locate specific information within the text. In addition, this strategy enabled the discovery of answers to the query. However, the teacher occasionally encountered obstacles when implementing this strategy during the reading instruction process.

“English lessons are usually in the late hours or already in the afternoon. When it was afternoon, the students had

taken several lessons. When students follow my watch, the energy is automatically reduced. If it's morning time maybe they are still fresh so the enthusiasm and energy are still full. This becomes an obstacle, a lack of enthusiasm in reading. Usually, at the beginning of a new material meeting, I asked learners to read and respond the questions individually.”

The teachers' implementation of the scan the text for specific information strategy was impeded by a lack of student motivation. When class time happened in the middle of the day, students had already completed a number of lessons, so their energy and focus had decreased. When it was morning class time, things were different. Students retained a great deal of energy and concentration. Even so, the teacher overcome this by doing ice breaking activities to increase student concentration and motivation during learning.

“In addition, students' vocabulary mastery. Not all students have a lot of vocab knowledge. At times I told them to search for information on the text independently. They were sometimes confused because the meaning of the vocabulary is not all known. This usually lowers student motivation so that there are those who don't follow the lesson. But to answer questions, I usually have them look at the words that were the same between the question and the sentences in the text. Usually, the answer is around that word or sentence.

Additionally, vocabulary proficiency was an obstacle to the implementation of this strategy. The teacher required students read and comprehended the provided text. Sometimes, when students encountered unfamiliar word, they become pessimistic and their motivation to comprehend the text decreased.

“Besides that, after practiced, I would ask learners to write words that they don't know in their notebooks. Then I told them finding the meaning of the word. I let them open the dictionary. I asked them to memorize the word at least 5 words of the text learners had read.”

The teacher attempted to expand students' vocabularies by requiring them to record foreign words in a notebook. The instructor then asked students to ascertain the meanings of the vocabulary. The teacher granted learners permission to use the dictionary. Additionally, the instructor required that they commit at least five vocabulary terms to be memorized and the teacher would check in the next meeting. The instructor anticipated that by increasing students' vocabulary in this manner, so the obstacle could be overcome. Besides that, to restore the enthusiasm and concentration of the students, the teacher did ice breaking for a few minutes.

b. The Obstacles for Applying Reciprocal Teaching Strategy and the Solutions

Reciprocal teaching permitted students to discuss and refine their ideas with their respective groups. This strategy should be implemented because it would make it simpler for learners to read and understand text together with their peers. However, the teacher was still unable to implement this strategy.

“Most students live in Islamic boarding schools where male and female students are separated in all activities in the boarding school. They are used to this activity. But at school, boys and girls are combined in one class. Well, that's probably one of the reasons they feel embarrassed. if there is a group discussion, I would create a group with the same gender”

According to the teachers' statement above, almost all students attend an Islamic boarding school. Female and male were always separated from one another during activities. In schools, however, males and female were taught together. The students were accustomed to activities in the boarding house where they congregate by gender, so forming them into groups would make them feel uncomfortable. Consequently, the teacher created groups of students of the same gender.



(Figure 1.5 students' group discussion with same gender)

“Another obstacle in the process of implementing reciprocal teaching is that, there are still students who are embarrassed to ask other friends when they encountered difficulties. Sometimes I found students who were less active in groups. There were students who embarrassed to convey their opinions to other students.”

Besides that, there were still students who do not participate in class discussions. There were still students who were afraid to express their queries or voice opinions during class discussions.

The researcher observed that one of the students conducts the group discussion. Students appeared active when conveying their thoughts, while the remaining students were listening and writing. Although the majority of them responded, there were a few who only listened and wrote.

“Other than, there was still about vocabulary mastery. Students often find vocabulary they don't know, so they will automatically open the dictionary. With them frequently opening the dictionary, the time for them to find answers or information is reduced. Their focus is divided into two, namely text and dictionary. Because of this, students may sometimes not be sure of their answers. They are afraid that when they give the wrong answer, other classmate would laugh at them. So, learners are embarrassed to convey the information they get from the text.”

Mastery of vocabulary remained an obstacle, especially in the implementation of this strategy. When reading a text, if students encountered an unfamiliar word, the students would check a dictionary to determine the meaning. If it was done frequently, the time required to comprehend the entire text was shortened as less time was spent searching up words in the dictionary. Additionally, vocabulary proficiency influenced students' confidence in the information and answers they received. Students who lack vocabulary knowledge tend to lack confidence and fear censure if they provided an incorrect response.

“So, they are also embarrassed to ask if they encounter difficulties. They were embarrassed to ask me directly, so I asked them to write down any difficulties they had on paper and then they submitted them to me.”



(Figure 1.6 teacher walked around and visited group to asked the difficulties that faced by students)

The researcher observed that, the teacher walked around to approach the group and then asks about the difficulties experienced by the students. Nevertheless, students are still too shy to address their difficulties directly with their teachers. They typically question their peers. To prepare for this, the teacher requested that students write down their difficulties on paper, which then collected to the teacher. After the lesson finished, the teacher would check what difficulties the students had that had been written on the paper.

c. The Obstacles for Applying Question and Answer Relationship and the Solutions

Question and answer relationship was used for learners to understand in reading texts and be able to answer questions from reading texts with the right answers. However, the teacher faced obstacle in applying this strategy.

“I encountered a number of obstacles while implementing this strategy. Time management is one of them for each student. They continue to complain about the allotted time

for discussion. According to them, I gave too little time. Occasionally, they request additional time to discover answers. Additionally, they want to ensure that their answers are accurate. This relates to the vocabulary mastery that I previously described.”

One of the obstacles in applying question and answer relationship strategy was allocating time for every student to answer questions. The researcher observed that when the teacher's allotted time was almost up, there were still unanswered concerns, so students requested additional time. The teacher then added a few minutes of extra time to ensure that students discover answers and are confident in their answers. The teacher also reminded learners to

“Occasionally, they also lack to concentrate on reading the questions, which caused incorrect answers. Therefore, I always reminded them to attentively read the questions and the text.”

The researcher observed that this strategy was applied in group discussions as well as individually. In the training stage, the teacher employed this strategy in group discussions. while for evaluation material, the teacher employed this strategy individually. For example, during daily tests, the teacher assigned texts and questions that must be done individually. The teacher also asked the students to write down unknown vocabulary and the meanings. After the discussion was over, the teacher asked learners to memorize vocabulary a minimum of three vocabulary words.

Learners occasionally lack concentration when reading texts and questions, and this caused learners answered incorrectly.

Therefore, the teacher always reminded the learners to read carefully the text or questions during the activity for the purpose to provide more precise answers.

B. DISCUSSION

Based on interview, classroom observations the researcher found that the teacher applied three strategies for teaching reading comprehension and the reasons. The researcher also found the obstacles of the teacher in applying the strategies and the solutions for teaching reading comprehension.

1. The Teacher Used Scan the Text for Specific Information

The first strategy for teaching reading comprehension was scan the text for specific information. This strategy was chosen by the instructor because students could identify the information without reading the entire content of the text. As stated by Brown, scan the text for specific information may require pupils to identify names or dates, a key concept's definition, or a certain number of supporting details. Scanning is used to obtain particular data without looking through the entire document.⁶⁰ It is also supported by Grellet, students may not read successfully even though they could adapt their reading and strategy to their reading purpose. By scanning all texts in the same manner, learners would be wasting time and struggle to recall relevant knowledge because they will absorb an excessive amount of non-essential

⁶⁰ H. Douglas Brown, *Teaching By Principles An Interactive Approach To Language Pedagogy Second Edition*, Longman, 2000 Page 403

knowledge.⁶¹ According to the research of Aritonang *et al.*, scanning is an alternative approach to teaching reading comprehension, and depending on interviews with learners, they appreciated the scanning for specific information in teaching reading comprehension because it helped them answer test questions rapidly.⁶²

The teacher faced several obstacles for applying this scan for specific information. First was lack of vocabulary. The teacher used this strategy was impeded by student vocabulary mastery. Some students have limited vocabulary. According to research conducted by Tuhumury and Nikijuluw, whenever pupils did not recognize the unfamiliar English text term, they were unable to comprehend its content. Even after the teacher instructed students to read attentively and locate specific information, they remained confused.⁶³ For the purpose of helping students in comprehending difficult terms, the teacher permitted them to open a dictionary and then instructed them to memorize the unfamiliar words at least five words. Second was low motivation. Students were often less enthusiastic, causing a lack of concentration in reading. This because the learning happened in the afternoon. Different when learning in the morning, students look excited and still looked fresh. To anticipate this, the teacher usually invited students to do

⁶¹ Françoise Grellet, *“Developing Reading Skill”*, Cambridge University Press, New York, 1981 Page 17

⁶² Intan Rani Aritonang, Sandi Lasmana, Deti Kurnia, “The Analysis Of Skimming And Scanning Technique To Improve Students In Teaching Reading Comprehension”, *PROJECT*, Volume 1, No. 2, March 2018 Page 106

⁶³ Tuhumury, Gladiora N. & Renata C. G. V. Nikijuluw, “Teachers’ Strategies in Teaching Reading At Junior Highschools In Sirimau Sub-District: Problems And Solutions”, *MATAI: International Journal Of Language Education*, Volume (1) No. 1 2020

ice breaking for a few minutes to restore students' enthusiasm and concentration in reading.

2. The Teacher Used Reciprocal Teaching

The second strategy utilised by the teacher was reciprocal teaching. The purpose of using reciprocal teaching was helping teacher in promoting independent reading comprehension through cooperative learning conversations. Pupils learnt independently, acquired knowledge on their own conditions, and did not rely on the teacher's explanations when using reciprocal teaching.

In pairings or small groups, students applied these four comprehension strategies to unusual text by predicting, questioning, clarifying, and summarizing. It is similar line with Vacca and Vacca that when using reciprocal teaching, there are four comprehension activities in learning. Those are predicting, questioning, clarifying and summarizing.⁶⁴ The instructor chosen reading materials first. The instructor then required students to make a group. Each group was allocated a reading and discussion text. The teacher assumed the roles of facilitator and helper. It has the support of Vacca and Vacca. Teacher created comprehension activities to teach based on students needed. It could help students' present facility with the activities. When the students experienced difficulty, teacher provided assistance by lowering the demand of task.⁶⁵

⁶⁴ Richard T. Vacca, Jo Anne L. Vacca, Maryann Mraz, Content Area Reading Twelfth Edition, *Pearson*, 2016 Page 175

⁶⁵ Richard T. Vacca, Jo Anne L. Vacca, Maryann Mraz, Content Area Reading Twelfth Edition, *Pearson*, 2016 Page 175

The educator utilized reciprocal instruction to present students with chances to do interactive and innovative learning. In addition, teacher provides opportunities for independent student learning. The students shared and asked one another to comprehend the text, as well as assisted one another in finding information from the text and with unfamiliar vocabulary in groups. It is supported by Richards and Renandya's that teaching principles support a teacher's ability to facilitate group discussions in which students can express concerns and laugh with the group.⁶⁶ Students would undertake the activity in small groups using this strategy. Students collaborated not only to master the material but also to assist one another in doing so, demonstrating that collaboration may be used to learn and enhance content. Palincsar and Brown approve this strategy for teaching reading comprehension with guided reading. It is an instructional strategy for guiding reading comprehension in which the teacher models required learning behavior. The pupils then assumed the role of teacher by forming small groups to discuss the materials and support one another in learning.⁶⁷

Several difficulties encountered by the teacher in applying this strategy. First, the majority of students come from an Islamic boarding school, where they were accustomed to engaging in activities with peers of the same gender. Only at school do boys and females mix a class. Therefore, students often ashamed and

⁶⁶ Jack C. Richards & Willy A. Renandya, *Methodology In Language Teaching*, New York : Cambridge University Press, 2002 Page 16 - 17

⁶⁷ Maysa Mohammad Sadiq Qutob, "The Influence Of Implementing Reciprocal Teaching In L2 Classes On Female Students' Perception Of Their Reading Skills And Motivation To Read", *Arab World English Journal (AWEJ)* Volume 11. Number1 March 2020 Page 433

uncomfortable when joining discussion groups with different genders. In order to prevent this obstacle, the teacher made group discussion with same gender. Male with male and female with female. This solution made them feel more comfort during discussion. Second obstacle was still vocabulary mastery. Vocabulary mastery was still one of the obstacles in implementing this strategy. But in this strategy, students could ask friends in one group. The teacher also gave them the opportunity to open a dictionary to help them know the meaning of the vocabulary. The third obstacle was students' feeling shy. In this strategy, the teacher walked around and asked each group about the difficulties they faced. However, not all students expressed their difficulties to the teacher. Therefore, the teacher asked students to write down the difficulties they experienced on a piece of paper. Then the paper was collected to the teacher after finished the discussion activity.

3. The Teacher Used Question and Answer Relationship

The instructor utilized question and answer relationship to teach reading comprehension. In this strategy, the educator requested student responses. This strategy was used because the teacher needed to measure pupils' text comprehension and the quantity of knowledge they gained from reading. In addition, this strategy facilitated the instructor in determining the students' level of material comprehension. Therefore, the teacher employed this strategy to assist students in making connections between their prior knowledge and the text's content. This finding is consistent with the theory of Vacca and Vacca that students may understand

their cognitive processes and improve their metacognitive abilities. Question and answer relationship conveyed to students the relationship between question type, text, and previous knowledge.⁶⁸

Question and answer relationship also devised along similar lines to Meutia's findings that in order to determine how students approached reading passage tasks and also to build their level of comprehension. Question and answer relationship trained students to obtain literal, inferential, and critical text comprehension. In this strategy, the teacher monitor students' comprehension by giving multiple text-related questions.⁶⁹

However, when the teacher applied this strategy, a number of students frequently experienced lack of concentration and managing time to answer. The students had to divide time to open the dictionary to find the meaning of unfamiliar words and answer the questions. To ensure this case, the teacher gave students additional time and also the teacher reminded learners to read carefully to comprehend the text. Therefore, learner could focus in comprehending the text and gaining correct answer from the text.

⁶⁸ Richard T. Vacca, Jo Anne L. Vacca, Maryann Mraz, Content Area Reading Twelfth Edition, *Pearson*, 2016 Page 172 -179

⁶⁹ Rita Meutia, "The Effect Of KWL Strategy, QAR Strategy, and Curiosity on Students' Achievement in Reading Comprehension", *International Journal Of Advanced Research in Education And Society*, Vol. 3, No. 3, 2021 Page 142

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter, the researcher discussed about conclusion, limitation of study and suggestion on the basis of study results and discussions.

A. CONCLUSION

Accordance with the research findings, it has been investigated that an English teacher at MTs Al Ikhsan Beji Kedungbanteng used and implemented three reading comprehension teaching strategies. Those are scan the text for specific information, reciprocal teaching and question and answer relationship.

The first strategy was scan the text for specific information. The teacher implemented the strategy because it enhanced the students' ability to provide specifications and respond effectively and promptly to questions. When looking for particular information, most of students should not have to look through the entire text. The obstacles in this strategy were lack of enthusiasm and lack of vocabulary mastery. The teacher usually invited students to do ice breaking for a few minutes to restore students' enthusiasm and concentration in reading. The teacher also asked students to memorize to increase vocabulary.

The second strategy was reciprocal teaching. The teacher implemented this strategy because this strategy could assist students in becoming more independent and engaged students. In addition, this strategy was implemented to teach learners based on their prior knowledge how to comprehend text. The teacher requested that students independently and creatively discuss the text

with the group. During the discussion, students participated actively in a question-and-answer session. Students would convey their knowledge-based comprehension to their peers. Several obstacles that faced by the teacher during applied this strategy were lack of vocabulary and several students still ashamed to deliver the difficulties in learning to the teacher directly. To overcome the obstacles, the teacher allowed students to open dictionary to find the meaning of unfamiliar words and teacher also requested the learners to write the difficulties on paper.

Thirdly, the teacher employed question and answer relationship. The teacher used this strategy because the teacher needed to aid learners in constructing the interpretation delivered in the reading passage, thereby enhanced students' comprehension of the topic. This strategy allowed the teacher to assess whether or not students grasp the meaning of the text. The teacher required students to read and comprehend the provided text. However, learners did not know the meaning of all the words in the text, so they needed a dictionary to determine their meanings. In this strategy, the teacher gave limitation time for students to respond to the queries. Students were unable to fully utilized the allotted time to answer questions because they also use it to search up words in a dictionary. In addition, lack of concentration was also an impediment to teaching reading comprehension. Sometimes, students gave incorrect responses to the questions because they lack concentration when reading texts or questions. Consequently, the teacher frequently provided additional time for students to answer queries correctly and without hurrying.

B. LIMITATION OF STUDY

Fortunately, this research has been conducted as thoroughly as feasible, it still has numerous limitations:

1. This cannot be used to compare classroom instructional methods as a result of the fact that there is only one English teacher.
2. This research is limited in scope and focuses entirely on teaching reading comprehension; other English skills have not been addressed.

C. SUGGESTION

After conducting the research and gaining the findings about teachers' strategies for teaching reading comprehension, the reasons, the obstacles in applying the strategies and the solutions, the researcher would like to give suggestions to the teacher, students and another researcher.

1. For teacher

According to the findings of the research, the strategies used to teach eighth grade of class E reading comprehension were effective. It had been demonstrated that almost students could express their opinions and comprehension actively and creatively during observation. However, there is a factor must be considered, which is the variety of learning media. English teacher must also select learning media to help students comprehend the material and find learning more pleasurable.

2. For students

With the strategies employed by the teacher, the students aspire to better comprehend reading comprehension and appreciate the lesson.

3. For researcher

The researcher expects that future researchers interested in conducting similar investigations will use the other teacher's technique to assist

learners in improving their speaking, writing, and listening skills. In addition, while this study concentrates predominantly on the teacher's method for teaching reading comprehension to students, The researcher anticipates that future studies will investigate problem-solving strategies for additional abilities, such as writing, listening, and reading. This investigation will also serve as a beneficial guide for additional studies into the literacy instruction practices of teachers.



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APPENDICES



APPENDIC I
Research Instrument

A. Checklist Observation sheet I

No.	Activity	Indicator	Option		Description
			Yes	No	
1	Opening	Teacher opens the lesson by greeting the students			
		Pray before study			
		Teacher checks the students' attendance list			
		Teacher tells the aim of the subject that will be reached			
		Teacher asks students about their material in the last meeting			
2	Main activity	Teacher explains the material			
		Teacher asks students about the material			
		Teacher uses text for teaching			
		Practice with students			
		Teacher asks students to read the text			
		Teacher makes some group discussion			
		Teacher gave task			
		students make summarize			
		Students explained to another			
		Students asked each other			
		Teacher help students			
3	Closing	Teacher gives feedback and conclusion			
		Teacher gives an opportunity to students to ask their difficulties			
		Tell the students to do homework in their books			
		Tell the students to memorize vocabulary			
		Closing the activity			

B. Checklist Observation sheet II

According to Brown

No	Teaching strategies in reading comprehension	Yes	No	Note
1	Identify the purpose in reading			
2	Using graph emic rules and patterns to aid in bottom up decoding			
3	Using efficient silent reading techniques for relatively rapid comprehension			
4	Skimming the text for the main ideas			
5	Scan the text for specific information			
6	Using semantic mapping or clustering			
7	Guessing when you are not certain			
8	Analyze vocabulary			

According to Vacca and Vacca

No	Strategy in Teaching Reading comprehension	Yes	No	Note
1	Think aloud			
2	Reciprocal teaching			
3	QARS			
4	QtA			

C. Interview Guideline

Place : **MTS AL IKHSAN BEJI KEDUNGBANTENG**

Time : **March 3rd 2023**

Respondent : **Muchamad Muchibbuddin Waly, S.Pd**

1. Bagaimana kondisi siswa kelas VIII E?
2. Apakah Bapak menggunakan strategi dalam mengajar reading?
3. Strategi apa saja yang digunakan dalam mengajar reading comprehension Pak?
4. Bagaimana Bapak menggunakan strategi tersebut?
5. Mengapa Bapak menggunakan strategi tersebut?
6. Apakah ada kesulitan atau kendala dalam menerapkan strategi yang Bapak gunakan dan bagaimana cara bapak mengatasinya?
7. Bagaimana bapak mengatasi kendala tersebut?

OBSERVATION RESULT

Checklist Observation 1st

Place : MTS AL IKHSAN BEJI KEDUNGBANTENG

Date : Thursday March 30th 2023

Classs : VIII E

N o.	Activity	Indicator	Option		Description
			Yes	No	
1	Opening	Teacher opens the lesson by greeting the students	✓		students respond and answer greetings from the teacher.
		Pray before study	✓		Teacher chosen a student to lead for praying before start the lesson.
		Teacher checks the students' attendance list	✓		Teacher called students name one by one.
		Teacher tells the aim of the subject that will be reached	✓		students respond positively by giving responses and questions about the material
		Teacher asks students about their material in the last meeting	✓		Students reminding the last material and they respond actively
2	Main activity	Teacher explains the material	✓		Students paid attention to the teacher
		Teacher asks students about the material	✓		Students respond the teacher as they understand based on the teacher explanation
		Teacher uses text for teaching	✓		Teacher gave students example of recount text
		Practice with students	✓		Teacher guided students gaining information of the text.

		Teacher asks students to read the text	✓		Teacher selected a students to read aloud the text.
		Teacher makes some group discussion		✓	-
		Teacher gives questions	✓		Teacher gave students questions based on the text and students respond by raised their hand
		Teacher gives task	✓		Teacher asked the students to do assignment in the course book
		Students explained to another		✓	--
		Students asked each other		✓	--
		Teacher help students	✓		Teacher walked around and asked the difficulties students faced
3	Closing	Teacher gives feedback and conclusion	✓		Teacher evaluated the task and gave feedback, then gave the conclusion of the lesson on that day
		Teacher gives an opportunity to students to ask their difficulties	✓		Teacher asked students to write the difficulties that they faced during lesson on paper.
		Tell the students to do homework in their books	✓		Teacher asked students to do assignment in coursebook as homework
		Tell the students to memorize vocabulary	✓		Teacher asked students memorized vocabulary based on the text they read
		Closing the activity	✓		Teacher gave notivation and closed the lesson by praying together and then gave greeting to the students.

Checklist Observation 2nd

Place : MTS AL IKHSAN BEJI KEDUNGBANTNEG

Date : April 3rd 2023

Class : VIII E

No.	Activity	Indicator	Option		Description
			Yes	No	
1	Opening	Teacher opens the lesson by greeting the students	✓		students respond and answer greetings from the teacher.
		Pray before study	✓		Teacher chosen a student to lead for praying before start the lesson.
		Teacher checks the students' attendance list	✓		Teacher called students name one by one.
		Teacher tells the aim of the subject that will be reached	✓		students respond positively by giving responses and questions about the material
		Teacher asks students about their material in the last meeting	✓		Students answer the question of the teacher
2	Main activity	Teacher explains the material	✓		Teacher recall material about recount text.
		Teacher asks students about the material	✓		Teacher asked about general structure to memorized students about recount text
		Teacher uses text for teaching	✓		Teacher gave students another example of recount text
		Practice with students	✓		--
		Teacher asks students to read the text	✓		Teacher selected a students to read aloud the text.
		Teacher makes some group discussion		✓	Teacher divided students into several group randomly
		Teacher gives questions	✓		Teacher gave students a text and questions to every group to be discussed
		Teacher gives task	✓		Teacher gave students a text and questions to every group to be discussed

		Students explained to another	✓		Students helped each other to understand the text
		Students asked each other	✓		A student asked about the meaning of unfamiliar word to another students
		Teacher help students	✓		Teacher walked around and asked the difficulties that students faced
3	Closing	Teacher gives feedback and conclusion	✓		Teacher evaluated the task and gave feedback, then gave the conclusion of the lesson on that day
		Teacher gives an opportunity to students to ask their difficulties	✓		Teacher asked students to write the difficulties that they faced during lesson on paper.
		Tell the students to do homework in their books	✓		Teacher asked students to do assignment in coursebook as homework
		Tell the students to memorize vocabulary	✓		Teacher asked students memorized vocabulary based on the text they read
		Closing the activity	✓		Teacher gave motivation and closed the lesson by praying together and then gave greeting to the students.



Checklist Observation 3rd

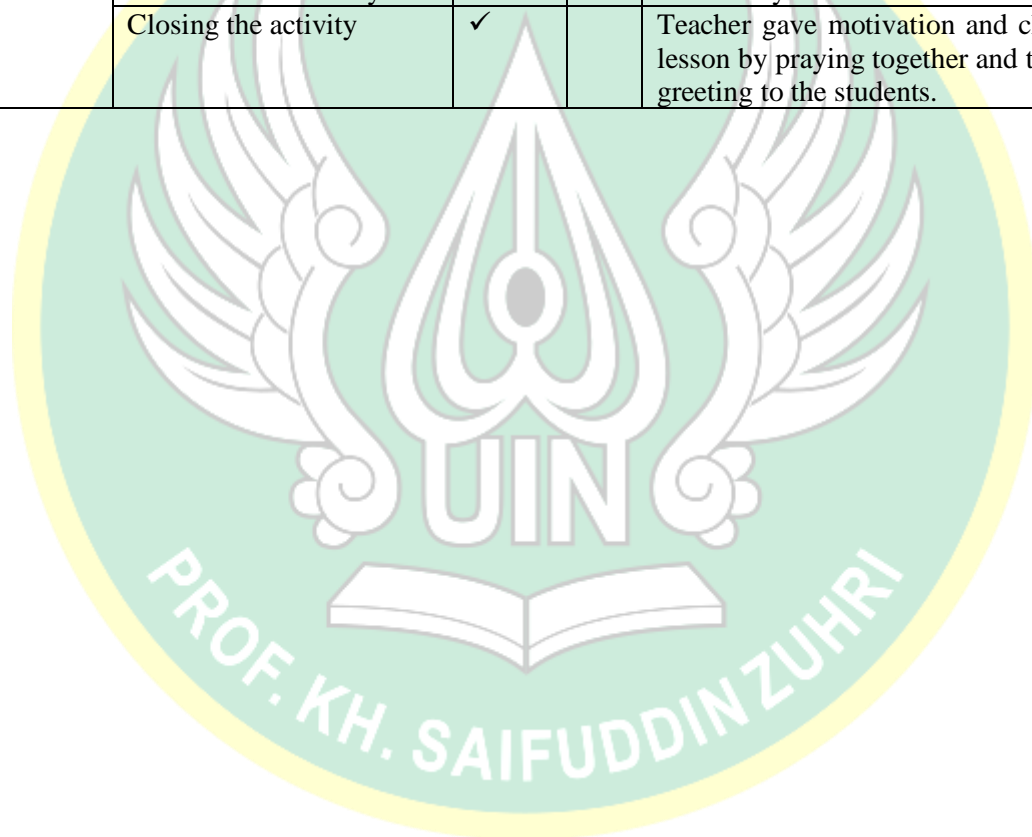
Place : MTs AL IKHSAN BEJI KEDUNGBANTNEG

Date : Kamis, 6 April 2023

Class : VIII E

No	Activity	Indicator	Option		Description
			Yes	No	
1	Opening	Teacher opens the lesson by greeting the students	✓		students respond and answer greetings from the teacher.
		Pray before study	✓		Teacher chosen a student to lead for praying before start the lesson.
		Teacher checks the students' attendance list	✓		Teacher called students name one by one.
		Teacher tells the aim of the subject that will be reached	✓		students respond positively by giving responses and questions about the material
		Teacher asks students about their material in the last meeting	✓		Students answer the question of the teacher
2	Main activity	Teacher explains the material	✓		Teacher recall material about recount text.
		Teacher asks students about the material	✓		Teacher asked about general structure to memorized students about recount text
		Teacher uses text for teaching	✓		Teacher gave students another example of recount text
		Practice with students	✓		--
		Teacher asks students to read the text	✓		Teacher selected a students to read aloud the text.
		Teacher makes some group discussion		✓	Teacher divided students into several group randomly
		Teacher gives questions	✓		Teacher gave students a text and questions to every group to be discussed
		Teacher gives task	✓		Teacher gave students a text and questions to every group to be discussed
		Students explained to another		✓	Students explained as they prior knowledge to they fiends in group
		Students asked each other		✓	Student asked each other in group in

					answering the questions
		Teacher help students	✓		Teacher walked around and asked the difficulties students faced
3	Closing	Teacher gives feedback and conclusion	✓		Teacher evaluated the task and gave feedback, then gave the conclusion of the lesson on that day
		Teacher gives an opportunity to students to ask their difficulties	✓		Teacher asked students to write the difficulties that they faced during lesson on paper.
		Tell the students to do homework in their books	✓		Teacher asked students to do assignment in coursebook as homework
		Tell the students to memorize vocabulary	✓		Teacher asked students memorized vocabulary based on the text they read
		Closing the activity	✓		Teacher gave motivation and closed the lesson by praying together and then gave greeting to the students.



CHECKLIST OBSERVATION 4th

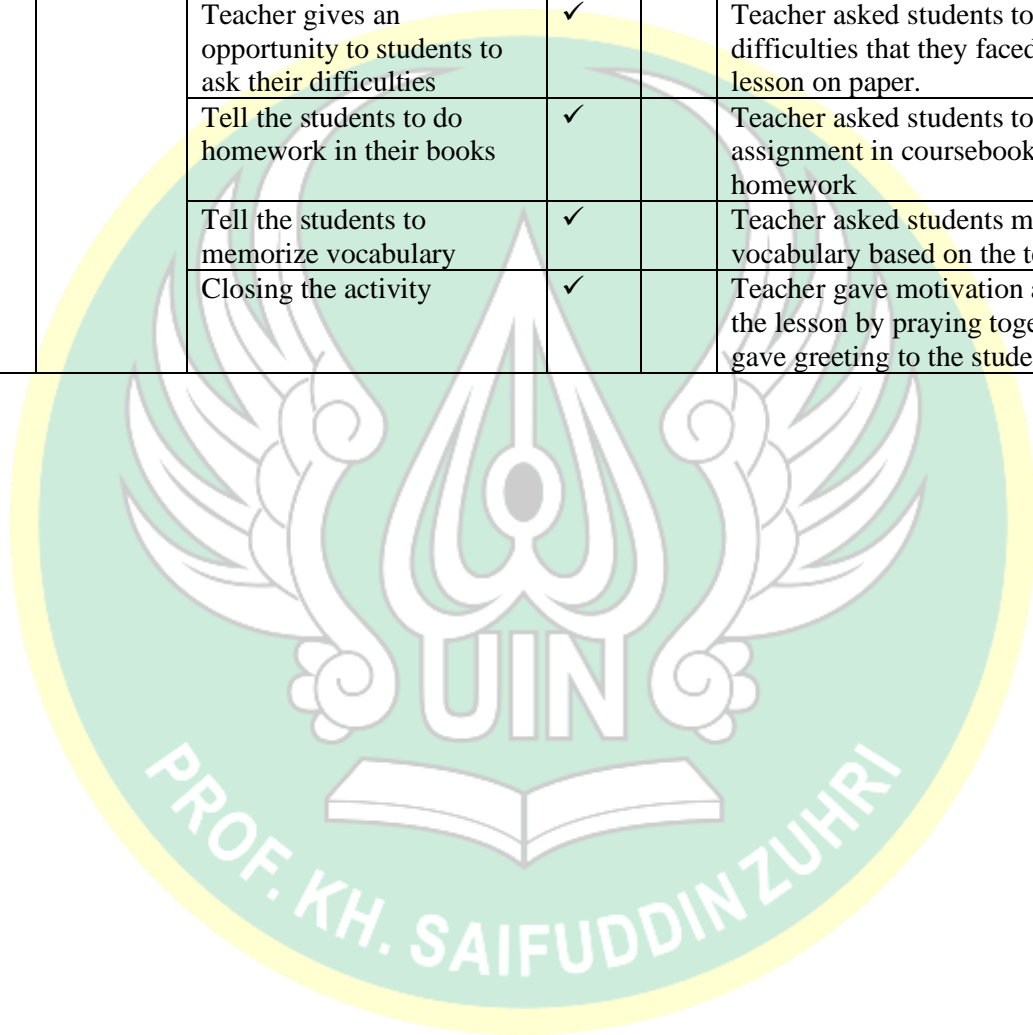
Place : MTs AL IKHSAN BEJI KEDUNGBANTENG

Date : Tuesday, April 10th 2023

Class : VIII E

No	Activity	Indicator	Option		Description
			Yes	No	
1	Opening	Teacher opens the lesson by greeting the students	✓		students respond and answer greetings from the teacher.
		Pray before study	✓		Teacher chosen a student to lead for praying before start the lesson.
		Teacher checks the students' attendance list	✓		Teacher called students name one by one.
		Teacher tells the aim of the subject that will be reached	✓		students respond positively by giving responses and questions about the material
		Teacher asks students about their material in the last meeting	✓		Students answer the question of the teacher
2	Main activity	Teacher explains the material	✓		Teacher recall material about recount text.
		Teacher asks students about the material	✓		Teacher asked about general structure to memorized students about recount text
		Teacher uses text for teaching	✓		Teacher gave students another example of recount text
		Practice with students		✓	--
		Teacher asks students to read the text aloud		✓	--
		Teacher makes some group discussion		✓	--
		Teacher gives questions	✓		Teacher gave students a text and questions to every group
		Teacher gives task	✓		Teacher gave students a text and questions to every students

		Students explained to another		✓	--
		Students asked each other		✓	--
		Teacher help students		✓	-
3	Closing	Teacher gives feedback and conclusion	✓		Teacher evaluated the task and gave feedback, then gave the conclusion of the lesson on that day
		Teacher gives an opportunity to students to ask their difficulties	✓		Teacher asked students to write the difficulties that they faced during lesson on paper.
		Tell the students to do homework in their books	✓		Teacher asked students to do assignment in coursebook as homework
		Tell the students to memorize vocabulary	✓		Teacher asked students memorized vocabulary based on the text they read
		Closing the activity	✓		Teacher gave motivation and closed the lesson by praying together and then gave greeting to the students.



Checklist Observation Sheet II

Place : MTs Al Ikhsan Beji Kedungbanteng

Date : Kamis, 6 April 2023

Class : VIII E

According to Brown

No	Teaching strategies in reading comprehension	Yes	No	Note
1	Identify the purpose in reading			
2	Using graphemic rules and patterns to aid in bottomup decoding			
3	Using efficient silent reading techniques for relatively rapid comprehension			
4	Skimming the text for the main ideas			
5	Scan the text for specific information	✓		1 st observation
6	Using semantic mapping or clustering			
7	Guessing when you are not certain			
8	Analyze vocabulary			

According to Vacca and Vacca

No	Strategy in Teaching Reading comprehension	Yes	No	Note
1	Think aloud			
2	Reciprocal teaching	✓		2 nd and 3 rd observation
3	QARS	✓		2 nd , 3 rd and 4 th

				observation
4	QtA			



APPENDICES II
INTERVIEW TRANSCRIPT

Teachers' name : Muchamad Muchibuddin Waly, S.Pd

Place : Mts Al Ikhsan Beji Kedungbanteng

Date : March 3rd 2023

- Researcher : Assalamu'alaikum, selamat siang Pak?
- Teacher : Wa'alaikumsalam, selamat siang mba.
- Researcher : Apa kabar hari ini, Pak?
- Teacher : Abaik mba.
- Researcher : Baik. Saya akan mewawancarai bapak terkait tentang pembelajaran Bahasa Inggris khususnya teaching reading. Apakah bapak sudah siap?
- Teacher : Siap mba.
- Researcher: Baik, Pak. di sini saya akan mewawancarai bapak berkaitan tentang Strategi pembelajaran reading comprehension. sebelumnya, saya ingin tahu bagaimana kondisi siswa kelas VIII E menurut bapak?
- Teacher : siswanya cukup aktif dalam pembelajaran, mba. Ya walaupun engga semua. Sebagian besar cukup aktif.
- Researcher : apakah menggunakan strategi dalam pembelajaran?
- Teacher : Ya. Tentu saja. Saya membutuhkan strategi dalam pembelajaran khususnya di reading comprehension itu untuk membantu saya menyampaikan materi kepada para

siswa dan siswa dapat memahaminya. Sehingga tujuan pembelajaran dapat tercapai.

Researcher : Apa saja strategi yang bapak gunakan dalam teaching reading comprehension?

Teacher : Saya biasanya menerapkan strategi scanning, Reciprocal Teaching and Question Answer Relationship Strategies untuk meningkatkan pemahaman membaca. Membaca tidak bisa dipisahkan dengan kemampuan lain seperti mendengar, menulis maupun berbicara. Oleh karena itu, perlu adanya aktivitas siswa membaca teks, grafik, bagan dan lain sebagainya yang membutuhkan orang lain. Sebelum siswa mahir dalam membaca tentunya akan mendengar terlebih dahulu. Sangat dibutuhkan sekali, siswa terbiasa untuk mendengar and mengulang kalimat sambil membaca teks. Untuk itu, saya juga kadang menyuruh siswa untuk membaca nyaring.

Sebenarnya memang ada beberapa strategi yang saya coba terapkan Ketika mengajar reading comprehension. saya memilih strategi yang memang sesuai dengan kondisi siswa dan juga sekolah. Sejauh ini yang sering saya terapkan yaitu scanning, reciprocal teaching dan qar karena sesuai dengan kondisi siswa dan memang sesuai dengan materi juga.

Researcher : Baik Pak. Yang pertama scanning. Bisakah bapak menjelaskan bagaimana proses pembelajaran menggunakan strategi scanning?

Teacher : Saya pakai strategi scanning dalam pembelajaran reading comprehension dikelas. Di awal pertemuan materi saya akan menjelaskan materinya dulu secara detail. misal pada

materi recount text. saya jelasin dulu apa itu recount text, tujuan, ciri – cirinya dan generic structurnya setelah itu saya tunjukan contohnya. Dari contoh itu nanti saya identifikasi bareng bareng sama murid. Misal judulnya apa, waktu, tempat dan hal lain yang berkaitan dengan teks. Disitulah penerapan scanning, jadi siswa dapat mengidentifikasi informasi yang rinci dalam teks.

Kemudian saya beri contoh lain text recount. Saya menyuruh salah satu siswa untuk membaca teks secara lantang. Satu siswa membaca satu paragraph. Saya tunjuk secara acak supaya semua siswa memperhatikan teks sehingga Ketika ditunjuk sudah siap dan tau paragraph yang harus dibaca. Disitulah siswa membaca sambil mendengarkan. Setelah itu saya akan memberi siswa pertanyaan tentang tempat, waktu dan hal yang berkaitan dengan teks. Saya kasih waktu 2 menit kepada setiap siswa untuk menjawab pertanyaan. Untuk latihannya biasanya seperti itu.

sebenarnya, saya tidak terpaku pada satu strategi saja dalam mengajar reading comprehensio, yang terpenting itu bagaimana membuat siswa merasa nyaman belajar di dalam kelas, supaya mereka memephatikan dan mengikuti pembelajaran dengan baik. dengan mendapatkan perhatian mereka tentu nanti akan membuat kita mengajarnya akan lebih mudah, soalnya apabila tidak mendapatkan perhatian dan keseriusan mereka , maka pembelajaran akan sulit untuk tercapai.

Researcher : Mengapa bapak menggunakan strategi ini?

Teacher : Alasan saya menerapkan scanning dalam pembelajaran karena saya menganggap strategi ini efektif untuk diterapkan dikelas. dengan menerapkan scanning, saya melatih siswa membaca cepat untuk mendapat informasi dari teks. Scanning juga membantu siswa menemukan jawaban dari pertanyaan.

Saya menyuruh siswa membaca kemudian saya beri mereka pertanyaan. Saya beri mereka waktu 2 menit untuk menjawab pertanyaan. Dengan begitu siswa akan terlatih membaca dan menemukan jawaban dengan cepat. Ini bisa membantu mereka pada saat ujian yang waktunya sangat terbatas. Jadi pada saat ulangan misalnya ada soal dan teksnya, mereka bisa menemukan jawaban dengan waktu yang tidak lama dengan menggunakan strategi ini.

Researcher : Apa ada kendala yang bapak alami saat menerapkan strategi?

Teacher : ya tentu. Pelajaran Bahasa Inggris biasanya di jam akhir atau sudah siang. Ketika sudah siang siswa telah menempuh beberapa pelajaran. Pada saat siswa mengikuti jam saya otomatis tenaga sudah berkurang. Kalo jam pagi mungkin mereka masih fresh jadi semangat dan tenaganya masih penuh. Ini menjadi kendala, kurangnya semangat dalam membaca. Biasanya kalo diawal pertemuan materi baru saya nyuruh membaca dan menjawab pertanyaan secara individu. Selain itu, vocabulary mastery siswa. tidak semua siswa memiliki pengetahuan vocab yang banyak. Pada saat saya menyuruh mereka mencari informasi pada teks secara mandiri. Mereka kadang bingung karena kosa katanya

belum semua diketahui artinya. Hal ini biasanya menurunkan motivasi siswa sehingga ada yang kurang mengikuti pembelajaran. Tapi untuk menjawab pertanyaan, saya biasanya menyuruh mereka melihat kata yang sama antara pertanyaan dan kalimat di teks. Biasanya jawabannya disekitar kata atau kalimat itu. Biasanya saya kasih reword berupa jajan untuk siswa yang dapat menjawab pertanyaan dari saya. hal itu saya lakukan untuk meningkatkan semangat dan motivasi mereka dalam mengikuti pembelajaran. Selain itu, setelah practice Saya akan menyuruh siswa mencatat vocabulary yang belum mereka ketahui di buku tulis mereka. Kemudian saya menyuruh mereka untuk menemukan arti dari kata itu. Saya memperbolehkan mereka membuka kamus. Saya menyuruh mereka menghafal kata tersebut minimal 5 kosa kata dari teks yang mereka telah baca.

Researcher : Bagaimana dengan strategi yang selanjutnya?

Teacher : Strategi kedua yang sering saya gunakan dalam mengajar reading comprehension adalah reciprocal teaching. sebelumnya saya sudah menjelaskan bahwa focus utama saya membuat siswa nyaman dalam proses pembelajaran dikelas. Dengan menggunakan strategi ini suasana akan berbeda. Pusat perhatiannya itu bukan ke saya tapi ke kelompok masing masing. Di dalam kelompok mereka bisa berbagi pemikiran mereka dengan siswa lain. Jika menemukan kesulitan bisa langsung bertanya ke yang lain. Pada strategi ini saya akan membagi siswa menjadi beberapa kelompok terlebih dahulu. Ada 4 sampai 5 siswa

dalam satu kelompok. Kemudian saya akan memberi sebuah text pada setiap kelompok untuk dibaca dan dipahami. Setelah itu saya akan menyuruh mereka berdiskusi mengenai teks tersebut. saya juga memberikan beberapa pertanyaan yang harus mereka jawab dan diskusikan Bersama.

Saya menyuruh mereka menulis kosakata yang belum diketahui artinya dan menulis kesulitan mereka saat diskusi berlangsung. Karena beberapa siswa masih malu bertanya secara langsung ke saya. jadi saya meminta mereka menulisnya dikertas lalu dikumpulkan ke saya.

Researcher : Apa alasan bapak menerapkan strategi ini ?

Teacher : Alasan saya menerapkan reciprocal teaching dalam mengajar reading comprehension yaitu saya ingin melatih kemampuan siswa memahami teks tentunya berdasarkan pengetahuan mereka masing masing. Saya menyuruh mereka untuk diskusi dalam kelompok, disitulah akan ada aktivitas tanya jawab antar murid. Nah murid yang bisa menjawab akan menjelaskan jawabannya sesuai dengan pengetahuannya kepada teman yang lain. Ini bisa melatih siswa menjelaskan kembali materi yang sudah saya sampaikan sebelumnya. Selain itu, saya ingin melatih siswa menginterpretasikan suatu text berdasarkan pendapat dan pengetahuan mereka. Mereka berdiskusi menyampaikan pendapat mereka mengenai teks yang saya berikan dan berbagi pengetahuan kosakata juga. Ya intinya saya ingin siswa untuk berpartisipasi aktif dalam pembelajaran dan juga untuk mengetahui pemahaman bacaan mereka.

- Researcher : Bagaiamakah dengan kesulitannya?
- Teacher : Tantangan dalam proses penerapan reciprocal teaching itu pertama sebagian besar siswa tinggal di pondok pesantren dimana siswa laki – laki dan perempuan terpisah dalam semua kegiatan di pondok. Mereka sudah terbiasa dengan kegiatan itu. Namun di sekolah, laki laki dan perempuan digabung dalam satu kelas. Nah itu mungkin salah satu alasan yang membuat mereka merasa malu jika harus satu grup dengan beda gender. Makanya kalo ada kegiatan diskuso grup saya akan buat grup yang gendernya sama. Kedua, masih ada siswa yang malu untuk bertanya ke teman lain Ketika menemukan kesulitan. Kadang saya menemukan siswa yang kurang aktif dalam kelompok. Mereka masih ada yang malu untuk menyampaikan pendapatnya ke siswa lain. selain itu masih tentang vocabulary mastery. Para siswa sering menemukan kosa kata yang belum mereka ketahui sehingga otomatis mereka akan membuka kamus. Dengan mereka sering membuka kamus, waktu untuk mereka menemukan jawaban atau informasi menjadi berkurang. Focus mereka terbagi dua yaitu text dan juga kamus. Karena itu mungkin jadi siswa kadang tidak yakin dengan jawaban mereka. Mereka takut Ketika menyampaikan jawaban yang salah akan di tertawakan teman yang lain. Sehingga mereka takut untuk menyampaikan informasi yang merekan dapatkan dari teks. Nah mereka juga malu bertanya kalo ketemu kesulitan. Mereka malu bertanya ke saya secara langsung, jadi saya

meminta mereka menulis apa saja kesulitan mereka di kertas lalu mereka kumpulkan ke saya.

Researcher : Adakah strategi yang lain lagi, Pak?

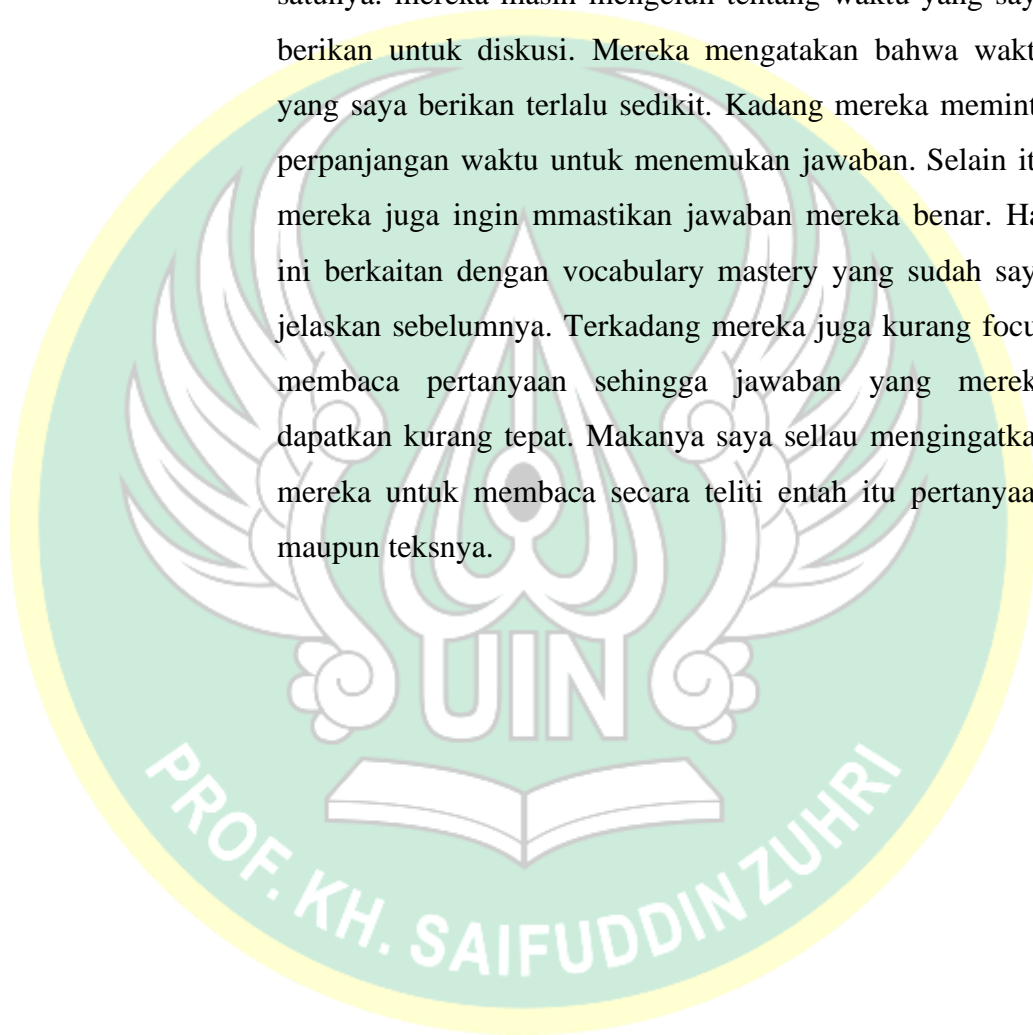
Teacher : Strategi selanjutnya adalah QAR. Saya selalu menggunakan strategi ini dalam pembelajaran khususnya teaching reading comprehension. menurut saya strategi ini sangat efektif dan sangat diperlukan dalam teaching reading comprehension. Kalo dikelas biasanya saya memberi pertanyaan untuk dijawab secara individu atau bisa berdasarkan hasil diskusi. Saya memberi teks dan beberapa pertanyaan kepada siswa lalu saya menyuruh mereka berdiskusi untuk menemukan jawabannya. Kalo secara individu biasanya di akhir pertemuan ada ulangan harian untuk evaluasi saya. Supaya saya mengetahui kemampuan siswa dalam memahami teks secara individu.

Researcher : Mengapa Bapak menggunakan strategi ini?

Teacher : Alasan saya menggunakan strategi ini yaitu dengan menerapkan strategi ini saya ingin memastikan apakah murid sudah membaca teks dengan teliti atau belum. Saya akan memberi pertanyaan yang mudah dulu untuk memastikan mereka benar benar membaca teks atau tidak. Kemudian, strategi ini untuk mngetahui kemampuan siswa dalam memahami teks. saya memberi pertanyaan tertulis ataupun tidak tertulis. Contoh untuk diskusi saya memberikan mereka teks dan pertanyaan dilembar kertas. Kadang juga saya bertanya secara spontan kepada murid selain yang ada dilembar yang saya bagikan.

Researcher : apa kendala yang bapak hadapi dalam menerapkan strategi ini?

Teacher : Ada beberapa kendala yang saya alami dalam menerapkan strategi ini. Management waktu dari setiap siswa salah satunya. mereka masih mengeluh tentang waktu yang saya berikan untuk diskusi. Mereka mengatakan bahwa waktu yang saya berikan terlalu sedikit. Kadang mereka meminta perpanjangan waktu untuk menemukan jawaban. Selain itu mereka juga ingin memastikan jawaban mereka benar. Hal ini berkaitan dengan vocabulary mastery yang sudah saya jelaskan sebelumnya. Terkadang mereka juga kurang focus membaca pertanyaan sehingga jawaban yang mereka dapatkan kurang tepat. Makanya saya selalu mengingatkan mereka untuk membaca secara teliti entah itu pertanyaan maupun teksnya.



DOCUMENTATION



The researcher interviewed the teacher.



Students divided into several group by the teacher.



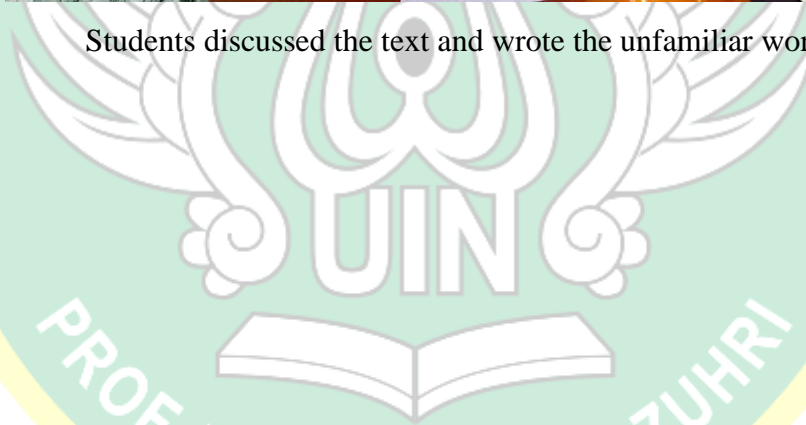
Teacher asking the students' obstacles.



Students discussing the text with their group.



Students discussed the text and wrote the unfamiliar words.



APPENDIX IV
LESSON PLAN

Nama madrasah : MTs Al Ikhsan Beji Kedungbanteng
Mata pelajaran : Bahasa Inggris
Kelas/ semester : VIII/2
Materi pokok : Recount text
Alokasi waktu : 2 x 45 menit per pertemuan (4 x pertemuan)

A. KOMPETENSI

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2: Menghayati dan mengamalkan perilaku jujur disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI3: Memahami, menerapkan menganalisis pengetahuan factual, konseptual, prosedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenengaraan dan peradaban terkait dengan penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI4: Mengolah, menalar, dan mengkaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari

disekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR PERENCANAAN KOMPETENSI

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1. Menunjukkan semangat mengikuti pembelajaran. 1.1.2. Menunjukkan keseriusan mengikuti pembelajaran
2	2.2. Menunjukkan perilaku tanggungjawab, peduli, Kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.2.1. Menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman.
3	3.4. Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks recount lisan dan tulis tentang pengalaman/kegiatan/kejadian/peristiwa, sangat pendek dan sederhana.	<ul style="list-style-type: none"> . Mengidentifikasi fungsi dan tujuan dari teks recount . Mengidentifikasi unsur – unsur kebahasaan teks recount. . Mengidentifikasi structure teks dari teks recount. . Mengidentifikasi informasi tertentu yang terdapat dalam teks recount.
4	4.7. Menangkap makna dalam teks recount lisan dan tulis, sangat	4.7.1. menyusun sebuah teks recount berdasarkan

	pendek dan sederhana.	pengalaman pribadi atau suatu peristiwa bersejarah dengan struktur teks dan unsur kebahasaan yang benar.
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C. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi fungsi dan tujuan dari teks recount.
2. Siswa dapat mengidentifikasi unsur-unsur kebahasaan dari teks recount.
3. Siswa dapat mengidentifikasi struktur teks dari teks recount.
4. Siswa dapat mengidentifikasi informasi tertentu yang terdapat dalam teks recount.
5. Siswa dapat Menyusun sebuah teks recount berdasarkan pengalaman pribadi atau suatu peristiwa bersejarah dengan struktur teks dan unsur kebahasaan yang benar.
6. Siswa dapat mempresentasikan sebuah teks recount berdasarkan pengalaman pribadi atau suatu peristiwa bersejarah dengan struktur teks dan unsur kebahasaan yang benar.

D. Materi Pembelajaran

1. Fungsi sosial : menceritakan kembali kejadian atau pengalaman di masa lalu.
2. Struktur teks
 - a. Orientasi : menyebutkan Tindakan/peristiwa /kejadian secara umum

- b. Event : menyebutkan urutan Tindakan/kejadian/peristiwa secara kronologis
- c. Re-orientasi : memberikan komentar personal tentang peristiwa yang telah diceritakan. Jika perlu, ada kesimpulan umum

3. Unsur kebahasaan

- 1. Menggunakan simple past tense: last holiday, I went to singapore

FORM:

(+) s + v2 + O

(-) S + DID + NOT+ V1+ O

(?) DID + S+ V1+ O?

EXAMPLE :

(+) I STUDIED ENGLISH LAST NIGHT

(-) I DID NOT STUDY ENGLISH LAST NIGHT

(?) DID YOU STUDY ENGLISH LAST NIGHT

- 2. Menggunakan chronological connection: the, first, second

3. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

4. Ucapan, tekanan kata, intonasi, Ketika mempresentasikan secara lisan.

4. Topik

Peristiwa atau cerita Ketika masa liburan.

E. Metode dan model pembelajaran

Metode pembelajaran : TBL (task-based learning)

Model pembelajaran : CIRC (cooperative integrated reading and composition) penugasan, diskusi dan demonstrasi

F. Media dan alat pembelajaran

Media pembelajaran : slide power point (digunakan untuk menampilkan penjelasan materi, contoh teks bacaan dan gambar, buku paket Bahasa Inggris kelas VIII.

Alat pembelajaran : laptop (untuk mengakses slide power point berisi materi untuk diajarkan), proyektor (untuk menampilkan / memproyeksi slide power point dari laptop) papan tulis, spidol.

G. Kegiatan pembelajaran

PROSEDUR	ALOKASI WAKTU
Pertemuan pertama	
<p>Kegiatan pendahuluan (opening)</p> <p>Guru memberikan salam dan sapa kepada peserta didik</p> <p>Guru mengecek kehadiran peserta didik.</p> <p>Guru meminta salah satu peserta didik untuk memimpin doa sebelum memulai kegiatan dikelas.</p> <p>Guru menanyakan secara singkat terkait materi pelajaran yang telah dipelajari sebelumnya yaitu simple past tense.</p> <p>Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan materi game/ ice breaking yang berkaitan dengan materi yang akan dipelajari.</p> <p>Guru memancing siswa terkait pelajaran yang akan dipelajari dengan memberikan siswa terkait pelajaran yang akan dipelajari dengan memberikan pertanyaan mengenai apa pengalaman mengesankan dalam hidup mereka.</p> <p>Guru memberikan gambaran terkait manfaat dan tujuan dari materi yang akan disampaikan.</p>	15 menit
Kegiatan inti (main activity)	

Model pembelajaran	Kegiatan pembelajaran	65 menit
Observing	Siswa membaca/mendengarkan berbagai macam teks recount yang diberikan oleh guru(terlampir)	
Questioning	Guru menggali pengetahuan awal siswa mengenai teks recount dengan menampilkan 2 contoh teks recount kepada siswa. lalu guru bertanya apa yang terpikir oleh siswa Ketika melihat teks itu. Kemudian bertanya maksud dan tujuan teks tersebut. (terlampir)	
Observing	Siswa mengamati penjelasan guru mengenai pengertian fungsi, tujuan dan unsur kebahasaan dari teks recount. (terlampir)	
Observing	Guru menjelaskan dan siswa mengamati /mendengarkan tentang generic structure dan text recount.	
Questioning	guru mengarahkan siswa bertanya jika ada yang tidak dimengerti terkait materi yang telah dijelaskan.	
Associating	Guru meminta siswa untuk membaca contoh teks recount (di English course book halaman 169-170). Beberapa siswa yang ditunjuk oleh guru diminta membaca teks tersebut secara keras.	

Exploring	Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount yang telah dibaca. (di English course book halaman 170 task 3)	
<p>Kegiatan penutup (closing)</p> <p>Guru me-review materi yang telah disampaikan hari ini dengan bertanya kepada para siswa terkait tujuan, u tuk kebahasaan dan struktur teks dari teks recount.</p> <p>Guru memberikan motivasi kepada siswa untuk sering berlatih menulis tek recount dengan menghimbau siswa untuk menulis diary atau jurnal menggunakan Bahasa inggris.</p> <p>Guru melakukan kegiatan tindak lanjut dalam bentuk pemeerian tugas individual(pekerjaan rumah). (English course book halaman 171 – 172)</p> <p>Guru memebrikan umpan balik terhadap proses dan hasil pembelajaran hari ini.</p> <p>Guru memeberikan salam penutup</p>		5 menit

PROSEDUR		ALOKASI WAKTU
Pertemuan kedua		
<p>Kegiatan pendahuluan (opening)</p> <p>Guru memberikan salam dan sapa kepada peserta didik</p> <p>Guru mengecek kehadiran peserta didik.</p> <p>Guru meminta salah satu peserta didik untuk memimpin doa sebelum memulai kegiatan dikelas.</p> <p>Guru mengajak peserta didik untuk me-recall materi apa yang sudah dipelajari sebelumnya.</p> <p>Guru meminta siswa untuk mengumpulkan tugas individu (pekerjaan rumah) yang diberikan pada pertemuan selanjutnya.</p>		10 menit
Kegiatan inti (main activity)		
Model pembelajaran	Kegiatan pembelajaran	65 menit
Exploring	Guru menampilkan sebuah teks recount (terlampir). Kemudian siswa diminta untuk mengidentifikasi generic structure dari teks tersebut.	
Observing	Guru menjelaskan terkait dengan chronological connection dalam recount text kepada siswa. siswa menyimak penejelasan guru.	
Questioning	Guru mengarahah agar siswa bertanya	

	jika ada yang tidak dimengerti terkait materi yang telah dijelaskan.	
Exploring	<p>Guru mengarahkan siswa untuk membuka buku english course book ahalaman 173. Kemudian guru meminta siswa untuk mengerjakan task 3 & 4, berkaitan dengan materi chronological connection yang baru saja dijelaskan.</p> <p>Siswa mengerjakan tugas sesuai intruksi yang diberikan guru.</p> <p>Guru mngevaluasi hasil pemebelajaran dan pemahaman siswa dengan menilai hasil pengerjaan assessment siswa.</p>	
Kegiatan penutup (closing)	<p>Guru me-review materi yang telah disampaikan hari ini dengan bertanya kepada para siswa terkait tujuan, untuk kebahasaan dan struktur teks dari teks recount.</p> <p>Guru memberikan motivasi kepada siswa untuk sering berlatih menulis tek recount.</p> <p>Guru melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual (pekerjaan rumah). (English course book halaman 174 – 176)</p> <p>Guru memebrikan umpan balik terhadap proses dan hasil pembelajaran hari ini. Serta bertanya bagaimana kesan mereka dalam pembelajaran hari ini</p> <p>Guru memeberikan salam penutup</p>	5 menit

PROSEDUR		ALOKASI WAKTU
Pertemuan ketiga		
Kegiatan pendahuluan (<i>opening</i>) <ul style="list-style-type: none"> ➤ Guru memberikan salam dan sapa kepada peserta didik ➤ Guru mengecek kehadiran peserta didik. ➤ Guru meminta salah satu peserta didik untuk memimpin doa sebelum memulai kegiatan dikelas. ➤ Guru mengajak peserta didik untuk me-recall materi apa yang sudah dipelajari sebelumnya. ➤ Guru meminta siswa untuk mengumpulkan tugas individu (pekerjaan rumah) yang diberikan pada pertemuan sebelumnya. 		15 menit
Kegiatan inti (<i>main activity</i>)		
Model pembelajaran	Kegiatan pembelajaran	65 menit
Observing	Guru menceritakan aktifitas – aktifitasnya pada hari minggu lalu dalam bentuk naratif. Siswa menyimak	
Experimenting	Siswa diminta menceritakan aktifitas aktifitasnya pada hari minggu lalu dengan menulis 10 kalimat tentang aktifitas – aktifitas yang mereka lakukan tersebut,	

	(English course book, bagian communicate your ideas halaman 179)	
Communicating	Siswa diminta maju ke depan untuk mempresentasikan aktifitas – aktifitas pada minggu lalu yang telah ia tulis. Guru menilai aspek keterampilan dalam berbicara pada masing masing siswa berdasarkan rubruk penilaian.	
Associating	Guru Bersama siswa membahas Latihan – Latihan soal (English course book, bagian do the project halaman 178 - 179)	
	<p>Kegiatan penutup (<i>closing</i>)</p> <ul style="list-style-type: none"> ➤ Guru me-review materi yang telah disampaikan hari ini dengan bertanya kepada para siswa terkait tujuan, untuk kebahasaan dan struktur teks dari teks recount. ➤ Guru melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual (pekerjaan rumah). (English course book halaman 180). ➤ Guru memebrikan umpan balik terhadap proses dan hasil pembelajaran hari ini serta bertanya kepada siswa bagaimana kesan mereka dalam pemebelajaan hari ini. ➤ Guru memeberikan salam penutup 	5 menit

PROSEDUR		ALOKASI WAKTU
Pertemuan keempat		
Kegiatan pendahuluan (<i>opening</i>) <ul style="list-style-type: none"> ➤ Guru memberikan salam dan sapa kepada peserta didik ➤ Guru mengecek kehadiran peserta didik. ➤ Guru meminta salah satu peserta didik untuk memimpin doa sebelum memulai kegiatan dikelas. ➤ Guru mengajak peserta didik untuk me-recall materi apa yang sudah dipelajari sebelumnya. 		10 menit
Kegiatan inti (<i>main activity</i>)		
Model pembelajaran	Kegiatan pembelajaran	65 menit
Communicating	Siswa membacakan hasil teks recount yang mereka buat (English course book halaman 180) didepan kelas. Siswa yang lain menyimak. Guru menilai aspek ketrampilan dalam berbicara pada masing- masing siswa berdasarkan rubrik penilaian.	
Exploring	Guru mengarahkan siswa untuk membuka	
	buku English coursebook halaman 181 – 182. Kemudian gurun meminta siswa mengerjakan tugas review & assessment pada halaman tersebut.	

	<p>Siswa mengerjakan tugas intruksi yang diberikan guru.</p> <p>Guru mengevaluasi hasil pembelajaran dan pemahaman siswa dengan menilai hasil pengerjaan tugas siswa.</p>	
<p>Kegiatan penutup (<i>closing</i>)</p> <ul style="list-style-type: none"> ➤ Guru me-review materi yang telah disampaikan hari ini dengan bertanya kepada para siswa terkait tujuan, untuk kebahasaan dan struktur teks dari teks recount. ➤ Guru melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual (pekerjaan rumah). (English course book halaman 180). ➤ Guru memebrikan umpan balik terhadap proses dan hasil pembelajaran hari ini serta bertanya kepada siswa bagaimana kesan mereka dalam pemebelajaan hari ini. ➤ Guru memberikan salam penutup 		5 menit

H. SUMBER BELAJAR

1. English course book for junior high school (grade VIII)
2. Internet.

I. PENILAIAN HASIL BELAJAR

Teknik Penilaian

- a. Penilaian sikap : observasi
- b. Penilaian Pengetahuan : tes tulis
- c. Penilaian Keterampilan : kinerja

Kriteria penilaian

- Pencapaian fungsi sosial
- Kelengkapan dan keruntutan struktur teks recount
- Ketetapan unsur kebahasaan : tata Bahasa, kosa kata, ucapan, intonasi, ejaan, dan tulisan tangan.
- Kesesuaian format penulisan/ penyampaian.

Bentuk instrumen:

Unjuk kerja

- Hasil pengerjaan tugas individu dalam mengidentifikasi dan membuat teks recount.
- Ketetapan dan kesesuaian dalam emnggunakan struktur dan unsur kebahasaan dalam teks recount.

Pengamatan (observation)

Sasaran penilaian adalah:

- Kesantunan saat melakukan Tindakan.
- Perilaku tanggung jawab, peduli, Kerjasama, dan cinta damai dalam melaksanakan komunikasi.
- Kesungguhan siswa dalam proses pemebelajaran di setiap tahapan.
- Ketetapan dan kesesuaian menggunakan strategi dalam mengidentifikasi dan membuat kalimat.

Rubrik Penilaian

1. Penilaian sikap

Instrument observasi, digunakan untuk menilai sikap sosial peserta didik, dalam hal keaktifan, kesopanan dalam bertutur kata dan bertingkah laku, tanggung jawab, kedisiplinan, dan istiqomah dalam menyelesaikan tugas.

No	Nama siswa	Sikap				
		Aktif	Sopan	Tanggung jawab	Kedisiplinan	istiqomah

		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
1																
2																
3																
dst																

No	Sikap	Rubrik skor
1	Keaktifan	1= tidak ikut serta menjawab ataupun bertanya di dalam kegiatan pembelajaran 2= ikut serta menjawab pertanyaan namun tidak bertanya 3= ikut serta menjawab dan mengajukan pertanyaan dalam kegiatan pembelajaran
2	Kesopanan	1= tidak sopan kepada guru dan temannya dalam bertutur kata dan bertindak di dalam kelas 2= sopan kepada guru namun tidak sopan kepada temannya 3= sopan kepada guru dan sopan kepada temannya didalam kelas
3	Tanggung Jawab	1= tidak menyelesaikan tugas 2= menyelesaikan tugas tetapi tidak mengumpulkan tepat waktu 3= menyelesaikan tugas dan mengumpulkan tepat waktu
4	Kedisiplinan	1= terlambat masuk ke dalam kelas dan

		tidak membawa alat tulis/buku untuk belajar 2= masuk tepat waktu tetapi tidak membawa peralatan belajar 3= masuk tepat waktu dan membawa peralatan belajar
5	Istiqomah	1= tidak mencatat pelajaran dan tidak mengerjakan tugas 2= mencatat pelajaran tetapi tidak mengerjakan tugas 3= mencatat pelajaran dan mengerjakan tugas

2. Penilaian pengetahuan

Instrument penilaian: Latihan soal – soal di enlist course book yang telah ditugaskan.

Rubrik penilaian pengetahuan

Testertulis dalam bentuk soal. Penilaian dilakukan dengan cara menghitung jumlah jawaban benar dari jumlah soal yang diberikan.

3. Penilaian keterampilan (tes praktik)

Rubrik penilaian menulis

No	Aspek yang dinilai	Kriteria	point	score
1	Kesesuaian isis dengan tujuan penulisan pesan	100% isi sesuai	5	
		80% isi sesuai	4	
		60% isi sesuai	3	
		40% isi sesuai	2	
		20% isi sesuai	1	

2	Pilihan kata	100% pilihan kata tepat	5	
		80% pilihan kata tepat	4	
		60% pilihan kata tepat	3	
		40% pilihan kata tepat	2	
		20% pilihan kata tepat	1	
3	Keterpaduan kalimat	100% kalimat terpadu dan runtut	5	
		80% kalimat terpadu dan runtut	4	
		60% kalimat terpadu dan runtut	3	
		40% kalimat terpadu dan runtut	2	
		20% kalimat terpadu dan runtut	1	
4	Penulisan kosa kata	100% penulisan kosa kata tepat	5	
		80% penulisan kosa kata tepat	4	
		60% penulisan kosa kata tepat	3	
		40% penulisan kosa kata tepat	2	
		20% penulisan kosa kata tepat	1	
5	Tetapan tata Bahasa	100% penggunaan Bahasa tepat	5	

		80% penggunaan Bahasa tepat	4	
		60% penggunaan Bahasa tepat	3	
		40% penggunaan Bahasa tepat	2	
		20% penggunaan Bahasa tepat	1	
6	Originalitas penulisan	100% tulisan hasil pemikiran sendiri	5	
		80% tulisan hasil pemikiran sendiri	4	
		60% tulisan hasil pemikiran sendiri	3	
		40% tulisan hasil pemikiran sendiri	2	
		20% tulisan hasil pemikiran sendiri	1	

Penilaian menulis

No	Nama siswa	Perolehan skor				Jumlah skor perolehan
		Aspek 1	Aspek 2	Aspek 3	Aspek 4	
1						
2						
3						
4						

--	--	--	--	--	--	--

Rumus perhitungan nilai siswa sebagai berikut

Nilai akhir = $\frac{\text{jumlah skor yang diperoleh siswa}}{\text{Skor maksimal atau ideal}} \times 4$

Skor maksimal atau ideal

Rubrik penilaian percakapan

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Pelafalan (pronunciation)	Lafal dapat dipahami meskipun dengan aksen tertentu	Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat focus dan kadang – kadang menimbulkan kesalahan pahaman	Sulit dimengerti karena ada amasalah pelafalan dan frekuensinya sering	Hamper selalu keliru dalam pelafalan sehingga tidak dapat dimengerti
Tata Bahasa (grammar)	Hampr tidak ada keliru tata Bahasa	Terjadi beberapa kekeliruan tata bahasa	Banyak terjadi kekeliruan tata Bahasa yang memepengar uhi arti dan sering harus menyusun ulang kalimat percakapan	tata Bahasa sangat buruk sehingga percakapan sangat suli dimengerti
Kosa kata (vocabulary)	Menggunakan kosakata ungkapan yang tepat	Kadang menggunakan kosakata tidak sehingga	Menggunakan kosakata salah sehingga tidak	Kosa kata sangat terbatas sehingga tidak memungkinkan terjadi dialog
Kelancaran (fluency)	Dialog lancer. Sangat sedikit	Tidak terlalu lancer karena menemui kesulitan bahasa	Sering ragu dan berhrnti karena keterbatasan	Sering berhrnti dan diam selama

	menemui kesulitan		bahasa	dialog sehingga dialog tidak tercipta
Pemahaman (comprehension)	Seluruh isi percakapan dapat dipahami meskipun sesekali ada pengulangan dibagian bagian tertentu	Sebagian besar isi percakapan dapat dimengerti meskipun ada beberapa pengulangan	Sulit untuk mengikuti dialog yang dilakukan kecuali dibagian dialog umum dengan percakapan perlahan - lahan dan banyak pengulangan	Tidak dapat dipahami bahkan dalam bentuk dialog yang singkat sekali

Penilaian percakapan

No	Nama siswa	Perolehan skor					Jumlah perolehan skor
		Aspek 1	Aspek 2	Aspek 3	Aspek 4	Aspek 5	
1						
2						
dst							

Rumus perhitungan yang diperoleh siswa sebagai berikut

Nilai akhir = $\frac{\text{jumlah skor yang diperoleh siswa} \times 100}{\text{Skor maksimal atau ideal}}$

Skor maksimal atau ideal

Keterangan :

- Jumlah skor yang diperoleh siswa adalah skor yang diperoleh siswa dari aspek ke 1 sampai aspek ke 5
- Skor maksimal/ ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 5 kriteria). Jadi skor maksimal / ideal = $4 \times 5 = 20$

Kedungbanteng januari 2023

Mengetahui
Kepala Madrasah

guru mata pelajaran bahasa inggris

M. Muchibuddin Waly.S.Pd.

NIP.

Lampiran 1

Bahan ajar

Observe these text

1. holiday Fun



Last summer I had a nice holiday. I visited some great places. I went to the airport and will fly to Cleveland. I spent three days there. I am glad to see some of the Cleveland Cavaliers basketball game. Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It has become world famous as a center for the film industry. Four major film

companies - Paramount, Warner Bros., RKO and Columbia - had studios in Hollywood. I do not want to leave but I had to leave her. After that, I went to the city of New York. I visited the Statue of Liberty is very beautiful. I went from the bottom of Manhattan to the top of the crown. It was so amazing. The place makes me feel at home but I have to go home. Next time I'll get back to them very enjoyable.

3. My trip to Borobudur Temple



Last week, I spent my vacation in Jogjakarta, the city is famous in Indonesia. I went to the temple of Borobudur. My family and I went there in the morning we went to Borobudur temple by private car family. I had prepared everything before we went to Jogja. While we were driving, we get to see some beautiful scenery mountains, forests, and waterfalls as well as cars pass by. My family and I arrived at the Borobudur Temple at

4:30 pm. There, I saw a lot of tourists. Borobudur temple is crowded on a holiday vacation. I can learn and practice speaking English with a foreign tourist different language to me. Dovi his name. He is very friendly. This is the first time I spoke English with foreign tourists. We returned at 22:30 at night. It was a very interesting holiday for me and my family was happy.



APPENDIX V
RESEARCH PERMIT



YAYASAN AL-IKHSAN BEJI
MADRASAH TSANAWIYAH AL-IKHSAN BEJI
NPSN. 20363423 | NSM. 121233020042 | TERAKREDITASI "A"
KECAMATAN KEDUNGBANTENG KABUPATEN BANYUMAS

Alamat: Komplek Ponpes Al-Ikhsan Beji Kec. Kedungbanteng Kab. Banyumas (0281) 6840758 Email: mts_alikhsan@yahoo.co.id

No. : 102/MTs.AI/T.1/III/2023
Lamp. : -
Hal : **Pemberian Izin Riset Individu**

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto
di Purwokerto

Assalaamu'alaikum wa rohmatulloh wa barokatuh

Berdasarkan Surat Saudara Nomor B.m.537/Un.19/D.FTIK/PP.05.3/03/2023 tanggal 2 Maret 2023 tentang Permohonan Izin Riset Individu atas nama berikut:

Nama : Hestin Winika
NIM : 1717404018
Semester : 12 (Dua Belas)
Jurusan/ Prodi : Tadris Bahasa Inggris
Tahun Akademik : 2022/2023
Judul Riset :
Teacher's Strategy in Teaching Reading at Ninth Grade in MTs Al-Ikhsan Beji Kedungbanteng of Banyumas

Maka kami memberikan izin mahasiswa tersebut untuk melaksanakan observasi guna mendapatkan data-data yang diperlukan. Adapun observasi dapat dilaksanakan sesuai dengan ketentuan pemohon sebagai berikut:

Objek Penelitian/Observasi : Guru Bahasa Inggris
Tempat : MTs Al-Ikhsan Beji
Waktu : 03-03-2023 s/d 03-05-2023

Demikian surat ini kami buat untuk dapat digunakan sebagaimana mestinya.

Wassalaamu'alaikum wa rohmatulloh wa barokatuh

Kedungbanteng, 8 Maret 2023
Kepala MTs Al-Ikhsan Beji

M. WAHID HASAN, S.Pd.I.
NIP. --



YAYASAN AL-IKHSAN BEJI
MADRASAH TSANAWIYAH AL-IKHSAN BEJI

KECAMATAN KEDUNGBANTENG KABUPATEN BANYUMAS

NSM. 121233020042 | NPSN. 20363423 | TERAKREDITASI "A"

Alamat: Komplek Pondok Al-Ikhsan Beji Kec. Kedungbanteng Kab. Banyumas (0281) 6840758 Email: mts_alfikhsan@yahoo.co.id

SURAT KETERANGAN

Nomor : 158/MTs. AI/E.1/VI/ 2023

Yang bertanda tangan di bawah ini, Kepala MTs Al-Ikhsan Beji menerangkan bahwa:

Nama : Hestin Winika
NIM : 1717404018
Semester : 12 (Dua Belas)
Jurusan/ Prodi : Tadris Bahasa Inggris
Tahun Akademik : 2022/2023

telah melaksanakan penelitian dengan rincian sebagai berikut:

Objek Penelitian : Guru Bahasa Inggris
Tempat : MTs Al-Ikhsan Beji
Waktu : 03-03-2023 s/d 03-05-2023
Judul Penelitian :
Teacher's Strategy in Teaching Reading at Ninth Grade in MTs Al-Ikhsan Beji Kedungbanteng of Banyumas

Demikian Surat Keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

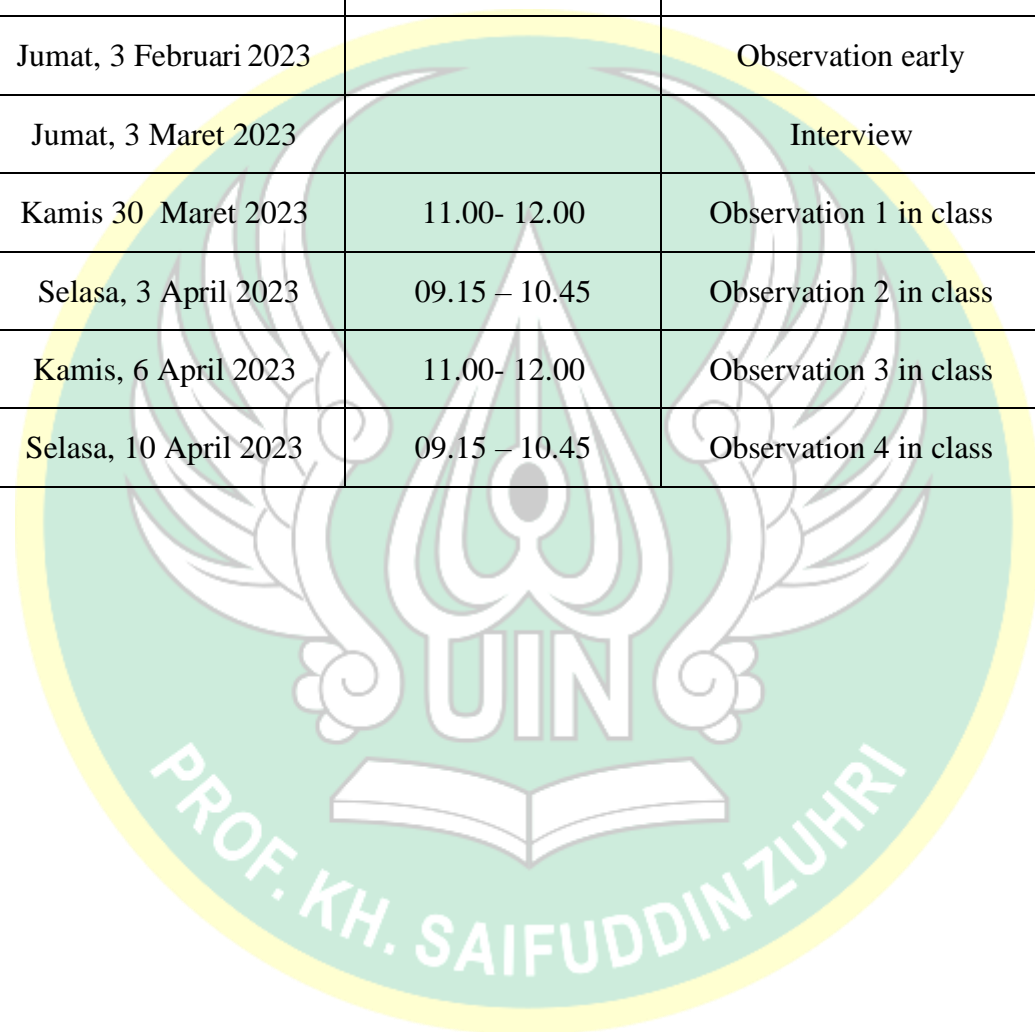
Kedungbanteng, 7 Juni 2023
Kepala MTs Al-Ikhsan Beji



M. Wahid Hasan, S. Pd. I.
NIP. ---

SCHEDULE OF THIS RESEARCH

Date	Time	Activity
Jumat, 3 Februari 2023		Observation early
Jumat, 3 Maret 2023		Interview
Kamis 30 Maret 2023	11.00- 12.00	Observation 1 in class
Selasa, 3 April 2023	09.15 – 10.45	Observation 2 in class
Kamis, 6 April 2023	11.00- 12.00	Observation 3 in class
Selasa, 10 April 2023	09.15 – 10.45	Observation 4 in class



**PROFILE OF MTs AL IKHSAN BEJI
KEDUNGBANTENG BANYUMAS**

a. Identitas



Nama Madrasah	: MTs Al Ikhsan Beji
Alamat	: Komplek Ponpes Al Ikhsan, Beji RT 04/02, Kecamatan Kedungbanteng, Kabupaten Banyumas
Nomor Telepon	: (0281)6840758
Nama Kepala Madrasah	: M. Wahid Hasan, S.Pd.I.
Status Madrasah	: Madrasah Swasta
NSM	: 121233020042
NPSN	: 20363423
Status Akreditasi/Nomor	: A (Unggul)/489/BAN-SM/2019
Tahun didirikan/ Beroperasi	: 21 Mei 1994
Nomor Surat Izin Pendirian	: 1. Wk/5.c/PP.00.6/1065/1995 2. Kd.11.02/4/PP.00/3469/2012
Pengelola	: Yayasan Al Ikhsan Beji
Kepemilikan tanah/Bangunan	: Milik Yayasan
a. Luas Tanah/Status	: 2.913 m ² /wakaf
b. Luas Bangunan	: 1.750 m ²

BIOGRAPHY

A. Identitas

1. Nama lengkap : Hestin Winika
2. NIM : 1717404018
3. Tempat/tanggal lahir : Banyumas, 3 November 1999
4. Alamat rumah : Karangtengah, Kec. Kembaran,
5. Nama ayah : Winarto
6. Nama ibu : Rokhanah

B. Riwayat Pendidikan

1. Pendidikan formal
 - a. SD/MI, tahun lulus : MI AL FALAH 2011
 - b. SMP/MTs tahun lulus : SMP N 2 KEMBARAN 2014
 - c. SMA/MA, tahun lulus : SMA N 1 SOKARAJA 2017
 - d. S1 tahun masuk : UIN Prof. K.H Saifuddin Zuhri
Purwokerto 2017

C. Pengalaman organisasi

1. OSIS SMP N 2 KEMBARAN
2. PIK-R SMP N 2 KEMBARAN
3. MADING SMP N 2 KEMBARAN
4. KIR SMA N 1 SOKARAJA
5. ROHIS SMA N 1 SOKARAJA
6. PIK-R SMA N 1 SOKARAJA
7. EASA UIN PROF. K.H SAIFUDDIN ZUHRI PURWOKERTO